



**Practicalising the significance of  
the “history-is-all-around-us” approach  
in and out of the classroom**

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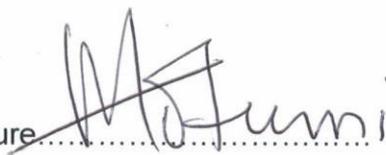
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### **Solemn Declaration**

I, Knysna Teboho Motumi declare herewith that the thesis entitled Practicalising the significance of the “history-is-all-around-us” approach in and outside of the classroom which I herewith submit to the North-West University is in compliance with the requirements set for the degree: Doctor of Philosophy is my own work, has been text-edited in accordance with the requirements and has not already been submitted to any other university.

Signature:  Motumi

Date: ...11 April 2021.....

Place: ...Parys, South Africa...

## **A Word of Appreciation**

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Above all, Glory to God!

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## **Abstract**

The uniqueness of this study in “Practicalising the significance of the ‘history-is-all-around-us’” approach in and outside the classroom” is that it is a research engagement in the discipline of History with a strong practical element of the teaching and learning of History in the FET and GET phases. The approach to all chapters therefore were to accommodate historical and educational methods in the discussion but strongly relying on the methodological principles of History as discipline.

In this research study, the utility of a “history-is-all-around-us” teaching and learning approach in and outside the classroom is suggested. Through this approach, more emphasis is placed on the considering of local and regional people’s histories (tangible and intangible legacies and events) as footprints of an area’s past in the history classroom or outdoor experience. The “history-is-all-around-us” approach should involve the habitual establishing of experiences for learners within their own teaching and learning environments. By also ensuring that there’s a deliberate consideration for thinking about the past from a multiple perspective context, should ensure a positive and balanced thought of mind by young peoples.

Previous studies reported that, local, regional and oral history still appear to be highly neglected and undervalued as a teaching and learning combination in the 21<sup>st</sup> century in the GET and FET curricula in South Africa. Then, a key question is, “to what extent is practicalising participation with regard to the concept ‘history-is-all-around-us’ teaching and learning approach in and outside the classroom possible in the Parys schools, South Africa”? What emerged from the main research question as refreshing and new (inclusive of the fact that it is the first study of its kind in South Africa and also a first for Parys) was to consolidate an array of local historical events for the purpose of teaching and learning history outside the classroom.

The research study has, amongst others, been inspired by Dewey’s theory of place-based education (PBE) which encourages the use of resources, issues and values of the local communities by both teachers and learners in their history classrooms. PBE is suggested for this study because it draws on the progressive idea that education should be multidisciplinary in nature, and learning activities should be authentic to the learners and seek to extend teaching and learning beyond the walls of the school. Through PBE and other related learner-centred teaching and learning approaches suggested in this study, the teaching of history should be connected to the learners’ real-world experiences that will help them to make meaningful connections among cultural, political and social issues.

Furthermore, a proposed organising and teaching framework for PBE was developed and the practicalising thereof further transmitted into a history teachers' way forward in a professional learning communities (PLCs) framework for history teachers. Through a suggested PLC history framework, a demonstration was made of an outside the classroom approach that should help learners to realise that history is not bound by classroom walls. Instead, history as an "is all around us" reality consists of events, activities and people: once as real as learners themselves.

The central tenet of the study is also to move learners away from a single, master narrative approach to teaching and learning of History. By considering a "history-is-all-around-us" approach supports historical knowledge diversity, inclusivity and multi-perspectivity as promising developments. By thinking in a more robust way on what might practically work or be practically best for history learners in Africa and South Africa *per se*, can be a healthy departure towards transforming rigid curricula into decolonised frameworks. Also, to provide more equal opportunities in teaching and learning experiences for learners of history in schools (as the fieldwork study in this research will clearly point out as a need).

As far as it concerns decolonised frameworks, it is viewed that this study is a wake-up call to history teachers who in particular deal with both space and time, to embrace opportunities in their preparation of Curriculum and Assessment Policy Statement (CAPS) themes and specific topics from History curricula to always depart from the familiar (local/regional) to the unfamiliar (national/global). To be able to identify a suitable selection to match the content themes in the grade curriculum, the history teacher is encouraged to explore a local environment and region for its rich and diverse cultural remains.

This study embarked in a similar way by emphasising the local and regional people' histories and events that took place in and around the town of Parys, South Africa. The departure point is the choice of schools in the research study which represent a rich and significant people and events associated with the names of these schools that are situated in and around Parys. By engaging learners in tracing the history of schools' names such as AM Lembede and HF Verwoerd Primary, Schonkenville Intermediate, as well as Barnard Molokoane Comprehensive Secondary, teachers will be assisting learners to by-pass the temptation of 'memorisation' of dry facts and dates in their history classrooms.

Therefore, the key purpose with this study is to assist history teachers with, and introduce them to, understanding the basics of what regional and local histories are with particular interest to parts of the history of Parys. Importantly so the purpose had been to also instil a sense among practitioners of what it means to practicalise local/regional history for learners in History curriculum content.

Moreover, the local and regional history close to a school or educational space also serves as evidence of a rich past that can, with responsible and informed innovativeness, be explored for its ties with national and world-linked CAPS topics. Any GET and FET history curriculum approach that promotes greater social cohesion among learners through a common sense of local and regional histories – and infused by a cultural heritage footprint that’s connected to a form of national belonging – should benefit in the suggested re-construction process of thinking and learning in history.

Lastly to add that the study contributes to the teaching and learning of history in compliance with, a “century skills revolution era”. As technology is driving the social lives of learners, its proper use is an effective way to promote learner engagement, conversation and dialogue that can result in a passion for lifelong learning among the history learners. By practicalising the significance of “history-is-all-around-us” approach in and outside the classroom it will help to create a culture of critical thinking, inquiry and open-minded discussion among the learners in the classrooms of the 21st century.

### **Key Words**

Curriculum and Assessment Policy Statement (CAPS), Cultural Heritage Education (CHE), History, Local and Regional History, Place Based-Education (PBE), Professional Learning Communities (PLCs), Teaching and Learning, Transnational, Parys South Africa.

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## List of acronyms and abbreviations

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AME	American Methodist Episcopal (Church)
AML	AM Lembede Primary School
BMC	Barnard Molokoane Comprehensive Secondary School
CAPS	Curriculum and Assessment Policy Statement
CHE	Cultural Heritage Education
COP	Community of Practice
CPD	Continuing Professional Development
CPTD	Continuing Professional Teacher Development
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DRC	Dutch Reformed Church
DTDC	District Teacher Development Centre
GAA	Group Areas Act
FET	Further Education and Training
GET	General Education and Training
HEI	Higher Education Institution
HFV	Hendrik Frensch Verwoerd Primary School
ISPFTED	Intergrated Strategic Planning Framework for Teacher Education and Development

MBE	Museum Based Education
M.O.T.H.	Memorable Oath of Tin Hats
MP	Member of Paliament
NCS	National Curriculum Statement
NWU	North West University
OBE	Outcomes-Based Education
OHP	Oral History Project
PAR	Participatory Action Research
PBE	Place Based Education
PCK	Pedagogic Content Knowledge
PD	Professional Development
PED	Provincial Education Department
PH/S	Parys High School
PLA	Participatory Learning and Action
PLC	Professional Learning Communities;
PLE	Powerful Learning Environment
PRA	Participatory Reflection and Action
RCC	Roman Catholic Church
RNCS	Revised National Curriculum Statement
SI/S	Schonkenville Intermediate School

SACE	South African Council of Educators
SAHP	South African History Project
SAHS	South African History Society
SASHT	South African Society for History Teaching
SMT	School Management Team
SSA	Sub-Standard A
SSB	Sub-Standard B
TRC	Truth and Reconciliation Commission
TSO	Tumahole Students Organisation
UDF	United Democratic Front
UFS	University of Free State
UNISA	University of South Africa

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## Chapter One

### Doing research on making practical the significance of the “History-is-all-around-us” approach in the teaching and learning of local and regional history

#### 1.1 Introduction

Human activity, whether in tangible or intangible ways, whether modern or ancient, are noticeable in all places and spaces of development. The presence of the past is effectively articulated by Travers who states, “History is all around us whether we notice it or not. It is the old building at the end of the street, the ruined castle, the old monastery. It is the songs we sing, the games we play, and the names of our streets”.<sup>1</sup> This past, according to Jordanova, is everywhere, “When we are in public our senses are constantly responding to stimuli that are gorged with history; whether we are aware or not”.<sup>2</sup> She concludes with, “...the material world is a visual world, which impacts upon human beings through their eyes, and is intimately bound up with touch”.<sup>3</sup>

In the same vein, a doyen of past history philosophy, Carr, considers that, “...the past as a long procession of people and events, twisting and turning so that different ages might look at each other with greater or lesser clarity”.<sup>4</sup> However, the relationship between the “present” and the “past” is reciprocal, because the past is “intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past”.<sup>5</sup> If then so, the question that arises is whether the significance of “history-is-all-around-us” as construct in and outside the classroom is actually being embraced in the teaching and learning of history in schools?

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<sup>1</sup> P. Travers, “History in Primary School: A Future for our Past?, Contemporary History Features”, *History Ireland*, 4(3),1996, n.a.; I. Machin, R. Maharaj, J. Mathews & I. Smith, *History is Around Us*, Std. 2. Pietermaritzburg: Shuter & Shooter, 1988, Introduction; W.H. Burston, *Principles of History Teaching*. Great Britain: Cox & Wyman, 1963, p. 3; A. Kitson, C. Husbands & S. Steward, *Teaching & Learning History 11-18*. McGraw Hill: Open University Press, 2011, p. 5.

<sup>2</sup> L. Jordanova, *History in Practice*. Oxford: Oxford University Press, 2000, p. 146.

<sup>3</sup> L. Jordanova, *The Look of the Past: Visual and Material Evidence in Historical Practice*. Cambridge: Cambridge University Press, 2012, p. 1.

<sup>4</sup> E.H. Carr, *What is History?* New York, NY: Vintage, 1961, p. 30; F.A. van Jaarsveld, *Historical Consciousness and the Reinterpretation of History*, University of Zululand, Series No. B76, August 1989, pp. 1-36.

<sup>5</sup> E.H. Carr, *What is History?* ..., p. 69.

To pursue this question, the place, space and focus of this study will be involving the following schools in the Free State Province: Two public primary schools, HF Verwoerd in the town of Parys, and the adjoining AM Lembede in the former local African township of Tumahole. It will also include three secondary schools, namely Parys Public Secondary School in the town of Parys and the adjacent Barnard Molokoane Public Comprehensive School in the township of Tumahole, as well as the Schonkenville Intermediary School in the former Coloured township of Schonkenville.

Similarities in the case of these schools is, they are named after people who played a prominent role in the politics of South Africa, and they influenced its historical landscape. For example, Anthony Muziwakhe Lembede is a founder member of the African National Congress Youth League (ANCYL) in 1944, while Dr Hendrik Frensch Verwoerd is often called the architect of apartheid South Africa in 1948. A piece of land donated by Mr Pienaar Schonken in 1980 helped to facilitate for the establishment of a separate township for Coloured people of Parys, named Schonkenville Township after him.

The establishment of a separate township, schonkenville for coloured people, near the town of Parys serves as an example of the harsh realities of apartheid policies in South Africa, such as the Group Areas Act (GAA) No. 41 of 1950. According to Horrel, the GAA was one of the cornerstone measures used to control the lives of urban Blacks, Indians and Coloured people, and to eliminate the mixed neighbourhood in favour of “establishing racially segregated residential areas in South Africa”.<sup>6</sup>

Lastly, Barnard Kgasitsiwe Molokoane is named after one of the uMkhonto we Sizwe (MK) operatives from the township of Tumahole who was killed in skirmishes with apartheid government security forces while attempting to sabotage the Sasol petroleum plant near Secunda in 1985. For the purpose of practicalising the significance of “history-is-all-around-us” approach in and outside the classroom, the names of these schools and the events which tookplace in this region could be used

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<sup>6</sup> M. Horrell, Q. Whyte and F. J. van Wyk, *South African Institute of Race Relations (SAIRR)*. Johannesburg: SAIRR, 1950, p. 26.

as resources to engage learners in the teaching and learning of their local and regional histories.

The study will explore the extent to which teachers of social sciences and history in the GET band (Senior Phase Grades 7-9) and the FET band (Grade 10) in these schools, are knowledgeable, able and/or willing to make practical the significance of the “history-is-all-around-us” approach in and outside the classroom, with learners. The significance of intangible and tangible heritage is explicitly expressed in the CAPS as one of its “key principles which deserves consideration in the teaching and learning of history”.<sup>7</sup>

The study seeks to further investigate to what extent the Grades 7-10 learners of the five public schools have experienced the teaching of the “history-is-all-around-us” construct in their respective schools as part of nurturing their historical consciousness. Furthermore, this study will also examine the level of historical consciousness<sup>8</sup> of community leaders, parents, principals, and history subject advisors in the town of Parys, and the townships of Schonkenville and Tumahole regarding their views, knowledge, and exposure to the teaching and learning of the construct, “history-is-all-around-us” in schools.

The researcher suspects that, at Parys Public High School and at HF Verwoerd Public Primary School (both previously advantaged former model C schools), the history teachers have utilised more opportunities with regard to practise the approach of the “history-is-all-around-us” approach than their previously disadvantaged counterparts in the two townships. Whether that is the case should eventually also evolve from the intended research study.

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<sup>7</sup> Republic of South Africa (RSA), Department of Basic Education (DBE), *Curriculum and Assessment Policy Statement (CAPS), Social Studies (Senior Phase, Grades 7-9)*, Pretoria: Government Printers, 2011, p. 10; RSA, DBE, *CAPS, History Grades 10-12*, 2011... p. 5.

<sup>8</sup> Historical Consciousness should be understood to be the ability of individuals being fully conscious of the fact that, everything around us is historical, hence the study practicalising the significance of “history-is-all-around-us” in and out of the classroom. On the other hand, its function is to enable the individuals to make sense of history. Therefore, a historical consciousness can be found in the applied consciousness of individual human beings (teachers, parents, and learners) in how they make sense of and use their local history to develop their identities, make sense of history and society, and finally, to realize that they are but themselves the products and producers of history.

Flowing from the introduction, the orientation and background of the study will be a focus on four major issues of discussion. These are; The local space as an important place to study history; the CAPS outline with regards to the value of considering, and doing local history of regions, and the extent to which the CAPS fits or does not fit the local space as a teaching and learning field of training; to discuss literature in general on how teachers feel, and what they state about it, and what seems to be still lacking.

Fourthly, what will briefly follow is information and a critique of the existing sources regarding the area of focus, as well as what makes it difficult to properly teach “history-is-all-around-us” as a combined concept.

Finally, the emphasis in the literature outline will be on the notion of developing PLCs for history teachers, to further reinforce, develop and sustain the practical significance of the “history-is-all-around-us” principle. Many scholars such as Louis *et al.*, and Dutt argue for the teacher empowerment as a critical element to effective professional learning. Louis *et al.* point out the importance of the empowerment of teachers as decision-makers, and Dutt argues that teacher empowerment, “raises the sights of teachers, lowers their defensive barriers, broadens their educational horizons, and gives them a sense of pride, ownership and responsibility”.<sup>9</sup>

## **1.2 Orientation and background**

### 1.2.1 Orientation

Though the human past is too complicated, and too broad for any one person to adequately cover in a lifetime, it is accepted that every human community has a history of its own that is worth investigating. This history, which is the past, is everything that has survived naturally, or has been preserved purposefully by society. It may be in the form of tradition, narratives, and beliefs passed from one generation to the next. Most importantly, De Villiers notes that, the “past may assist people to obtain a sense of their place and purpose in the present”.<sup>10</sup> This argument is carried forward by Counce

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<sup>9</sup> K.S. Louis, H.M. Marks & S. Kruse, “Professional Community in Restructuring Schools”, *American Educational Research Journal*, 33 (4), 1996, pp. 757–798; B. S.V. Dutt, *Empowering primary teachers*. New Delhi: Discovery Publishing House, 2001, p. 4.

<sup>10</sup> J. de Villiers, “The challenge of History”, *University of Zululand*, series A, No. 15, 28 August 1984, pp. 1-19.

who claims that, “every family, and every place has a history of its own, and one that can contribute detailed knowledge and understanding to the study of wider themes”.<sup>11</sup>

There is an unbreakable tie between history and life, because history is part and parcel of human life. Teaching and learning about the past must for this reason, be part of the irreducible entitlement for all learners.

History in general offers learners the knowledge, understanding and skills required to become “active and informed participants on a local, national and global level”.<sup>12</sup> In essence, history is what the natural, and human past has left behind. History is thus the understanding of the world around us, and the people in it. It involves and starts with the study of known actions and decisions of people within their community, in particular, those that are of significance to that specific community. In a history about humans, it can be amongst other things; archival repositories that contain written information dealing with a host of recorded decisions, “contributions and tangible heritage such as buildings, monuments, personal to public artefacts, *et cetera*.”<sup>13</sup> Through the study of history, ordinary people seek to understand the upheavals, and changes that they and their communities experienced in their own lives. These can include, amongst other things, forced removals, social transformation, technological changes, or personal migrations to a new community.

Another interesting, and observable development in the teaching and learning of history in recent years has been the “massive global growth of the study of local history”.<sup>14</sup> It can be regarded as an affirmation of the fact that, every individual, group, family and every place has a history of its own. This development of the study of this often-neglected field of history can contribute detailed knowledge to the study of wider themes as noted by Caunce. Local history also highlights the fact that most lives are

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<sup>11</sup> S. Caunce, *Oral History and the Local Historian*. London: Longman, 1994, p. 8.

<sup>12</sup> E.S. van Eeden, *Didactical Guidelines for Teaching History in a Changing South Africa*, Potchefstroom: Keurkopie Publishers, Potchefstroom, 1999, p. 1; A. Kitson, C. Husbands & S. Steward, *Teaching and Learning of History 11-18: Understanding the Past*. London: Open University Press, 2011, p. 318; RSA, DBE, CAPS, *Social Studies, (senior phase, Gr. 7-9)*, 2011, p. 9.

<sup>13</sup> B. Garvey & M. Krug, *Models of History Teaching in the Secondary Schools*. Oxford: Oxford University Press, 1997, p. 6; S. Schoeman & C Visagie, “Local History teaching in the Overberg region of the Western Cape: The Case of the Elim Primary School”, *Yesterday & Today*, no. 11, July 2014, pp. 118-132.

<sup>14</sup> S. Caunce, *Oral history and the Local Historian*, 1994, p. 8; S. Aktekin, “The Place and importance of Local History in the Secondary History Education”, *Journal of Theory and Practice in Education*, 6(1), 2009, pp. 86-105; P. Thompson, *The Voice of the Past: Oral History*, (3<sup>rd</sup>. ed.). Oxford: Oxford University Press, 2000, p. 8.

lived within a local framework, and “every individual has played a part in moulding our present society and economy”.<sup>15</sup>

Thus, the study of communities at local, regional, and national level is crucial to an understanding of why a particular society or nation made the “choices it did in the past”.<sup>16</sup>

The objective is to encourage history teachers to engage learners in the ‘doing’ history approach by utilising local and regional resources in the teaching and learning of history in and outside the classroom. The ‘doing’ history approach will enable teachers and learners to focus on their local and regional past and its people, and use the nearby cultural heritage environment in order to understand and appreciate their past. Through this approach, teachers will be encouraged to link the local environmental resources to enliven the history classrooms by challenging learners to incorporate themselves, their communities, and their surroundings into complex encounters of place and past.

It is through the study of local and regional history that a village, a township or a town seeks to find meaning for its own changing character and newcomers can gain a sense of awareness of their emergent personal historical knowledge.

According to Mathews *et al.*, the greatest appeal of local history lies in its “proximity, which deals with what is familiar and known, and what can be studied first-hand by the learners”.<sup>17</sup> If learners are familiar with the people, buildings, customs and traditions of their local village, town or township, the familiar background can be easily used to introduce new historical concepts such as cause and effect (causality) to them. Furthermore, the study of local history can help learners to come to realise that history is not simply a matter of pages in a textbook, but that, “history consists of events, and people once as real as learners themselves, and all that took place in and around them”.<sup>18</sup>

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<sup>15</sup> P. Hudson, “Regional and Local History: Globalization, Postmodernism and the Future”, *The Journal of Regional and Local Histories*, 20(1), 1999, pp. 5-24.

<sup>16</sup> S. Caunce, *Oral History...*, p. 102; J. Black & D.M. MacRaild, *Studying History*, (2<sup>nd</sup> ed.), London: MacMillan Press, 2000, p. 92.

<sup>17</sup> J. Mathews, K. Moodley, W. Rheeder & W. Wilkinson, *Discover History: A Pupil-centred Approach to History Method*. Cape Town: Maskew-Miller Longman, 1992, p. 88.

<sup>18</sup> J. Mathews, *et al.*, *Discover history...* p. 88; See I. Machin, R. Maharaj, J. Mathews & I. Smith, *History is about people: Std. 3*. Pietermaritzburg: Shuter & Shooter, 1981, Introduction.

Of more importance to the study of local and regional history is that, it is an appropriate way to introduce the learners to the “study, and skills of history at an early age because the evidence is all around them”.<sup>19</sup> If we relate the study of history to the learners’ own lives, there is a greater possibility that they will not regard it (history) as being merely a collection of dull and remote facts. Consequently, the study of local and regional history will further reinforce the idea of making practical the significance of the “history-is-all-around-us” approach in the teaching and learning of the subject in our classrooms. Historians such as Wineberg further propose that history research should shift away from what learners do not know. Instead, attention must focus on what “learners already know”.<sup>20</sup>

The local place, and space or neighbourhood becomes an important starting point to the teaching and learning of history because, it is familiar to them and exploring what they already know is a key ingredient in their learning. It is strongly argued that, history being all around us, there is history around every corner, and not just in the classroom. It can be learnt from other people, and not just those in school, and this view highlight the significance of the “history-is-all-around-us” approach, in and outside the classroom.

Teachers are likely to be more effective in teaching and learning of history if, they allow space for the many different starting points that learners bring into the classroom from their diverse cultural, and social contexts. This view is supported by Dean that when teachers and learners are “doing” heritage (where information is gathered, sifted and interpreted), “heritage grows from the bottom up”.<sup>21</sup> The value of “doing” heritage helps history learners to associate the concrete outside world with the inside of the classroom with ease, and leads them to more personal experience with the learning material.

Heritage education therefore, refers to an approach to teaching and learning about history and culture that uses information from “material culture and the human, and

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<sup>19</sup> I. Machin, *et al.*, *History is Around Us, Std. 2*. Pietermaritzburg: Shuter & Shooter, 1988, Introduction.

<sup>20</sup> S.S. Wineburg, “Probing the Depths of Students’ Historical Knowledge”, *Perspectives*, 30 (3), 1992, pp. 19-24; A. Kitson, C. Husbands and S. Steward, *Teaching and Learning of History 11-18: ...*, p. 122.

<sup>21</sup> J. Dean, “Heritage and African history”, in S. Jeppe (ed.), *Toward New Histories for South Africa, on the Place of the Past in our Present*. Lansdowne: Juta, 2004, p. 120.

built environments as primary instructional resources”.<sup>22</sup> Consequently, effective teaching and learning of history takes place when learners discover meaning in the new knowledge by aligning it with the existing knowledge, which makes the study of local and regional history even more significant.

The study of local and regional history also gives learners an understanding of, and “pride regarding their own heritage and lives”.<sup>23</sup> The learners’ homes and school are brought closer to one another, where learners are continually depending on their home environment for the provision of teaching and learning material for school. In this type of teaching and learning space and place, it makes the significance of the “history-is-all-around-us” approach in and outside classroom a practical reality.

The teaching and learning of local and regional history can also expose history learners to history outside the classroom through organised class field trips, excursions as well as visits to local museums and or archives. The excursions can be a valuable tool, and resource in the teaching and learning of history to raise learners’ awareness that “what they learn in the classroom is related to the concrete reality of the outside world”.<sup>24</sup>

Regular, and planned visits to the local museum and archives, can also be used as tangible examples to convey a strong message of the necessity to preserve, protect and appreciate our historical sites and objects. The significance of heritage sites <sup>25</sup> in any local area or region, lies in the fact that sites also provide a basis for learners to “explore competing notions of heritage within the context of a history curriculum”.<sup>26</sup>

According to Cajete, “indigenous education revolves around a transformational process of learning how to establish and maintain relationships between self, place and community or tribe”.<sup>27</sup> Through the “history-is-all-around-us” approach learners will be encouraged to use primary sources found at their local heritage sites and the nearby

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<sup>22</sup> C.C. Yesilbursa & C.K. Barton, “Pre-service Teachers’ attitudes toward the inclusion of ‘Heritage Education’ in Elementary Social Studies”, *Journal of Social Studies Education Research*, 2(2), 2011, pp. 1-21.

<sup>23</sup> J. Mathews, *et al.*, *Discover history...*, p. 89.

<sup>24</sup> J. Mathews, *et al.*, *Discover history...*, p. 91.

<sup>25</sup> Heritage site in the context of discussion refers to features belonging to the culture of a particular society, such as traditions, languages, or buildings that were created in the past and still have historical importance. See also <http://dictionary.cambridge.org/dictionary/english/heritage> (Accessed on 10 October 2016).

<sup>26</sup> A. Kitson, *et al.*, *The Teaching of History...*, p. 154.

<sup>27</sup> G. Cajete, “An enchanted land: Spiritual ecology and theology of place”, *Winds of Change*, 8(2), 1993, pp. 50-53; J. Singleton, “Head, heart and hands model for transformative learning: Place as context for changing sustainability values”, *Journal of Sustainability Education*, vol. 9, 2015, pp. 1-14

histories of indigenous people, such as those of Tumahole and Schonkenville townships and provide them with an active and engaging experience that inspires learners and communities to learn more about their past.

In a rapidly globalising environment, it would typically also be possible to speak of the development of social knowledge since, not all knowledge is indigenous. It could be the result of the transmission of ideas from elsewhere at the regional and even international level, football is one example, and Modern Christian religious practices are also examples of social education. Through this type of teaching and learning space, it makes possible for learners to experience and make practical the significance of the “history-is-all-around-us” approach inside, and outside the classroom.

Apart from investigating written accounts on local history, oral history is another highly recommended suitable historical method that can be used to recover, and uncover local and regional history. The approach can create intimate portraits of people, places, and communities in a way that no other historical method can. The assertion by Counce sums it conclusively that, “in all walks of life, the use of oral history naturally predates written evidence”.<sup>28</sup>

Oral history has been used in the past as a community-based tradition for communication purposes, as well as to serve the interest of that community. It allows the lives of ordinary people, formerly unrepresented in the historical annals of the community to be given their proper space, and place in the overall scheme of things. Oral history, as explained by May, can be “utilised in a diversity of methods, and degrees of incorporation in historical research”.<sup>29</sup>

According to May, one such oral history method is known as the “history-in-the-round” which is a term adapted from a theatrical approach called “theatre-in-the-round” which was popular in Western drama in the 1950s. There are also strong links, and similarities between these two concepts, “history-in-the-around” and the “history-is-all-around-us” in and outside the classroom as a teaching and learning approach. The

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<sup>28</sup> S. Counce, *Oral History...*, p. 100.

<sup>29</sup> J. May, “History-in-the round: Oral History, memory and praxis for small scale Oral History Projects”, in D. Trškan (ed.), *Oral History Education: Dialogue with the Past*. Ljubljana: Slovenian National Commission for UNESCO, 2016, p. 28.

“history-in-the-round” approach places the voices of the tellers at the centre of the method, privileging the performativity aspects of oral history research.

In the first instance, the concept “underscores the antiquity of oral history as a teaching and learning methodology”.<sup>30</sup> The first histories of the ancient societies were oral histories. Secondly, the concept emphasises the centrality of speech, and performance in the history-in-the-round.

Oral histories are performances which are often undertaken because few documents, or “props” exist about the group or subject matter to be studied. This is particularly relevant to the study of the historically disenfranchised, according to Layman, “those people hidden from history”,<sup>31</sup> especially with regard to their experiences. For the people of these communities, oral history offers a means of preserving not only individual lives, but also many different ways of life from vanishing into obscurity. According to Andreetti, “oral accounts provide the detail that turns a historical account into real life”.<sup>32</sup>

In cases where there is a lack of, and absence of written accounts of a community, oral history would be a valuable exercise to record the stories of older members of the community while they are still alive. Indeed, historians in Mozambique interviewed old people to uncover the stories about their country's past which colonialists had ignored or suppressed, the theme of their project was, “Our old people are our libraries”.<sup>33</sup> Hence, the famous African adage which says, “When an elderly person dies, the whole community library is burnt down” can become a reality.

During ancient times, folktales and other folklores genre were told by old people around fire at night and it is usually oral history of a certain group of people that is used to preserve its culture and identity. Oral history can also be used to transform content and purpose of history and in particular local and regional history. Oral history, to quote Thompson, “is a history built around people”.<sup>34</sup> It also encourages learners and

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<sup>30</sup> J. May, “History-in-the round...”, in D. Trškan (ed.), *Oral History Education...*, p. 28.

<sup>31</sup> L. Layman, “Ethical imperatives in Oral History”, *Studies in Western Australian History*, 26, 2010, pp. 130-150.

<sup>32</sup> K. Andreetti, *Teaching History from primary evidence*. London: David Fulton Publishers, 1993, p. 57.

<sup>33</sup> L. Witz, *Write Your Own History*. Johannesburg: A Sached Trust/Ravan Press, 1988, p. 14.

<sup>34</sup> P. Thompson, “The voices of the past: Oral History”, in R. Perks & A. Thomson, (eds.), *The Oral History Reader*. London: Routledge, 1988, p. 28.

teachers to become fellow participants in the construction of their own histories. By using oral sources learners and teachers will move beyond the so-called “hard” forms of historical knowledge, in other words the facts or content knowledge and gain insight into historical significance through the context which oral sources are able to uncover.

Oral history can give back to the people who made, and experienced history, through their own words, a central place. Through oral history, the community can, and should be enabled to record in the written word its own history. The study of local and regional history based on oral history is also viewed as the only dimension in which the totality of the peoples’ past could in fact be discovered. It therefore, makes it a compelling reason for the study of the local in history. The fitting of local knowledge and experiences into a general framework is a worthy task that has to be “conducted at many different levels and using many different skills”.<sup>35</sup>

Furthermore, oral history best defines the evolving, changing, and responding nature of history to its environment. It knits well with studies on local and regional spaces, which in turn are associated with a research methodology like “history from below” combined with an oral history approach. Oral history provides an interpretive methodology with which to explore the everyday life in the past. It further acts as a restraint against reductionism and methodological narrow-mindedness.

Oral history approach also allows the historian to explore the motivations, feelings, and values of informants, “it gives voice to otherwise marginalised groups”.<sup>36</sup> In oral or “people’s history”, space and people are not just passive spectators, but they are actually participants who are able to interpret their own activities personally. People’s history deals with forgotten people, and events that until recent times would “normally never feature in traditional historical writing”.<sup>37</sup> The concept of people’s history is inextricably intertwined with the term “everyday-life history”. The study of this new kind of history, which deals with everyday lives of ordinary people, has become a factor that cannot be ignored in future.

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<sup>35</sup> S. Caunce, *Oral History...*, p. 25.

<sup>36</sup> G. Nelmes, “The Case for Oral History in Composition Historiography”, *Written Communication*, 9(3), 1992, pp. 368-369.

<sup>37</sup> F.A. van Jaarsveld, “Historical Consciousness...” pp. 1-36.

However, according to Wahlberg, “it is difficult to conduct oral history research with learners in less affluent, and under-resourced schools”.<sup>38</sup> In order, therefore, to eliminate the issue of inadequate resources in those schools, she suggests the introduction of an oral history project (OHP) in the classroom to conduct interviews with elderly people from a particular local community. This study is therefore an appropriate way to introduce oral history projects for history learners in classrooms of those schools, to equip them with the study and skills of “doing” history at an early stage, because oral history is all around them.

The “doing” of history approach is what history curriculum planners had in mind at the dawning of a new South Africa in 1994. More emphasis was to be placed on learner-centred instruction, which is the reason policy documents such as the NCS and CAPS endorsed this educational approach. This new teaching and learning approach “marked a paradigm shift from a subject-dominated, to an integrated curriculum with an active learner and a facilitating teacher”.<sup>39</sup> Basically, active learning encourages learners to do something that develops their skills as opposed to traditional passive learning where teachers merely transmit the information to the learners.

Central to CAPS for social sciences Grades 4-9 and history Grades 10-12, few key specific aims have been provided. They are, learners must be able to undertake a process of “historical enquiry based on skills, valuing of indigenous knowledge systems, and acknowledging the rich history and heritage of this country”.<sup>40</sup> The CAPS document is therefore, perceived as a fertile ground to prepare young people for local, regional, national, continental and global responsibilities.

Historians such as Sealy and Mathews *et al.* also add their voices of support to those who suggest that learners need to understand and enjoy history by sometimes doing what historians do. Sealy notes that, learners must “actively make sense of historical

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<sup>38</sup> B. Wahlberg, “An Investigation into the implementation of Oral History in the FET Phase based on the views of first year History Education University students”, *Yesterday&Today*, no. 3, October 2008, pp. 41-58.

<sup>39</sup> M.M. Taruvinga & M. Cross, *Jonathan Jansen and Curriculum Debate in South Africa: An Essay Review of Jansen’s Writings Between 1999 and 2009*. Wiley Periodicals, Inc., 2012, p. 128.

<sup>40</sup> DBE, *CAPS, History Grades 10-12*. Pretoria: Government Printing Works, 2011, p. 5.

situations, and construct their own histories by doing history under the teacher's guidance".<sup>41</sup>

Thus, when doing history and especially oral history, it becomes real when learners actively, creatively, and critically engage with issues of heritage and public representations of the past. In this sense, considerations to "reflect a form of public history is likely".<sup>42</sup>

Furthermore, when history learners undertake curriculum-based excursions to heritage sites as prescribed by the CAPS document for the GET band (Grades 7-9) and the FET band (Grades 10-12), these excursions are to the learners, in practice, a staple of the school history curriculum. Through curriculum-based excursions, teachers can make it possible for history learners to "see, feel, smell, touch and even hear aspects of their curriculum better".<sup>43</sup> Those excursions can also help learners to have a more profound understanding of what they have been exposed to in their textbooks in the classrooms. Curriculum-based excursions are a space, and place where the significance of the "history-is-all-around-us" approach can be experienced first-hand by the learners.

Planned excursions to the local war memorial such as the Vegkop Battlefield of 1836 near the town of Heilbron in the Province of the Free State can also offer rich opportunities for learners to explore historical significance. Again, local oral history projects can further motivate the most reluctant of learners to enjoy the study of history. Museum-based learning, can further offer a wealth of possibilities and opportunities for enriching learners' understanding of evidence and the ways in which historians construct ideas regarding the past. Excursions can be one teaching strategy for history teachers and their learners towards practicalising the significance of the "history-is-all-

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<sup>41</sup> E. Sealy, *Doing history- History in the Revised NCS Social Sciences, Teacher's Guide*. Cape Town: Edumedia, 2014, p. 1; See also J. Mathews, *et al.*, *Discover History...*, p. 21.

<sup>42</sup> Though Public History can be defined quite widely, the consideration of Public History in this context implies an emphasis on the usefulness of historical knowledge in some way that goes beyond purely academic or antiquarian purposes, but to be utilised in teaching, and spontaneously deepen and empower learner connection, which forms part of the public connection, with the past. Compare Thomas Cauvin, *Public History. A Textbook of Practice*. London: Routledge, 2016, pp. 298.

<sup>43</sup> G. Brookbanks, "Inspiring learners beyond classroom walls: The What, Why, Who, Where and How for organising Curriculum-Based History Tours", *Yesterday&Today*, 11, July 2014, pp. 99-117.

around-us” approach in and outside the classroom in the teaching and learning of local and regional history in our schools.

Major foci of this study are to establish to what extent, the “history-is-all-around-us” in and outside the classroom approach has been captured in the local and regional historiography of history teaching and learning.

To further determine, and compare the ability and/or willingness of history teachers in both types of schools (former Model C schools and formerly disadvantaged township schools) do incorporate, and practicalise the “history-is-all-around-us” approach in their teaching and learning of local and regional history in and outside the classroom.

### 1.2.2 Background

In the above discussion on orientation, it has been accentuated that this study aims to determine, and compare the extent to which teachers of history in former model C schools and in township schools in the Parys area actually do incorporate a “history-is-all-around-us” approach in their teaching and learning of local and regional history. Former Model C schools’ one might expect that the history teachers of the schools in Parys – realising the value of the “available-making” and “availability” of their history, will consequently be more willing and/or able to implement a “history-is-all-around-us” approach in their teaching and learning of local and regional history. One of the best teaching and learning methods that can be used to inspire history learners to see history beyond their classroom walls, and beyond the confines of their textbook covers probably will be their “personal experience of curriculum-based excursions”.<sup>44</sup>

In the same vein, historians and educators of history such as Van Eeden, Mathews, Brookbanks and Schoeman, are of the opinion that history teachers should be made more aware that the broader history curricula of the GET and FET bands do “not ignore the possibilities of local history and local heritage in the teaching and learning of

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<sup>44</sup> J. Mathews, *et al.*, *Discover History ...*, p. 91; See also G. Brookbanks, “Inspiring Learners Beyond ...”, *Yesterday & Today*, no. 11, July 2014, pp. 99-117; See A.D. Hood, “Material culture”, in S. Barber & C.M Peniston-Bird (eds.), *History beyond the text: A Student’s Guide to alternative sources*. London: Routledge, 2007, p. 176.

history”.<sup>45</sup> On the other hand, despite the good intentions of the CAPS document, where Grades 7-10 learners are compelled to do a heritage (local) assignment, and Grade 11 learners to do an oral task, Van Eeden “postulates that local and oral histories still appear to be highly neglected as a teaching combination in the 21<sup>st</sup> century FET curriculum”.<sup>46</sup>

There is no doubt in my mind that, the use of oral history has great potential not only for historical understanding through context, but also for the development of historical skills among learners. Other possible advantages of historical oral testimony in the classroom are the expansion of learners’ vocabulary; the exposure of learners to the work of historians, i.e. nurturing “future-historians”. Again, as learners investigate the past through oral testimony, they will also be more likely to identify with the local role players of the past, which in turn should increase their interest in history.

This neglected, and/or underdeveloped field of teaching and learning, and possible teaching approaches to practicalise local history content, is viewed as a critical research gap in literature, and in teaching history. At the same time, history teachers from the Free State Province seem to struggle, to incorporate local and regional history into their teaching and learning of history curriculum content. The same idea is revealed by Moreeng who claims that, “teachers’ initial training and socialisation plays an important part in conceptualising and teaching heritage from a predominantly colonial and imperialistic perspective”.<sup>47</sup> It was also confirmed by most history teachers of the FET band during their history start-up workshops at Fezile Dabi education district, which were conducted by the history subject advisors in the beginning of 2016.<sup>48</sup>

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<sup>45</sup> E.S van Eeden, “Exploring local histories in the use and appreciation of heritage and history in History curricula”, *Yesterday & Today*, no. 5, 2010, pp. 23-48; G. Brookbanks, “Inspiring learners beyond ...”, *Yesterday & Today*, no. 11, July 2014, pp. 99-117.

<sup>46</sup> E.S. van Eeden, “The youth and school History ...”, *Yesterday & Today*, no. 9, 2012, pp. 23-46; K. Horn, “Oral History in the classroom: Clarifying the context through historical understanding”, *Yesterday & Today*, no. 11, July 2014, pp. 72-83; See F.J. Cleophas, “Writing and contextualising Local History: A Historical narrative of the Wellington Horticultural Society (Coloured)”, *Yesterday & Today*, No. 11, July 2014, pp. 21-53.

<sup>47</sup> B. B. Moreeng, “Reconceptualising the teaching of Heritage in Schools”, *South African Journal of Higher Education*, 28(3A), 2014, pp. 767–786.

<sup>48</sup> S.A. Thateng, “Fezile Dabi FET History teachers’ start-up workshops”, Sasolburg, 11&15 January 2016.

In the meantime, the CAPS document prescribed approach of involving history school learners with their local heritage is still not yet fully implemented in all schools. In order to provide sustainable training and implementation of CAPS curriculum, especially in the teaching and learning of local and regional history, DBE has intensified its “annual *iNkosi Albert Luthuli Oral History Programme* with its focus on local history”.<sup>49</sup> Through this practice of oral history, it is envisaged that learners in schools can form an active part of the documenting of social history that feeds into IKS. The oral history project could become an excellent opportunity, and an attempt to produce local knowledge and skills that are unique to a given culture or society.

Such initiative by DBE, has always been used to give all learners from Grades 8-11, and their teachers an opportunity to “celebrate and uncover their local histories, heritage and knowledge that have never been part of the mainstream narratives”.<sup>50</sup> This study will contribute to this initiative by encouraging the establishment of local history societies in schools. Local schools’ history societies are considered to be the easiest or perhaps the most enjoyable way to enable the learners to engage critically with the past, and the world around them in constructing their own understanding.

Another initiative that should naturally flow from this study is history teachers establishing a PLC. The establishment of a PLC will provide teachers from different schools in the town of Parys and surrounding townships an opportunity to collaboratively work towards a common goal.

A well maintained and managed PLC for history teachers that efficiently operates has the potential, and the ability to improve the learners understanding of the history that is around them. In the United States, Darling-Hammond, and McLaughlin believe teachers ought to construct “new classroom roles and expectations about learners’ outcomes, and to teach in ways they have never taught before”.<sup>51</sup>

According to Roth and Lee, a PLC will lead to forms of collective praxis where teachers and learners of history will have the prospect to share their ways of “doing” history, and

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<sup>49</sup> DBE, “*iNkosi Luthuli Oral History Programme*”. Pretoria: Government Printing Works, 2012.

<sup>50</sup> DBE, “*iNkosi Luthuli Oral History...*”, p. 1.

<sup>51</sup> L. Darling-Hammond & M.W. McLaughlin, “Policies that support professional development in an Era of Reform”, *Phi Delta Kappan*, 1995, p. 76.

thereby creating an interest and a basis for further historical exploration and appreciation of their own nearby environment. Roth and Lee are convinced that in genuine learning communities, teachers will be concerned with “both the maintenance of the community and ultimately society, and to the object that characterises the practice”.<sup>52</sup>

Feldman and Fataar, also believe in a country like South Africa which has introduced CAPS, PLCs will enable history teachers to find ways within the current CAPS curriculum to generate an “enriched, socially just teaching and learning environment”.<sup>53</sup> Consequently, it is also the aim with this research study, to recommend for the establishment of functional and sustainable PLCs for history teachers as a place and space for a group of teachers to work collaboratively at school level to improve their teaching practice.

This study has also become a matter of urgency in South Africa considering the divided (past) history of the people of this country. In order to accept this divided history, DBE is also considering history as a “compulsory school subject countrywide”.<sup>54</sup> To achieve this initiative, DBE has already held its first round table discussions at the end of 2015 with different stakeholders with, “A country that does not know its history has no future”<sup>55</sup> as theme.

### **1.3 Problem statement**

What is quite apparent from the discussion thus far, is that there are clearly shortcomings in existing literature and current research on assessing the visibility of the “history-is-all-around-us” approach, also featuring local heritage and legacies.

The problem statement can therefore, be formulated as stating that, local and oral history still appear to be highly “neglected and undervalued as a teaching and learning combination in the 21<sup>st</sup> century in GET and FET curricula in South Africa”. Also, despite

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<sup>52</sup> W.M. Roth & Y.J. Lee, “Contradictions in theorising and implementing communities in Education”, *Educational Research Review*, 2006, 1(1):27-40. Accessed in 2019 July 20, from [https://repository.nie.edu.sg/bitstream/10497/4570/1/edurev-1-1-27\\_a.pdf](https://repository.nie.edu.sg/bitstream/10497/4570/1/edurev-1-1-27_a.pdf)

<sup>53</sup> J. Feldman & A. Fataar, Conceptualising the setting of a PLC for teachers’ pedagogical learning”, *South African Journal of Higher Education*, 28(1), 2014, pp. 1525-1539.

<sup>54</sup> P. Louw, “History is in our future”, *The Times*, 23 April 2015, p. 4.

<sup>55</sup> A. Motshekga, “1<sup>st</sup> History Round Table discussion”, unpublished report, Pretoria, 3 December 2015.

the good intentions of the recent CAPS document recommending, a constructivist, creative and learner-centred teaching and learning approach to history, which also compels Grades 7 to 10 learners to do a heritage (local) assignment and Grade 11 learners to do an oral task, many history teachers still “struggle to incorporate local and regional history in their teaching and learning”.<sup>56</sup>

It must also be noted that the study of local histories can be viewed as a “close-by and practical way to introduce learners to national related knowledge of history, and a diversity of skills to apply”.<sup>57</sup> When learners are given an opportunity to observe, and interpret the remains of the past, they will become more aware of their own influence and significance. As a result, non-compliance with the prescripts of the CAPS document has a negative effect on the learners’ historical practice of history. Through this study, it is recommended that history teachers will be exposed to many other ways of interpreting the past, for example postcolonial discourse, to assist in challenging the legacy of imperialism, colonialism and apartheid instilled in history teachers’ and learners’ approach towards heritage.

This gap, if not attended to, it will result in limiting the learners’ understanding of international historical events due to a lack of local examples. In other words, unless learners understand historical context, they will not be able to recognise the significance of history and neither will they understand the many uses of history and the skills gained from the study of history in their day to day lives.

Furthermore, not all learners doing history in South Africa may in their lifetime be able to experience the more globally endorsed, highly recommended “21<sup>st</sup> century constructivist and creative learner-centred teaching and learning approaches”.<sup>58</sup> According to Ludlow, this teaching and learning approach is in line with a current international trend towards constructivism whereby learners are expected to become more “directly and actively involved in creating their own knowledge, and their own

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<sup>56</sup> S.A. Thateng, “Fezile Dabi FET History teachers’ start-up workshops”, Sasolburg, 11&15 January 2016.

<sup>57</sup> E.S. van Eeden, “Exploring local histories in the use and appreciation of heritage history in History curricula”, *Yesterday&Today*, no. 5, 2010, pp. 23-50; See also R. Douch, “Local History”, in M. Ballard (ed.), *New Movements in the Study and Teaching of History*. London: Temple Smith, 1971, p. 109.

<sup>58</sup> P. Warnich & L. Meyer, “Trainee teachers’ observation on learner-centred instruction and assessment as applied by History & Social Sciences Teachers”, *Yesterday&Today*, no. 9, July 2013, pp. 13-44.

process of learning”.<sup>59</sup> The most important implication of constructivism on teaching and learning lies in the shift away from teacher-centred instruction to learner-centred instruction.

It is explicitly articulated by Warnich and Meyer who claim that “constructivism is based on the benefit that learners should be helped to construct knowledge that is meaningful and useful in their own lives”.<sup>60</sup>

Many scholars have also observed that there is still a lack of, and/or an absence of an adequate body of knowledge of, and method to record “peoples’ history” in a form of regional, local, urban and rural histories, “particularly in previously neglected township public primary and secondary schools”.<sup>61</sup> The importance of local and regional history, and the application of oral history as a methodology, and as considerations in the appreciation of heritage as an alternative and effective teaching and learning approach, seem not to be fully explored yet.

If properly framed, explored, structured, articulated and communicated, this neglected field in the teaching and learning of the subject history, can provide an excellent opportunity for history learners to engage with the curriculum beyond the walls of their classrooms and the covers of their textbooks. This approach will make them to be to fully engaged and practicalise the significance of the “history-is-all-around-us” approach.

One of the proposed methods to foster, and teach history learners is through the application of the theory of social constructivism, which focuses on the role that “social interaction plays in creating knowledge”.<sup>62</sup> History teachers should encourage their

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<sup>59</sup> H. Ludlow, “Using Local History to apprentice undergraduate students into the practice of the Historian”, *South African History Journal*, 57, 2007, pp. 201-219.

<sup>60</sup> P. Warnich & L. Meyer, “Trainee teachers’ observation...”, *Yesterday&Today*, no 9, July 2013, pp. 13-44.

<sup>61</sup> E.S. van Eeden, “Regional, Local, Urban and Rural History as nearby spaces and places: Historiographical and methodological reflections”, *New Contree*, no. 63, 2012, pp. 1-34; D. du Bruyn & M. Oelofse, “The Potential and possibilities of Oral History for skills development at undergraduate level”, *Yesterday&Today*, no. 7, July 2012, pp. 121-138; F.J. Cleophas, “Writing and contextualising Local History: A Historical narrative of the Wellington Horticultural Society (Coloured)”, *Yesterday&Today*, no. 11, July 2014, pp. 21-53; S. Schoeman & C. Visagie, “Local History teaching in the Overberg Region of the Western Cape: The Case of the Elim Primary School”, *Yesterday & Today*, no. 11, July 2014, pp. 118-132.

<sup>62</sup> T. Andrews, “What is Social Constructionism?”, *The Grounded Theory Review*, 11(1), 2012, pp. 39-46; B. Kim, “Social constructivism”, in M. Orey (ed.), *Emerging Perspectives on Learning, Teaching and Technology*, 2010 (Accessed 2019 July 20 from; [http://coe.uga.edu/epltt/Social\\_Constructivism.htm](http://coe.uga.edu/epltt/Social_Constructivism.htm)).

learners to engage in collaborative learning, to construct their own knowledge regarding history concepts, and to relate classroom lessons to their lives and experiences.

A study that will explore to what extent history teachers in the Parys area are able and/or willing to embrace and practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom is required in order to narrow some gaps, and also be exemplary regarding what can, and needs to be done.

From this research study, it will be determined to what extent teachers in different schools of the Parys area are knowledgeable, able, and willing to embrace and practise the “doing history” approach in the local environment.

#### **1.4 Research questions**

Based on the research gap as outlined in the problem statement, the main research question and secondary research questions to be explored are outlined below:

##### 1.4.1 Primary research question

- To what extent is practicalising participation of the concept the “history-is-all-around-us” approach in and outside the classroom possible?

##### 1.4.2 Secondary research questions

- How will an international and national literature study on the “history-is-all-around-us” (and similar approaches) expose outcomes, and direction to consider in the study of local and regional history, and help learners and teachers (such as those in Parys, South Africa) to make sense of the world in which they live?
- How does government legislation, education policy and current history curricula complement the nurturing of history-conscious citizens, and make them aware that the tangible and intangible remains of the past around us are an important resource to be preserved?

- What tangible and intangible histories exist in and around the town of Parys and its townships of Tumahole and Schonkenville, to help teachers and learners to reconstruct the lives and doings of past inhabitants that could form part of a “history-is-all-around-us” activity and consciousness?
- What is the status of historical consciousness (and perspectives) of community leaders, parents, principals, history subject advisors and Grades 7-10 learners in the town of Parys and the townships of Tumahole and Schonkenville with regard to a knowledge, understanding and an exposure to the teaching and learning of the construct, “history-is-all-around-us” in their respective schools?
- How will it be possible – through the influence of PLCs of history – to create an interest (which will continue beyond the classroom), and a basis for further historical exploration and appreciation of their own environment among teachers and learners?
- How must government policy, current legislation as well as curriculum programmes for history teaching and learning by using the social sciences/history PLCs be adapted to adopt the concept, “history-is-all-around-us”, and thus help to allow learners to make connections between major ideas and their own lives?

#### 1.4.3 Objectives of the study

Based on the research questions as outlined above, the main objectives of this study will be to:

- Determine the level and practicalising knowledge and skills of history teachers in the GET and FET bands in the town of Parys and the townships of Tumahole and Schonkenville to become active and informed participants regarding “history-is-all-around-us” in and outside the classrooms.
- Expose history teachers and learners in the town of Parys and the townships of Tumahole and Schonkenville to international and national literature studies on the “history-is-all-around-us” construct, and help learners make sense of the world in which they live.

- Equip history teachers on the use of local and oral history as a teaching and learning combination of the 21<sup>st</sup> century history curricula, and make learners aware that the tangible and intangible remains of the past around us are an important resource to be preserved for generations to come.
- Raise awareness with teachers and learners of history regarding the existence of tangible and intangible local heritage in and around the town of Parys, and its townships of Tumahole and Schonkenville, and help them to reconstruct the lives and purpose of the people associated with them so that they can become part of a “history-is-all-around-us” activity in the teaching and learning of history.
- Enhance the historical consciousness level and knowledge of community leaders, parents, principals and history subject advisors and Grades 7-10 learners in the town of Parys and the townships of Tumahole and Schonkenville about and exposure to the teaching and learning of the construct “history-is-all-around-us” in their respective schools.
- Design, in collaboration with teachers of history in PLCs, a practical model that can create an interest among learners of history in their local environment, and a basis for further historical exploration of the environment, a basis that will continue and last beyond their classrooms, and to contribute positively to the significance of “history-is-all-around-us” as a lifelong learning and teaching approach.
- Demonstrate with history teachers through PLCs why, and how the current government policy as well as curriculum programmes for history can and should be adapted to allow learners to establish a connection between major ideas and their own lives using the strategy, “history-is-all-around-us” in the teaching and learning of history in schools.

### ***1.5 Central theoretical statement***

The central theoretical statement of this study is that most teachers teaching social sciences (GET) and history (FET) as school subjects will be more eager, able and more willing to embrace, and practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom teaching and learning of local and

regional history. Through this study, history teachers will be encouraged to find ways to create opportunities for learners in the GET and FET Phases to investigate primary evidence, but at the same time to structure teaching and learning in such a way that allows learners to recognise historical context.

The study will also serve as an appropriate opportunity for the learners of history to experience their own local histories and to engage with it to reconstruct the lives and purpose of people associated with historical sites found in their locality at certain periods in the past.

An involvement, and engagement of learners in their local histories will in turn, make them aware that the visible remains of the past around us are an important resource to be preserved to enhance, and improve their understanding of history as written documents.

Furthermore, this engagement of learners could further create more interest in the past, and will introduce them to the modes of working as future “historians”. In addition, it may also encourage learners and teachers to conduct further historical explorations of their environment that will continue beyond their classroom walls, such as sustainable development of their areas.

### ***1.6 Research methodology***

Research methodology refers to specific procedures or techniques used to identify, select, process, and analyse information about a topic such as practicalising the “history-is-all-around-us” approach in and outside the classroom. The methodology section answers two main questions, how was the data collected or generated? And how was it analysed? As this is mainly a historical study, the approach is historical in structure and in source research and analysis. Equally so the fieldwork that was done, mostly relied on questions that matters to historians, though a mixed method applied through multidisciplinary inputs.

### 1.6.1 Literature Research

The teaching and learning of local and regional history in schools as part of the history curriculum has been advocated since the beginning of the twentieth century in many countries. In the case of the United States Armitage, the following observation was made in 2001 by Van Eeden, who argues that, regional history as a field of teaching, is a “long standing discipline”.<sup>63</sup> Internationally, there is a keen interest, and awareness of the value to the teaching and learning of local and regional history. Local and regional history has also been highly recommended as an active, and constructivist strategy of history teaching and learning.

In USA schools, local and regional history is taught in different ways depending upon the “availability of source materials, and the knowledge and interests of teachers”.<sup>64</sup> Whereas, in the UK, it is essential that in each school, attention be given to the history of the town, and district in which schools are situated, which in a way makes history attractive to the learners, especially local history because it is all around and or about them.

However, according to Du Bruyn, research has also revealed that, although local and oral history teaching and learning has been implemented with great success in UK and USA schools, “very little research has been done to investigate its possibility in South African schools”.<sup>65</sup>

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<sup>63</sup> E.S van Eeden, “Considering Environmental History within the Transdisciplinary methodology as research focus for today and tomorrow”, *Interdisciplinary Science Review*, 36(4), December 2011, pp. 314-329.

<sup>64</sup> K. Hawkey, “History Teaching and the Council of Europe”, *Teaching History*, 78, 1995, pp. 17-19; F.D. Metcalf & M. Downey, “Local History in American Education”, *The Local Historian*, 15 (4), 1992, pp. 204-211; J.R. Giese, “Studying and Teaching History”, in *Teaching the Social Studies and History in Secondary Schools*. Illinois: Waveland Press, 2000, pp. 273-311; J.H.B. Plymouth, “The Teaching of Local History”, *History XV111*, 1933, (69), pp. 1-10; W. MacAfee, “Local History”, *Lecture Notes for M.A. Education Students*, 22 October 1980; H.P.R. Finberg, “Local history”; in H.P.R. Finberg & V.H.T. Skipp, *Local History Objective and Pursuit*. New Abbot: David & Charles Publishers, 1967, pp. 25-44; P. Hudson, “Regional and Local History: Globalization, Postmodernism and the future”, *Journal of Regional and Local Studies*, 20(1), 1999, pp. 5-24; G. Preston, “The value of Local History in the School Curriculum”, *Teaching History*, vol. 1, 1969, pp. 87-91; S. Aktekin, “The place and importance of Local History in the Secondary History Education”, *Journal of Theory and Practice in Education*, 6(1), 2009, pp. 86-105; E.S. van Eeden, “Considering Environmental history ...”, *Interdisciplinary Science Review*, 36(4), December 2011; P. Thompson, *The Voice of the Past: Oral History*, (3<sup>rd</sup> ed.), Oxford University Press: Oxford, 1978; D. du Bruyn & M. Oelofse, “The Potential and possibilities of Oral History...”, *Yesterday&Today*, no. 7, 2012.

<sup>65</sup> D. Du Bruyn, “Oral testimonies as a source of community History, with special reference to the Batho Project, Bloemfontein”, *South African Journal of Cultural History*, 24(2), 2010, pp. 1-24; W. Wahlberg, “An investigation into the implementation of Oral History in the FET ...”, *Yesterday&Today*, 3 October, 2008, pp. 41-58.

The initial and in-service training of history teachers especially from previously less resourced township schools, a more open way is needed of looking at the past and exposing them to multiple perspectives in the teaching of history.

In the absence of their engaging with local and regional history in our classrooms, teachers are missing the most important fact, namely that history is all around us, and it includes all people, not just a select few. This shortcoming is further supported by Van Eeden, who points out that this trend is currently finding its way into South Africa through the need for “research into indigenous knowledge systems (IKSs), oral histories, and the environmental status of, for example, industrial areas”.<sup>66</sup>

In South Africa, the limitations in the field of regional and local history include the proper recording of regional and township settlement of Africans all over the country since the 20<sup>th</sup> century, based on a research methodology for studying regional or local history. Van Eeden emphatically mentions that up to this stage and time (2012), very little has been published historiographically, and methodologically regarding the progress and status of regional history in South Africa. In conclusion, she maintains that debates on how to methodologically address local histories, or how to progress to regional histories, have thus far, “been, and still are non-existent”.<sup>67</sup>

Based on the above literature research, there is a great need and necessity to undertake this research, especially in the sense that local and regional history is regarded as a powerful means of restoring academic history to the realm of the active, relevant, and real in our communities’ lives. On the other hand, oral history is likewise, regarded as a vehicle providing a voice to the voiceless, and compatibility with the “doing” history approach and skills-based learning as outlined by the report of the History and Archaeology Panel, 2002.

From those panel recommendations, the South African History Project (SAHP) was established, aimed at the promotion and enhancement of conditions and “status of the

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<sup>66</sup> E.S. van Eeden, “Considering Environmental History...”, *Interdisciplinary Science Review*, 36(4), 2011, pp. 314-324.

<sup>67</sup> E.S. van Eeden, “Regional, Local, Urban and Rural History...”; *New Contree*, 63, 2012, pp. 1-34.

teaching and learning of history in the South African schooling system”.<sup>68</sup> The SAHP was to educate learners about their past, and simultaneously to help those teachers who were not from backgrounds where oppression was prevalent to become more aware of the past and be able to narrate it to their learners in history classrooms. Through oral tradition, the department hoped to impart a new skill to those teachers who had not been exposed to this method of education and thus be able to improve the teaching and learning of history in South African schools.

For this reason, this study, practicalising the significance of the “history-is-all-around-us” in and outside the classroom as a teaching and learning approach in our schools, will prove to be a valuable, and supplementary contribution. There are also sufficient material and appropriate primary and secondary sources available internationally, nationally, and locally comprising books, journals, research reports and relevant departmental legislation to form the foundation of this topic.

### 1.6.2 Fieldwork and research design

Fieldwork design is not typically social science in nature, but a historical design of engaging with secondary sources, archival sources locally where it applies and known as primary sourcing as well as oral history. For example, Ritchie accentuates that around the world more teachers have embraced oral history approach to promote “active learning”.<sup>69</sup>

#### 1.6.2.1 Research design

According to Goddard and Melville, the aim of conducting a research is to “uncover reality concerning the topic under investigation”.<sup>70</sup> In the context of this study, to what extent do teachers and learners make practical the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history? Arolker and Seale further define research design as; a decision-

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<sup>68</sup> K. Asmal, Speech by Minister of Education at the Launch of the South African History Project (SAHP), Old Fort, Johannesburg, 27 August 2001, pp. 5-7; C. Twala, “Teaching History beyond the categories of race and ethnicity: Echoes of the past”, Paper presented at South African Society for History Teaching (SASHT) Conference, Rand Afrikaans University, Johannesburg, 5 September 2003, p. 35.

<sup>69</sup> D.A Ritchie, “What in the World?” *A Status Report on oral History Words and Silences*, 6(1), December 2011, pp. 1-5.

<sup>70</sup> W. Goddard & S. Melville, *Research Methodology: An Introduction* (2nd ed.). Landsdowne: Juta, 2001, p. 2.

making process for the researcher regarding the “type of method, and methodology that will be used in the research project”.<sup>71</sup> For this study, a mixed method of qualitative and quantitative research methods will be followed.

In addition, Zohrabi also claims that the “mixed method approaches have recently risen to prominence”.<sup>72</sup> The reason that more researchers are opting for these types of research is that qualitative and quantitative data are simultaneously collected, analysed, and interpreted. Questionnaires, interviews, and classroom observations are the main instruments used because of their extensive utilisation, and their application in mixed method approaches to research. By using these three above-mentioned instruments, the researchers can obtain quantitative and qualitative data.

Qualitative research is very useful for exploring complex phenomena that are difficult to measure with quantitative studies. According to Yin, qualitative research tries to get to the “heart of what exactly happened to the participating individuals, and what led them to decisions that they made, and how the choices they made came to take the form that they eventually did”.<sup>73</sup> Participants will be performing their everyday roles, or will have expressed themselves through their own diaries, journals, and photography, entirely independent of interviews, any research inquiry.

The events, and ideas emerging from qualitative research can represent the meanings given to real-world events by “people who lived them, not the values, perceptions or meanings held by researchers”.<sup>74</sup> Lastly, qualitative research explicitly embraces the contextual conditions, that is, the social, institutional, cultural, and environmental conditions within which people’s lives take place. The quantitative research report is usually presented in numerical forms along with the relevant tables, diagrams, and figures. However, the qualitative research report appears in narrative form and its organisation is reasonably flexible. In addition, the qualitative research is further used

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<sup>71</sup> C. Seale, (ed.), *Researching Society and Culture*. London: Sage, 2012, pp. 555-604.

<sup>72</sup> M. Zohrabi, “Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings”, *Theory and Practice in Language Studies*, 3 (2), 2013, pp. 254-262.

<sup>73</sup> R.K. Yin, *Qualitative Research from start to finish*. New York: Guilford Publications, 2015.

<sup>74</sup> R.K. Yin, *Qualitative Research ...*, p. 9.

to, “explore and understand the ways individuals interpret, and attribute meaning to their experiences”.<sup>75</sup>

Another qualitative research design that will be followed in this research study is the historical studies. Historical studies involve systematic collection, evaluation, and synthesising of historic data to understand past events, and then relating it to what is currently happening and what might happen in the future”.<sup>76</sup> Therefore, historical data in this case will help in building a body of a professional knowledge and roles among all participants.

In the context of this research, it will be the experiences of social sciences (GET) and history (FET) teachers and learners who are doing history as a school subject.

The strengths of a qualitative research is primarily derived from its inductive approach, its focus on “specific situations or people, and its emphasis on words rather than numbers”.<sup>77</sup> This research approach moves from known to unknown, simple to complex, specific to general, and from concrete examples to abstract example to the rule. Through this approach, which is also known as inductive reasoning, it will provide more scope for participants to make predictions.

#### 1.6.2.2 Method of investigation

The research method followed in this study is both applied and exploratory in nature. Fouché and De Vos describe exploratory research as the one that is used to; “gain new insight into a situation, assess phenomenon in a new light, community or individual”.<sup>78</sup> It is mainly used to respond to a “what” question; to what extent are history teachers able and/or willing to embrace and make practical the significance of the “history-is-all-around-us” in and outside the classroom as a teaching and learning approach? Exploratory research is relevant to this study as it explores a new area of

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<sup>75</sup> J.W. Creswell, *Educational Research* (4<sup>th</sup> ed.), London: Pearson, 2012, p. 4.

<sup>76</sup> K.S. Lundy, “Historical research”, in P Munhall, (ed.), *Nursing Research: A Qualitative Perspective* (5th ed.). Ontario: Jones and Bartlett, 2012, pp. 384-397.

<sup>77</sup> K. Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage, 1998, p. 4.

<sup>78</sup> C.B. Fouche & A. S. van Vos, “Writing the Research Proposal”, in A.S. de Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont, *Research at Grassroots* (4<sup>th</sup> ed.), Pretoria: Van Schaik, 2011, p. 106; R.K. Yin, *Case Study Research: Design and Methods* (3rd ed.). Thousand Oaks, CA: Sage, 2003.

interest, such as a new approach that needs to be used in the teaching and learning of local history.

Applied research, on the other hand, is concerned with the application and development of research-based knowledge about a given field. Fouché and Delpont view applied research as; mostly a “scientific planning of included change in a troublesome situation”.<sup>79</sup> Applied research is relevant to this study, as it is the researcher’s ultimate aim to identify aspects, and to formulate guidelines for the establishment of PLCs so that history teachers will be more able and/or willing to practicalise the significance of the “history-is-all-around-us” approach.

This study further followed an interpretivist paradigm, i.e. one that wishes to analyse and explain the phenomena, and how participants make sense of their personal and social world. According to Nieuwenhuis, an interpretivist paradigm allows for a perspective to be formed in order to understand the way a “particular group of people comprehend their own situation”.<sup>80</sup> It is the approach which is concerned with the detailed examination of personal lived experience of the participants, in this case, history teachers and learners, principals, history subject advisors and community leaders.

The primary interest of this approach is the person’s experience of the phenomenon, in this context, the “history-is-all-around-us” approach by history teachers and learners in their daily teaching and learning environment. The researchers’ main objective with this approach, to use Eatough and Smith expression, is to; “allow history teachers and their learners to make sense of their lived experiences rather than the structure of the phenomenon itself”.<sup>81</sup>

For the purpose of this study, an interpretivist paradigm is appropriate and suitable. The aim is to explore, and describe the extent teachers and learners of schools in the

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<sup>79</sup> C.B. Fouche & C.S.L. Delpont, “Writing the Research Proposal...”, in A.S. van Vos, (ed.), *Research at Grassroots...*, pp. 108-109.

<sup>80</sup> J. Nieuwenhuis, *Qualitative Research Designs...*, in K. Maree (ed.), *First Steps in Research*. Pretoria: Van Schaik, 2007, p. 59; J.A. Maxwell, *Qualitative Research Design: An Interactive Approach* (2<sup>nd</sup> ed), London: Sage, 2005, p. 22.

<sup>81</sup> V. Eatough & J.A. Smith, “I feel like a Scrambled Egg in my Head: An Idiographic Case Study of Meaning Making and Anger using Interpretative Phenomenological Analysis”, *Psychology & Psychotherapy*, no 79, 2006, pp. 115-135.

town of Parys and the townships of Tumahole and Schonkenville are knowledgeable, able and/or willing to embrace and actively make practical the significance of the “history-is-all-around-us” principle as a teaching and learning approach.

Method of investigation for this research study is also embedded in a phenomenological approach which “entails the experiences of individuals regarding a specific phenomenon”<sup>82</sup>, namely, the teaching and learning of local and regional history in the town of Parys, South Africa. Phenomenological studies explore the living experiences of individuals regarding a particular phenomenon, and provides a greater understanding and awareness of the meaning such individuals attribute to their experiences.

The phenomenological approach is suitable to this study because the main interest is to explore the extent to which learners and teachers of schools in the town of Parys and the townships of Tumahole and Schonkenville experience, and or make practical the phenomenon the “history-is-all-around-us” as a teaching and learning approach. Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals, i.e., history teachers and learners from their own perspectives, and therefore assist in challenging structural or normative assumptions. As an approach it will help in surfacing deep rooted issues about the teaching and learning of local and regional history in schools, and make the voices of teachers, subject advisors, principals, and even the school community to be heard.

An intensive description, and analysis of a phenomenon or social unit such as an individual, group (learners and teachers), an institution (schools) in a form of a case study will also be explored in this research study. According to Bromley, a case study approach is a “systematic inquiry into an event, or a set of related events aimed to describe and explain the phenomenon of interest”.<sup>83</sup>

On the other hand, Yin defines the case study research method as an empirical inquiry that “investigates a contemporary phenomenon within its real-life context... in which

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<sup>82</sup> J. Creswell, *Educational Research...*, p. 14.

<sup>83</sup> D.B. Bromley, “Academic Contributions to Psychological Counselling: A philosophy of Science for the Study of Individual Cases”, *Counselling Psychology Quarterly*, 3(3), 1991, pp. 299-307.

multiple sources of evidence are used”.<sup>84</sup> From an interpretive approach, case studies are striving towards a comprehensive, and holistic understanding of how participants relate and interact with each other in a specific situation, and how they make meaning of a phenomenon under study. Therefore, this case study approach, according to Nieuwenhuis, it will possibly “open the possibility of giving a voice to the powerless, voiceless learners, and marginalised groups (learners’ parents)”.<sup>85</sup>

The study will further follow a critical approach to uncover, examine, and critique the social, cultural, and psychological assumptions that structure, and limit the participants’ ways of thinking, as well as their worldview. One such critical qualitative approach will be the “participatory action research (PAR), otherwise also known as participatory reflection and action (PRA), or participatory learning and action (PLA) approach”.<sup>86</sup> No matter which term is used by different scholars, according to Hatch, the underlying aim is that, it is concerned with “action and change”.<sup>87</sup> For the purpose of this study, therefore, the term participatory learning and action (PLA) is preferred, especially during the process of establishing sustainable PLCs for history teachers.

### 1.6.2.3 Data collection instruments and techniques

After an intensive literature review, the data for both qualitative and quantitative research design will be generated by using four major traditional sources of data collection methods, namely, “questionnaires, interviews, classroom observation and documents analysis”.<sup>88</sup> The purpose of data collection is to show the situation as it is now, and as it emerges, and offer descriptions according to what the data show.

Traditional quantitative methods generate data using instruments such as questionnaires. To provide for the quantitative data in this study, the close-ended questionnaires will make use of a 4 point Likert scale to numerically measure the participant's attitude. The four response categories will range from "strongly disagree"

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<sup>84</sup> R.K. Yin, *Case Study Research: Design & Methods* (1<sup>st</sup> ed.). Beverly Hills, Cliff: Sage, 1984, p. 23.

<sup>85</sup> J. Nieuwenhuis, “Qualitative research designs & data gathering techniques”, in K. Maree (ed.), *First Steps*, pp. 70-92.

<sup>86</sup> L. Ebersohn, I. Eloff & R. Ferreira, “First steps in action research”, in K. Maree (ed.), *First Steps*, pp. 124-141.

<sup>87</sup> J.A. Hatch, *Doing Qualitative Research in Education Settings*. New York: State University of New York Press p. 31.

<sup>88</sup> S.B. Merriam, “Introduction to Qualitative Research” in S.B. Merriam & Associates, *Qualitative Research in Practice: Examples for discussion and analysis*. San Fransisco: JosseyBass, 2002, pp. 3-16.

to "strongly agree" and "disagree" to "agree". The data according to Hatch, usually include "field notes from participant observation, notes from or transcriptions of interviews with informants, and unobtrusive data such as artefacts from the research site or records related to the social phenomenon under investigation".<sup>89</sup>

Therefore, more than one method of data collection will be utilised in this study, as Merriam suggests, "multiple methods enhance the validity of the research study".<sup>90</sup> Because most qualitative studies do not treat data collection and data analysis as two separate processes, therefore, an "ongoing, cyclical and non-linear process"<sup>91</sup> was followed in this research study. Interview as a two-way conversation between the researcher and participants was used to collect data, and to learn more about the ideas, beliefs, views, opinions, and behaviours of the participants. Through interviews, the researcher was able to "see the world through the eyes of the participant",<sup>92</sup> and they yielded a valuable source of information for this study.

Open-ended questionnaire was completed by social sciences and history learners in the five identified schools, in the following grades and numbers, Grade 7 (33), Grade 8 (13), Grade 9 (08) and Grade 10 (08), involving a total population of 62 learners. The main purpose is to determine what knowledge and experience learners have regarding history as a school subject, and local history in particular. It was also to establish learners' preferred methods of teaching and learning local and regional history, and aspects that relate to making practical the significance of the "history-is-all-around-us" approach, for example, history excursions to heritage sites and museums.

Another open-ended questionnaire was completed by social sciences (5 GET) and history (2 FET) teachers from the five schools. It included criteria such as their biographical information, knowledge, ability, and willingness concerning the teaching and learning of local history, the "history-is-all-around-us" approach, the current and popular History teaching and learning strategies they use, which ones they prefer and why? Their knowledge, orientation, and level of historical consciousness, their awareness and practice of the global trends and theories in the teaching and learning

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<sup>89</sup> J.A. Hatch, *Doing Qualitative Research...*, p. 7.

<sup>90</sup> S.B. Merriam, "Introduction to ...", in S.B Merriam & Associates, *Qualitative Research ...* pp. 3-16.

<sup>91</sup> J. Nieuwenhuis, "Qualitative research designs...", in K. Maree (ed.), *First Steps...*, p. 81.

<sup>92</sup> J. Nieuwenhuis, "Qualitative research designs...", in K. Maree (ed.), *First Steps...*, p. 87.

of social sciences and history and how is their relationship and or influence with the South African version of CAPS.

The second method of data collection is semi-structured group interviews which entails pre-set questions were administered to the 5 school principals, 2 subject advisors (1 GET and 1 FET), 33 parents, and 3 community leaders, in order to collect data to learn about their “beliefs, views and opinions”.<sup>93</sup> The focus of the five school principals was on their leadership and management roles in creating and supporting an atmosphere conducive to encourage the teaching and learning of local history through curriculum-based excursions to local heritage sites and or museums.

The contribution of social sciences (GET x 1) and history (FET x 1) subject advisors in nurturing and/or encouraging and motivating teachers to make practical the significance of the “history-is-all-around-us” approach was explored. Aspects such as their role in providing appropriate and relevant advice, coaching, and support to social sciences and history teachers through PLCs were considered. The focus was on how teachers can incorporate international and national trends in the teaching and learning of local and regional history.

Parents from each of the five identified schools were also interviewed in groups through a pre-set questionnaire. The selection criteria included parents who were familiar with the identified schools and the schools’ operational structure; involved in healthy ways in the school, and those who have children of their own in the particular school. The principal and School Governing Body (SGB) of each school assisted in the selection of the parents’ participants. The research questions emphasised the parents’ roles in exposing, encouraging, and engaging their children with an understanding of the concepts such as: “Me, My family, my school, my local and regional history, my country, my world”.<sup>94</sup>

The three community leaders from Ngwathe Local Municipality which comprise of the three residential areas (Parys, Tumahole, & Schonkenville) were also requested to participate in the study due to their key community-based roles in their respective

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<sup>93</sup> J. Nieuwenhuis, “Qualitative research designs...”, in K. Maree, (ed), *First Steps...*, p. 87.

<sup>94</sup> S. Aktekin, “The Place and Importance of Local History in the Secondary History Education”, *Journal of Theory and Practice in Education*, 6(1), 2009, pp. 86-105.

communities. Their age, experience as local councillors in the local municipality, the number of years as residents in their communities, as well as their healthy involvement in society and the local educational environment were key considerations.

The focus was on their role as community leaders in promoting the history of their respective communities, heritage sites, local heroes and heroines, libraries, etcetera. The municipal manager, the mayor and other council members were requested to assist in identifying relevant community leaders per residential area.

The third major source of collecting data was through participant observation method, because, as mentioned by Hatch, qualitative research “seeks to understand the world from the perspectives of those living in it”.<sup>95</sup> Observational data represent a first-hand encounter with the phenomenon of interest rather than a second-hand account obtained in an interview. According to Merriam, the approach will be the best because a “fresh perspective is desired, and or, participants are not able or willing to discuss and embrace the phenomenon under study”.<sup>96</sup>

The approach will help to capture the perspectives that actors, or participants use as a basis for their actions in specific social settings, such as history classrooms.

The last and final method of data collection is documents or sources analysis. Neuman classifies documents or sources from where data can be collection into “primary or secondary sources”.<sup>97</sup> Primary sources of data are eyewitness accounts; they are reported by an actual observer or participant in an event. Secondary sources of data are usually of limited value for research purposes due to the errors that may result when information passes from one person to another.

Some documents which will be used in this research study are CAPS, PLC, social sciences and history lesson plans, learners’ assignment books, history field trip plans and feedback reports, as they are regarded as primary sources of data.

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<sup>95</sup> J.A. Hatch, *Doing Qualitative Research...*, p. 7.

<sup>96</sup> S.B. Merriam, “Introduction ...” in S.B. Merriam & Associates, *Qualitative Research ...* pp. 3-16.

<sup>97</sup> W.L. Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, (4<sup>th</sup> ed.). Boston: Allyn & Bacon, 2000, p. 395.

The strength of documents as a data source lies with the fact that they already exist in the situation. According to Merriam, documents are not “dependent upon the whims of human beings whose cooperation is essential for collecting data through interviews and observations”.<sup>98</sup> Participants in this study, especially learners are encouraged to keep a diary or a logbook of their daily activities relevant to the phenomenon under study, take pictures, write a life history, and so on. Documents in many instances provide insights and clues into the phenomenon, and for this study, an effort to locate and examine them will receive priority.

#### 1.6.2.4 Sampling procedures

A sample is defined by Strydom as the “elements of a population considered for actual inclusion in a study”.<sup>99</sup> The purpose of studying the sample is to gain an understanding of the population from which it comes from, in the context of this study, the five identified public schools in the town of Parys and its townships. For the purpose of this study, the researcher used the purposive sampling method so as to obtain “more representative elements relevant to this study”.<sup>100</sup> The stratified purposive sampling method allowed the researcher to draw from the different subgroups that can purposefully inform the researcher to understand the research questions”.<sup>101</sup> For this research study, the proposed sample will comprise 7 social sciences and history teachers, 62 Grade 7-10 learners, 5 principals, 2 history subject advisors, 33 parents, and 3 community leaders.

The participants were selected because they are directly involved with, and have a keen interest in the teaching and learning of social sciences and history as school subject. Therefore, it makes them the holders of the data needed for this study. According to Nieuwenhuis, they are sampled for the explicit purpose of obtaining the “richest possible source of information to answer the research questions”.<sup>102</sup> The spread is necessary as the three residential areas (Parys town, Tumahole, and

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<sup>98</sup> S.B. Merriam, “Introduction to ...” in S.B. Merriam & Associates, *Qualitative Research...*, pp. 3-16.

<sup>99</sup> H. Strydom, “Sampling in the Qualitative Paradigm”, in A. S. van Vos *et al.* (4<sup>th</sup> ed.), *Research at Grassroots...*, p. 223.

<sup>100</sup> R.M. Grinnell & Y.A. Unrau, *Social Work Research & Evaluation: Foundations of Evidence-based practice*. New York: Oxford University Press, 2008, p. 253.

<sup>101</sup> H. Strydom & C.S.L. Delpont, “Sampling and Pilot Study...”, in A.S. de Vos *et al.* (4<sup>th</sup> ed.), *Research at Grassroots...*, p. 392.

<sup>102</sup> J. Nieuwenhuis, “Qualitative Research Designs...”, in K. Maree (ed.), *First Steps in Research...*, p. 79.

Schonkenville) from where participants are drawn, have their own unique conditions. These include, the location, the infrastructural development and provision of education resources, that is formerly well-resourced Model C schools compared to the poorly-resourced townships' schools.

All these examples of contextual factors might add more value and better understanding to the study when interpreting the research data. Sampling in qualitative research is flexible and often continues until no new themes emerge from the data collection process, known as “data saturation”. Data saturation is known as the point where “no new ideas and insights are brought to the fore”.<sup>103</sup> Lastly, purposive sampling decisions are not restricted to the selection of participants, but they also involve the settings, incidents, events, and activities to be included for data collection.

#### 1.6.2.5 Data analysis and interpretation

Blaxter, Hughes and Tight define data analysis as an ongoing process that is aimed at “organising, accounting for, and providing explanations of data so that some kind of sense may be made of them”.<sup>104</sup> After written consent from all the participants was obtained, the questionnaires were distributed to, and completed by all identified participants for the study, and semi-structured interviews were conducted. These questionnaires and semi-structured interview tools will be considered during the data analysis and interpretation process of the study.

In this study, a quantitative method is used for measurements and the statistical or numerical analysis of data collected through questionnaires. The quantitative data will be analysed by means of bar charts.

In addition, Nieuwenhuis states that, qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining “meaningful and symbolic content of qualitative data”.<sup>105</sup> He continues and explains that, it is grounding theory in “accounts and observations of everyday life”.<sup>106</sup> The aim with this approach is to try to

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<sup>103</sup> J. Nieuwenhuis, “Qualitative Research Designs...” in K. Maree (ed.), *First Steps ...*, p. 79.

<sup>104</sup> L. Blaxter, C. Hughes, & M. Tight, *How to Research*, (4<sup>th</sup> ed.). McGraw Hill: Open University Press, 2010, p. 211.

<sup>105</sup> J. Nieuwenhuis, “Qualitative Research ...” in K. Maree (ed.), *First Steps ...*, p. 99.

<sup>106</sup> J. Nieuwenhuis, “Qualitative Research ...” in K. Maree (ed.), *First Steps ...*, p. 77.

make meaning out of the experiences of the people in that phenomenon. Hesse-Biber also confirms that, the aim of “doing a qualitative analysis is to get at understanding of subjective experience”.<sup>107</sup> For the purpose of this study, therefore, a grounded theory of data analysis and interpretation will be followed.

Strauss and Corbin define a grounded theory as an “inductively derived from the study of the phenomenon it represents... it is discovered, developed and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon”.<sup>108</sup> The approach therefore, seeks to develop a theory that is grounded in data systematically gathered and analysed.

Field notes were also used during the interview process as they will serve a crucial role of “connecting the researcher and the participants in the writing of the final product”.<sup>109</sup> According to Greeff, field notes serve as a written account of all the things the researcher “hears, sees, experiences and thinks during and after an interview”.<sup>110</sup> Compiling field notes is also very helpful for relating occurrences, for example, words, expressions, interactions, and social processes, in the case of this study, teachers and learners during the teaching and learning of social sciences and history. Discovering such linkages is important in selecting further theoretical incidents, beliefs, and behaviours among the different participants in the research study.

The researcher will make use of the normal method to analyse and present the data gathered from the questionnaires and the semi-structured interviews in a creative way. A thematic coding process will be followed to analyse the data because it is easier to make sense of the data when these are divided up into themes or patterns. It is noted by Rivas that, “it reduces the volume of the original data and turns these into something meaningful and easy to digest”.<sup>111</sup>

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<sup>107</sup> S.N. Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage, 2017, p. 59.

<sup>108</sup> A. Strauss & J. Corbin, *Basics of Qualitative Research: Grounded Theory Procedures & Techniques*. Newbury Park: Sage, 1990, p. 23.

<sup>109</sup> N. Maharaj, “Using Field notes to Facilitate Critical Reflections”, *International & Multidisciplinary Perspectives*, 17(2), 2016, pp. 114-124.

<sup>110</sup> M. Greeff, “Information Collection: Interviewing”, in A.S. de Vos, *et al*, *Research...*, p. 359.

<sup>111</sup> C. Rivas, “Coding Quantitative Data”, in C. Seale (ed.), *Researching Society and Culture* (3<sup>rd</sup> ed.). London: Sage, 2012, pp. 366-392.

The zigzag approach, an interactive data-gathering and analysing process was used in order to inform further data gathering so as to fill gaps, and or unpack any new and unexpected themes.

### **1.7 Ethical considerations**

The participants in this research study were made up of teachers, learners, school principals, history subject advisors, parents, and community leaders, all of whom contributed unique ethical considerations to the study. For the purpose of this study Ethical approval has been granted by the North-West University, NWU-IRERC, and Ethics No. NWU-HS-2016-198, expiry date 2020-03-23. Permission to undertake this study was also obtained from the Free State Department of Education (*Notification of research: dated 13/01/2017*), and participating schools were informed accordingly. Formal written permission was also obtained from the parents of the learners who participated in this research study, and consent forms were signed by the participating learners.

A summary of the nature of the project, the potential risks, factors that may cause participants possible inconvenience or discomfort, as well as the anticipated benefits were explained in full. The outcome of the questionnaire will be stored in a record-management system in a locked cupboard in the author's supervisor's office for a period of five years. The findings of the study will be presented in a complete and honest way as far as is humanly possible, without any attempt to mislead readers about the nature of the findings and the contributions of all participants will be faithfully and honestly acknowledged.

### **1.8 Limitations of the study**

The limitations of this study are both methodological as well as researcher based in nature. Methodologically, limitations error arises when not every part of the sample size has an equal chance of being selected. In the context of this study, only two public primary schools AM Lembede in township of Tumahole and HF Verwoerd in the town of Parys were sampled. The purposive sample was further composed of only Grade 7 learners from AM Lembede primary and HF Verwoerd primary schools to represent all the Grade 7 learners in the entire town of Parys and its township.

In the same vein, from the other three public secondary schools, Schonkenville Intermediate Grade 8, Parys High Grade 9, and Barnard Molokoane Comprehensive Grade 10 learners were also purposively sampled to represent all other learners in their respective grades and schools. However, for an indept analysis of the impirical data from selected schools, it was the researchers aim not to include all schools in the Fezile Dabi Education district.

Lack of prior research studies on the topic in South Africa was another limitation which also encouraged the researcher to follow an exploratory research design. The measure used to collect the data, such as parents' questionnaires in the English language was another limitation because it was not readily accessible to some parents. For future similar research studies, the translation of parents' questionnaires from English to African languages of the parents should be considered.

Another limitation to this research study was the possibility of easy access by the researcher to all potential participants (learners, teachers, principals, parents and community leaders). Again not all identified participants ultimately accepted to participate in the research study, especially learners and community leaders from certain residential areas. Therefore, the study will not represent the views of all history teachers and learners in the town of Parys and its townships, as well as the whole Fezile Dabi education district. A similar research study that covers all history teachers from the town of Parys and its townships and/or Fezile Dabi District could be considered for future purposes.

The constraints of limited time on the side of the researcher, as well as cultural and other types of bias coupled with lack of fluency in the Afrikaans language made it difficult to access all available primary historical sources from Parys and Schonkenville Township. Therefore, an in-depth case study of the three public schools, i.e., AM Lembede, HF Verwoerd and Schonkenville Intermediate need to receive attention in future. A full participatory observation, documents' collection and analysis, resuscitation of history PLCs, as well as learners' family histories and the histories of AM Lembede and HF Verwoerd Primary Schools could be explored for future study.

### **1.9 Relevance of the study**

This study will demonstrate with history teachers through well organised and functional PLCs why and how the current government policy as well as curriculum programmes for history can, and should be adapted to re-skill social sciences and history teachers more, and enable them to embrace “history-is-all-around-us” approach as a teaching and learning strategy of history in schools. The study will also help equip history teachers on the use of local and oral history as a teaching and learning combination of the 21<sup>st</sup> century history curricula, and make learners aware that the tangible and intangible remains of the past around us are an important resource to be preserved for generations to come.

In the long run, the study will possibly influence learners to become more conscious of their heritage, introduce them to possible future leisure pursuits, which is the best way to support, sustain and expand heritage, as well as their survival and expansion that will ultimately benefit the tourism industry of their local area, with positive benefits of job creation and poverty alleviation among the youth.

### **1.10 Reflection**

In this Chapter One, the focus is on the rational, aim and purpose of, “doing research on making practical the significance of the “history-is-all-around-us” in and outside the classroom as a teaching and learning approach in the teaching of local and regional history. In the introduction, the chapter is raising awareness and interest among history teachers and learners in public primary and secondary schools, as well as town and township schools in the town of Parys about the significance of making practical the “history-is-all-around-us” as a teaching and learning combination.

The orientation and background part of the study’s focus is on the teaching and learning of history strategies, with particular interest and more emphasis on the local and regional history approaches globally and locally. The importance of local history approaches such as; PBE, CHE, MBE, oral history, people’s history, public history, *et cetera*, were also outlined. Globally acknowledged and accepted learner-centred learning theories such as Vygotsky’s ‘social constructivism learning theory’, Piaget’s

'cognitive development theory', and Bruner's 'discovery learning theory' as being associated, and advocated in South Africa through CAPS also received attention.

The chapter also identified that, "local and regional, and oral history still appear to be highly neglected and undervalued as a teaching and learning combination in the 21<sup>st</sup> century in GET and FET curricula in South Africa" as problem statement of the study. The research question, which forms the backbone of the study is, "To what extent is practicalising participation with regard to the concept "history-is-all-around-us" approach in and outside the classroom possible?"

Therefore, this chapter has provided sufficient motivation that there was a need to embark on this kind of study, as it will add value to the teaching and learning of history, in particular of local and regional history by making practical the significance of the "history-is-all-around-us" in and outside the classroom as a teaching and learning combination in the 21<sup>st</sup> century, which is termed, a "century skills revolution era". Chapter Two will therefore engages in more depth on a literature review that emphasises place based-education (PBE) in the teaching and learning of local and regional history.

## **Chapter Two**

### **A transnational reflection and literature review on place based-education (PBE) and the “history-is-all-around-us” approach in the teaching and learning of local and regional history**

#### **2.1 Introduction**

The focus of Chapter Two is three-fold. The discussion departs with a transnational history appraisal on the “history-is-all-around-us” approach in education; and some similar embracive methods in the teaching and learning of history. In addition, the South African quest for learner-centeredness through local and regional history in the incorporation of the “history-is-all-around-us” approach is of particular interest in this discussion.

Also, an extensive historiography on curriculum practices of place is critically outlined, with the learner at the centre of place, and the experience of place is fully accentuated. The place in literature on observing, experiencing and practising PBE in a history curriculum, and practicalising the “history-is-all-around-us” approach, and other related approaches; such as experiential learning, cultural heritage learning, outdoor or camping education are also deliberated on.

To conclude this broad intellectual field with its diverse historiographical angles, some consideration is made on how professional learning communities (PLCs) can be utilised; and how their understanding and application with the “history-is-all-around-us” approach can enliven, and enhance the teaching and learning of history in schools.

#### **2.2 A transnational history appraisal in the “history-is-all-around-us” approach**

A transnational history, according to Iriye as one of the prominent contributors to its development, is “the study of movements and forces that have cut across national boundaries”.<sup>1</sup> Beckert provides a useful synopsis, which describes transnational history as an evolving approach taking as its starting point the “interconnectedness of

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<sup>1</sup> A. Iriye, “Transnational History”, *Contemporary European History*, 13, 2004, pp. 211-222.

human history as a whole”.<sup>2</sup> A notion which other “authors like Adams support”.<sup>3</sup> Iriye and Saunier in a more deepening reflection elaborate that; transnationalism encompasses the “links and flows, the people, ideas, products, processes and patterns that operate over, across, beyond, above, under, or in-between polities and societies”.<sup>4</sup>

Saunier notes that; a transnational history is not a theory or method. Instead, it is regarded as a “perspective from which history can be investigated”.<sup>5</sup> The novelty of transnational history as a perspective therefore, is an idea to offer an alternative to the traditional dominance of a historiography structured around the nation. As a perspective, transnational history perspective, therefore, puts great emphasis on the micro cosmic features of a nation as a departure for researching, writing, and teaching history, from below and from above. The same idea is supported by scholars such as Riukulehto and Van Eeden, among others.

According to Riukulehto, new spatial connections can clearly be seen in various forms of history from below, such as the “traditions of local history, micro-history and family history”.<sup>6</sup> In the same vein, Bekkersdal, a municipality in South Africa, with its transnational and global associations and tangled up with a “regional and local beingness, is extensively explored by Van Eeden”.<sup>7</sup> Therefore, transnational perspective provides an important alternative to the dominant principle of territoriality in the organisation of historical knowledge. The specific features of the place, the forum where history is made, may be decisive to historical analysis, because such an approach could have “much to give in such historiography”.<sup>8</sup>

Being alerted and sensitised to transnational contributions in the field of “all around us” and global factors that have a local effect could be useful in encouraging both teachers

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<sup>2</sup> C. A. Bayly, S. Beckert, M. Connelly, I. Hofmeyr, W. Kozol & P. Seed, “AHR Conversation: On transnational history”, *American Historical Review*, 111(5), 2006, pp. 1440-1464.

<sup>3</sup> T. Adams, “Transnational History: A Program for Research, Publishing, & Teaching”, in *Yearbook for Transnational History*, No. 1, 2019, pp. 1-10

<sup>4</sup> A. Iriye & P. Saunier, “The Professor and the Madman”, in A. Iriye & P. Saunier (eds.), *The Palgrave Dictionary of Transnational History: From the Mid-19<sup>th</sup> Century to the Present Day*. Basingstoke: Palgrave Macmillan, 2009, pp. xvii-xx.

<sup>5</sup> P. Saunier, *Transnational History*. Basingstoke: Palgrave Macmillan, 2013, p. 10.

<sup>6</sup> S. Riukulehto, “Regional History between time & space”, in S. Riukulehto (ed.), *Between Time & Space*. Cambridge: Cambridge Scholars Publishing, 2015, p. 4.

<sup>7</sup> E.S. van Eeden, “Exploring 21<sup>st</sup> Century Regional History in Eco-Health & Wellbeing Research”, in S. Riukulehto (ed.), *Between Time & Space...*, p. 45.

<sup>8</sup> S. Riukulehto, “Regional History...” in S. Riukulehto (ed.), *Between Time & Space...* p. 5.

and learners to examine the nation's history from a broader to narrower, from the bottom up angle to, once again, reflect its appropriate place transnationally. This still acknowledges the importance of states, empires, and the like, while sensitising in terms of "networks, processes, beliefs, and institutions that transcend these politically defined spaces".<sup>9</sup> Local and regional history, viewed from a transnational perspective, could therefore, be a useful tool in encouraging both teachers and learners to examine the nation's history from the bottom up, and better practicalise the significance of the "history-is-all-around-us" approach. The impact of globalisation and new technologies upon historical research is also cited as instances of a transnational dynamic in practice, and, simultaneously, as a "major stimulus to the elaboration of transnational history approaches".<sup>10</sup>

### 2.2.1 Transnationalism as a concept in historiography

In some etymological research on transnational history perspective, the coining of the term, or its earliest known use, can be traced back to the German philologist, Curtis in his 1862 inaugural "lecture at Leipzig University".<sup>11</sup> According to Saunier, transnational was also a notable topic in German scholarship, with reference to the new German colonial history, and more broadly as part of a wide-ranging interest in rethinking the conceptual categories guiding study of (inter)nation histories".<sup>12</sup> Tyrrell also pioneered the idea of a transnational approach in the field of American Studies, and it was in the late 1990s that the concept was really developed.

Transnational history is still a relatively new concept in the field of history, as such a consensus has not emerged on how to define it precisely. However, Iriye and Saunier define transnational history as having to do with the "connections and circulations between societies in the modern age".<sup>13</sup> According to transnational historians, most historical phenomena grew like a tree that develops roots and branches, which stretch and extend into the spaces of other countries, empires, and nations. A transnational

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<sup>9</sup> C.A. Bayly, S. Beckert, M. Connelly, I. Hofmeyr, W. Kozol & P. Seed, "AHR Conversation: On Transnational History", *American Historical Review*, 111(5), 2006, pp. 1440–1464.

<sup>10</sup> C.A. Bayly *et al.*, "AHR Conversation: ..." *American Historical Review*, 111(5), 2006, pp. 1440-1464.

<sup>11</sup> P. Saunier, "Transnational", in A. Iriye and P. Saunier (eds.), *The Palgrave Dictionary...*, pp.1047-1055.

<sup>12</sup> P. Saunier, "Learning by Doing: Notes about the making of the Palgrave Dictionary of Transnational History", *Journal of Modern European History*, 6(2), 2008, pp. 159–179.

<sup>13</sup> A. Iriye & P. Saunier, "Transnational", in A. Iriye and P. Saunier (eds.), *The Palgrave Dictionary.....*, pp.1047-1055.

history approach therefore, contributes not only to the de-nationalisation and de-territorialisation of history, but also champions a history that is focused on non-state actors.

In addition, the transnational history perspective also highlights the de-centring of history which has all too often been written from a Eurocentric point of view. De-centring, according to Adam, thus, also means the “creation of new and even multiple chronologies”.<sup>14</sup> The idea is supported by Riukulehto who argues that, after several decades of linguistic turn, historians and other history-oriented scholars have deliberately begun using terms such as, “regions, space, and territory in the context of history”.<sup>15</sup>

In order to be relevant, South African historians are urged to include social history in the historiographical narrative of interdisciplinary approaches to space and place to emphasise more the relationship between history and human geography as an intertwined narrative. Historians have found various forms of expression for their regional endeavours, such as the study of cross-national histories to explore the similarities and differences of historical development in different countries. Basically, it is one of a series of terms which have developed in order to help study engagement beyond the terms of state or nation-centred history, and especially to revise, renew or go beyond comparative approaches.

Tyrrell is also of the opinion that, transnational history is “related to the French Annales school”.<sup>16</sup> The Annales School of historiography, is widely considered as one of the most important developments in the 20<sup>th</sup> century history writing. According to Villaseñor, with the Annales School, an analysis of the “active and passive aspects of the relationship between man and earth began”.<sup>17</sup> This reciprocal relationship between nature and man resulted in the study of a way of life derived from the relationship between the environment and the social structure. The main aim of the Annales

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<sup>14</sup> T. Adam, “Transnational History: A Program for Research, Publishing, & Teaching”, in *Yearbook of Transnational History*, vol. 1, 2018, pp. 1-10.

<sup>15</sup> S. Riukulehto, “Regional History between Time & Space”, in S. Riukulehto (ed.), *Between Time...*, p. 4.

<sup>16</sup> I. Tyrrell, *Transnational Nation. United States History in Global Perspective since 1789*. Basingstoke: Palgrave Macmillan, 2007.

<sup>17</sup> A.T. Villaseñor, “The Annales School & the Environmental History of Latin America”, *Historia Caribe*, X11(30), 2017, pp. 301-340.

scholars such as Bloch and Febvre, was to achieve a more 'total' and more 'humane' integrated history that represents all aspects of man's life in a society.

Through his doctoral thesis, Febvre conducts a detailed examination of the geographical environment and specifically of its agrarian base. According to Villaseñor, Febvre also clarifies many aspects concerning the structure of "social relationships and the psychological attitude of the inhabitants of the region".<sup>18</sup> Bloch, for his part, strongly embraces geo-history and illustrates the agrarian landscapes of the Middle Ages, such as crop rotation, tools, and farmhouses. Human geography, therefore, led proponents of the Annales School to begin their work with the study of the physical environment and the milieu of mountains, rivers, and climates.

Under Braudel's stewardship, the Annales School promoted a new form in the study of history. It replaced the study of leaders with the lives of ordinary people, and replaced examination of politics, diplomacy, and wars with inquiries into climate, demography, agriculture, as well as social groups and mentalities. Although the aim of the Annales School was the study of a total history, it also yielded dazzling "micro-studies of villages and regions".<sup>19</sup>

Braudel, in his study of the nomadic life from Castile to Anatolia, depicts the life of mountaineers, and the significance of transhumance throughout the centuries. He describes the people's harvests and the animals used for them, and he indicates the locales of the population and their settlement patterns and migration routes.

On the other hand, the Annales School encouraged interdisciplinary approaches in the writing, development, teaching and learning of history. The idea is supported by Saunier who recommends to historians that, ideas, concepts, methods, *et cetera*, all are "inextricable connected, so that each is needed to explain the others".<sup>20</sup> They transcend particular area studies not by comparison alone, but by seeking out at times "fragile threads that connected the globe, even as the globe came to be defined as such".<sup>21</sup> Therefore, as indicated by Tyrrell, there is a strong relationship between the

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<sup>18</sup> A.T. Villaseñor, "The Annales School..." *Historia Caribe*, X11(30), pp. 301-340.

<sup>19</sup> A.T. Villaseñor, "The Annales School..." *Historia Caribe*, X11(30), pp. 301-340.

<sup>20</sup> P. Saunier, *Transnational History*. Basingstroke: Palgrave Macmillan, 2013, p. 1.

<sup>21</sup> S. Subrahmanyam, "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia", *Modern Asian Studies*, 31(3), 1997, pp. 735-762.

transnational history approach and the approach of the French Annales School of history.

Many scholars agree that the various approaches aligned alongside transnational history should be seen as having certain symbolic family resemblances. For example, comparative and transnational approaches complement one another, with many instances in recent scholarly work happily marrying the two approaches. All these perspectives, Saunier explains, “revolve around the study of conjunctions and divergences, share various common points of reference, or have comparable goals”.<sup>22</sup> Beckert emphasises that, transnational, Annales School and international history are all engaged in a project to reconstruct aspects of the “human past that transcend any one nation-state, empire, or other politically defined territory”.<sup>23</sup>

The salient conceptual and historiographic features of transnationalism in history mostly involve the role of the individual and social groups. For example, Seed notes that, transnational history’s primary contribution is to track migratory phenomena, but above all, to follow the “movements of people”.<sup>24</sup> The peoples’ movements’ notion resonates with Clavin’s idea that, transnationalism, first and foremost, is about people. It is about the “social spaces they inhabit, the networks they form, and the ideas they exchange”.<sup>25</sup> In terms of Clavin’s assertion, a transnational perspective to the study of history can be easily linked with the idea of practicalising the significance of the “history-is-all-around-us” approach.

Tyrrell further argues that, transnational history perspectives have particular relevance to the study of the “history of the environment and of ecology”.<sup>26</sup> In that sense, a transnational history perspective is seen to be also strongly complimentary to local and regional history activity and developments, and other inter-related sub-fields associated with the history of place and the socio-economic society.

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<sup>22</sup> P. Saunier, “Learning by doing...” *Journal of Modern European History*, 6(2), 2008, pp. 159-179.

<sup>23</sup> C.A. Bayly *et al.*, “AHR Conversation...” *American Historical Review*, 111(5), 2006, pp. 1440-1464.

<sup>24</sup> C.A. Bayly *et al.*, “AHR Conversation...” *American Historical Review*, 111(5), 2006, pp. 1440-1464.

<sup>25</sup> P. Clavin, “Defining Transnationalism”, *Contemporary European*, 14(4), 2005, pp. 421-439.

<sup>26</sup> I. Tyrrell, ‘Ian Tyrrell Responds’, *American Historical Review*, 96(4), 1991, pp. 1068-1072.

The notion of place and time is strongly emphasised by Riukulehto and Rinne-Koski, who claim that, “people live in space and in time”.<sup>27</sup> Although place is a geographically basic concept, in practice, it requires history. In essence, this usually means that, something happens in a place. Analogically, therefore, events and even history itself would be difficult to consider without connection to named particular places.

Scholars such as De Jong and Dannecker also claim that; transnational approaches, perspectives or lenses reveal that “social, symbolic, political, and economic ties exist between migrants’ host countries and countries of origin, thus constituting transnational social spaces”.<sup>28</sup> In the context of this study, space refers to a form of social organisation wherein individuals establish spatial relationships with their environment, which enables or constrains their behaviour. Ozkul also argue that, sociocultural and economic interactions across different localities have existed in human history at all times, just as “transnational migration has existed since modern nation-states were mapped and created”.<sup>29</sup>

Smith concludes that, if transnational life existed in the past but was not seen as such, then, the transnational lens does the “new analytical work of providing a way of seeing what that was there could not be seen before”.<sup>30</sup> Therefore, the ‘transnational turn’ has arguably been the most important development in the historical discipline. The transnational turn has challenged the long-held view that the nation is the basic unit of historical analysis.

Transnational history perspective, therefore, is seen in practice to offer a series of innovative possibilities, and its future may be as great as its’ past. Specific historical sub-disciplines such as political, cultural, intellectual or business history can also be transnational. According to Saunier, these sub-fields are taken as a strength of transnational history as it is not “bound to any single approach”.<sup>31</sup> Practicalising the significance of the “history-is-all-around-us” approach, is an attempt to recover and

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<sup>27</sup> S. Riukulehto & K. Rinne-Koski, “Historical Consciousness & the Experiential Idea of Home”, in S. Riukulehto (ed.), *Between Time...*, p. 116.

<sup>28</sup> S. de Jong & P. Dannecker, “Connecting and Confronting Transnationalism: Bridging Concepts and Moving Critique, Identities”, *Identities: Global Studies in Culture & Power*, 25(5), 2018, pp. 493-506.

<sup>29</sup> D. Ozkul, “Transnational Migration Research”, *Sociopediaisa*, 2012, pp. 1-12.

<sup>30</sup> R.C. Smith, “Diasporic Memberships in Historical Perspective: Comparative Insights from the Mexican, Italian and Polish cases”, *International Migration Review*, 37(3), 2003, pp. 724–759.

<sup>31</sup> P. Saunier, “Learning by doing...” *Journal of Modern European History*, 6(2), 2008, pp. 159–179.

rewrite history from the local and regional perspective, using the place of a learner, as a resource and source of historical inquiry.

A transnational history lens also broadens fields of inquiry, opens new ones, and rejuvenates other avenues that had previously been neglected, such as; IKS. Historians are urged to revisit, and re-focus on indigenous and other previously marginalised communities, and reintegrate their histories into the study of wider events, trends and institutions. A precise reconstruction of specific ties and flows that have crossed countries and regions, according to Saunier, their “operation and effects, require the use of primary sources”.<sup>32</sup>

The “history-is-all-around-us” approach also raises the significance of the concept of place, especially for educational purposes of a child (learner). In this context, place is not merely considered as the site where history happened, it becomes a crucial dimension as a source and resource for teaching and learning of history. Furthermore, “history-is-all-around-us” approach, as well as a transnational history perspective show how deeply the national fabric and the local or national debate are intertwined with issues, actors and processes that cut through local to national”.<sup>33</sup> Just like a transnational perspective, the “history-is-all-around-us” approach, has the potential to contribute to the understanding of the historical development of a specific “social group, a firm, a community, a neighbourhood, a region or a country”.<sup>34</sup>

### 2.2.2 The “history-is-all-around-us” approach, a transnational educational perspective

The principle of “history-around-us” was used for the first time in the 1970s British Schools History Project 13-16 as part of radical re-think of the purpose and nature of school history.<sup>35</sup> Its framework centred the learners on the investigation of local events and situations using the surviving evidence, and modes of explanation rooted in the concepts of change, causation, and empathy. The importance of physical remains of

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<sup>32</sup> P. Saunier, *Transnational History...*, p. 117.

<sup>33</sup> P. Saunier, *Transnational History...*, p. 140.

<sup>34</sup> P. Saunier, *Transnational history ...*, p. 140.

<sup>35</sup> T. Haydn, A. Stephen & J. Arthur, *Learning to teach History in Secondary Schools*. London: Routledge, 2014.

the past in the local environment as sources of historical evidence was central to this study, with a “visit to a historical site chosen by the learners”.<sup>36</sup>

In addition, Graham, is a firm believer of the notion that, “every place has a history, and every object, too”.<sup>37</sup> According to Graham, for thousands of years, people all over the world have left signs of their time, their every-day life aspects and experiences on the land they occupied. As a result, everywhere a person goes, they are touching a past, a piece of history. If people leave behind traces of their history wherever they go, then, the past or heritage, in a form of history of those people is all around the place they occupied. The idea was long observed by Carr, a doyen of past history philosophy, who contended that, there is “an unending dialogue between the present and the past”.<sup>38</sup>

Carr’s notion of an unending dialogue between the past, present, and future, emphasises the fact that; history is indispensable and whether we know it or not, it is located within all areas of our lives. Therefore, history teachers need to make learners aware that, there is history at every corner, and almost every building has some story behind it. The same sentiments are expressed by Norford who claims that, “history is all around us, although most people remain blind to the facts”.<sup>39</sup>

In Canada, there is also a strong correlation between the study of archaeology and the “history-is-all-around-us” teaching and learning approach. The Ministry of Tourism, Culture and Sport, defines archaeology as the study of past human cultures through the investigation of archaeological sites.<sup>40</sup> These sites can be “aboriginal hunting camps and villages, battlefields, pioneer homes, burial grounds and cemeteries, shipwrecks and other evidence of past human activity”.<sup>41</sup>

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<sup>36</sup> A. Harmsworth, “Planning for History around Us: A Case Study of Rochester”, *Schools History Project (SHP)*, 2017, pp. 1-10; D. Shemilt, *History 13–16 Evaluation Study*. Edinburgh: Holmes McDonald, 1980.

<sup>37</sup> T. Graham, “History is all around us”, *Incendiary: The Arsonists’ and Other Stories of Season*, 38, 2018, pp. 1-4.

<sup>38</sup> E.H. Carr, *What is History?* ..., p. 30.

<sup>39</sup> K. Norford, “Black History is all Around Us”, *Youth*, 2014, February 17.

<sup>40</sup> Canada, Ministry of Tourism and Culture, “Engaging Aboriginal Communities in Archaeology”, *A Draft Technical Bulletin*, Ontario, 2011.

<sup>41</sup> Canada, Ministry of Tourism and Culture, “Engaging Aboriginal ...” *A Draft Technical Bulletin*, 2011, p.1.

Kyvig and Marty also provide an excellent example to practice the “history-is-all-around-us” approach as exceptional opportunity to both teachers and learners of history in North America to “identify different values of their nearby history.”<sup>42</sup> It includes the physical representations of collective memory, understanding past events and people, and to rethink current and future circumstances. The approach exposes both the teachers and learners to various historical traces and methods that can lead to an improved interpretation of the nearby history. The above-mentioned examples are typical, practical places and spaces outside the classroom environment where learners can get an opportunity to practicalise the significance of the “history-is-all-around-us” approach.

Therefore, the use of the “history-is-all-around-us” as a teaching and learning approach, is not simply a matter of names and dates on a textbook page. Instead, the approach enables history to be used to explain how people became what they are today as a community. As an approach, it involves the process of learners constructing their own understanding of the past. This is through focused practical activities on both the content and historical sources in creative and imaginative ways. The approach further exposes the learners to the big six critical historical thinking skills of a historian as expressed by Seixas and Morton.<sup>43</sup>

Through these historical thinking skills, learners are encouraged to be able to think historically, and not merely to regurgitate dates, data and ready-made conclusions. The historical thinking skills also cater for classroom methods that create an excellent and active teaching and learning environment for the learner, “rather than traditional methods which cast the teacher in the role of a transmitter of information.”<sup>44</sup> The use of evidence in the teaching and learning of local history has also been closely linked with the use of concrete materials which are usually readily available in many homes. Concrete historical sources found in most homes include personal diaries, letters, interviews, oral histories, photographs, newspaper articles, *et cetera*.

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<sup>42</sup> D.E. Kyvig & M.A. Marty, *Nearby History: Exploring the Past around You* (3<sup>rd</sup> ed.). Walnut Creek: Alta Mira Press, 2010.

<sup>43</sup> P. Seixas & T. Morton, *Big Six Historical Thinking Concepts*. Toronto: Nelson Education Ltd, 2013. For example, these authors are discussing historical significance, evidence, cause and consequence, historical perspective, & ethical dimensions of history.

<sup>44</sup> British Schools Council 1976, *A New Look at History*. Edinburgh: Holmes McDougall, 1976, p. 48.

Ford explains that, young people's learning will be more enhanced by an education that draws on, and is "connected with the rich resources of the communities beyond the school walls".<sup>45</sup> In this context, the local environment becomes an excellent teaching and learning resource for both teachers and learners. It could further encourage and enable history teachers to fully engage in practicalising the significance of the "history-is-all-around-us" approach in and outside of the classroom.

There are also numerous stories which are hidden everywhere in the people they walk by every day. Experiences which are real, life-like and actively involving the learner are likely to be the most effective avenue through which learners can learn about their "social, political, cultural, economic and natural environment".<sup>46</sup> Practicalising the significance of the "history-is-all-around-us" approach would be an excellent opportunity for history learners to experience the "doing history" approach. The specific features of the place, the forum where history is made, could be decisive to historical analysis, what Riukulehto, termed, "a turn to space, or a spatial turn in history".<sup>47</sup>

Other historians such as Siebörger, also note that, both the "history of places and a thematic approach to history play very little part in the traditional views of the South African past".<sup>48</sup> He argues that; local history is also under-emphasised in this country, unless it is built into individual projects and investigations. Therefore, the "history-is-all-around-us" approach, if properly embraced by all teachers and learners, can be a useful method to unlock the teaching and learning of local history in our classrooms.

Flowing from the discussions on the "history-is-all-around-us" approach above, the focus will shift towards the application of learner-centred approach in the teaching and learning of local and regional history to incorporate the "history-is-all-around-us" approach.

### 2.2.3 A national quest for learner-centeredness through local and regional history to incorporate the "history-is-all-around-us" approach

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<sup>45</sup> S. Fort, *Local History: Culture on Your Doorstep*. London: Curious Minds, 2014, p.5.

<sup>46</sup> J. Matthews, *Discover History: A Pupil-centred ...*, p. 88.

<sup>47</sup> S. Riukulehto, "Regional History ...", in S. Riukulehto (ed.), *Between Time & Space...*, pp. 4-5.

<sup>48</sup> R. Siebörger, "Public history and the school curriculum: Two South African case studies", from <https://opr.degruyter.com/.../rob-sieborger-public-history-and-the-school-curriculum-Two-South-pdf.Reader>. (Accessed 2018/12/19).

Learner-centred teaching and learning is defined as an approach that places the learner at the centre of the learning process. Learner-centred approaches, are also referred to as, discovery learning, inductive learning, or inquiry learning, and they place a much stronger emphasis on the learners' role in the learning process, such as "co-operative learning and learner research projects".<sup>49</sup> Killen also notes that, teaching is no longer defined as the transmission of knowledge, instead, it is defined as a "process of helping learners to understand information and to transform it into their own personal knowledge".<sup>50</sup>

Since the start of the progressive education movement such as, experiential learning in the 19th century and the influence of theorists whose collective work focused on how learners learn, some teachers started to replace traditional teacher-centred approaches with more "learner-centred hands-on activities".<sup>51</sup> Progressive education provides for active learning by "doing", and competence-directed learners whose individuality and personality will develop to such an extent that it will promote "independent creative thinking".<sup>52</sup> A learner-centred approach, therefore, means inverting the traditional teacher-centred understanding of the learning process and putting learners at the centre of the learning process.

During the 20th century the learner-centred paradigm continued to dominate education theory and practice internationally. After 1994, South Africa also adopted a new approach to the teaching and learning of history; one that emphasises a learner-centred curriculum linked to expectations of higher cognitive skills development. The new 'doing' history approach as opposed to the traditional 'learning' history approach, encourages learners to "actively engage in inquiry-based approaches of learning as stipulated in the CAPS document".<sup>53</sup>

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<sup>49</sup> R. Killen, "Outcomes-based education: Principles and possibilities", Unpublished manuscript, University of Newcastle, Faculty of Education, 2000.

<sup>50</sup> R. Killen, "Standards-Referenced Assessment: Linking Outcomes, Assessment and Reporting", Keynote address, Annual Conference of the Association for the Study of Evaluation in Education in Southern Africa, Port Elizabeth, South Africa, 26-29 September, 2000.

<sup>51</sup> P. Warnich & L. Meyer, "'Trainee Teachers' Observation of Learner-centred Instruction and Assessment as Applied by History and Social Sciences Teachers", *Yesterday&Today*, 9, 2013, pp.13-44.

<sup>52</sup> I.A. Coetzer, "A survey and appraisal of progressive education in the USA", *Educare*, 30(1), 2001, pp. 33-49.

<sup>53</sup> DBE, *CAPS, FET Phase*, 2011.

However, many research studies conducted by scholars such as Twala, Van Eeden, and others, still identified many “challenges in the teaching and learning of history in South African schools”.<sup>54</sup> One of the major problems is the history teachers’ inability and/or lack of competence to present history in an interesting and meaningful way to the 21<sup>st</sup> century learner. Other African scholars, such as, Mautle refer to lack of; “institutional materials, and lack of trained and experienced history teachers as the main challenges”.<sup>55</sup> In the same vein, a growing body of research shows that the overall quality of teaching and learning is improved when learners have the opportunity to become “actively involved and engaged in the learning process”.<sup>56</sup>

In the context of this study, the “doing” history approach could encourage learners to actively engage in enquiry-based approaches to learning and problem-solving activities. The approach also helps them to interact with various primary sources in “constructing knowledge that can be communicated to the teacher and other learners”.<sup>57</sup> The learner-centred learning environment aims to ensure that any activity in the classroom takes into account the learners’ interests, and provides the foundation on which new learning begins. According to Donovan and Bransford, the approach “entails, paying attention to learners’ backgrounds, cultural values and abilities”.<sup>58</sup>

However, not all scholars are convinced. They are of the opinion that “very little learning was taking place” in spite of the fact that teachers were implementing forms of “learner-centred” practice and co-operative learning in their classrooms”.<sup>59</sup> Therefore, this study is an attempt to narrow that methodological gap, through the use

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<sup>54</sup> C. Twala, “Teaching history beyond the categories of race and ethnicity: Echoes of the past”. Paper, South African Society for History Teachers (SASHT) conference, Rand Afrikaans University, Johannesburg, 5 September 2003; E.S. Van Eeden, *Didactical Guidelines for Teaching History in a Changing South Africa*. Potchefstroom: Keurkopie, 1999, Chapter 4.

<sup>55</sup> G. Mautle, “Social Studies in Botswana”, in M.B. Adeyemi (ed.), *Social Studies in African Education*. Gaborone: Pyramid, 2000, pp. 157-168.

<sup>56</sup> M. Prensky, “The Role of Technology in Teaching in the Classroom”, *Educational Technology*, 48(6), 2008, pp. 64-66; D.P. Shepardson, “The nature of student thinking in life science laboratories”, *School Science & Mathematics*, 97(1), 1997, pp. 37-44; J. Snowman & R. Biehler, *Psychology Applied to Teaching* (9<sup>th</sup> ed.). Boston: Houghton Mifflin Co, 2000, p. 297.

<sup>57</sup> DBE, *CAPS: FET Phase*, 2011; DoE, *Revised National Curriculum Statement (RNCS)*, 2003.

<sup>58</sup> M.S. Donovan & J.D. Bransford (eds.), *How Students Learn: History, Mathematics & Science in the Classroom*. National Research Council: Washington, 2005, p. 13.

<sup>59</sup> U. Hoadley, “The Reproduction of Social Class Inequalities through Mathematics Pedagogies in South African Primary Schools”, *Journal of Curriculum Studies*, 39(6), 2007, pp. 679-706.

of local and regional history teaching and learning to incorporation of the “history-is-all-around-us” approach.

The rise of local and regional history, as an acceptable, indeed praiseworthy area of study, marked something of a shift in historians’ emphasis from a national or central, to a local or regional focus. Prior the 19<sup>th</sup> century, national history was the major focus of inquiry by most historians, whereas, “local and regional history was affected by accusations of antiquarianism”.<sup>60</sup>

The local and regional history approach, which is defined by Black and MacRaild as, “history by case-study or specific geographical area, now regarded as a legitimate branch of inquiry”.<sup>61</sup> Black and MacRaild explain that, the spirit of democratisation has influenced the study of history from India to Italy, and is in keeping with developments such as ‘history from below’. Local communities, regional and local identities, as well as non-national nuances in the historical scene, are now an essential element of the historian’s remit. As such, they “require consideration”.<sup>62</sup>

A local and regional history, by definition, means “something which is not ‘national, and by practice it has tended not to encourage cross border discussion despite having a transnational element as the result of migration”.<sup>63</sup> Danbom elaborates that; local and regional history approaches allow the historian to connect with, and to serve the community and demonstrate to “ordinary people that, their lives, and the place in which they live are also important”.<sup>64</sup> The teaching and learning of local and regional history in schools as part of the history curriculum has been advocated since the beginning of the 20<sup>th</sup> century. Its teaching and learning in countries such as Turkey, USA, Britain, Australia, South Africa and others, has also been taken a step forward. In these countries, during local and regional history lessons, teachers are encouraged to “visit

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<sup>60</sup> G. Sheeran & Y. Sheeran, “Discourses in local history”, *Rethinking History*, 2(1), 1998, p. 67; K. Oguzhan, “Teaching Local History using Social Studies Models for Turkish Middle School Students”, *Educational Research and Reviews*, 10(8), 2015, pp. 1284-1292.

<sup>61</sup> J. Black & D.M. MacRaild, *Studying History*... p. 84.

<sup>62</sup> J. Black & D.M. MacRaild, *Studying History*... p. 84.

<sup>63</sup> J. Beckett, “Local History in its Comparative International Context”. Paper, International Symposium, Institute of Historical Research, Victoria Country History, 2009, 7-8 July.

<sup>64</sup> D.B. Danbom, “Historical Musings: Cast down your Bucket where you are. Professional Historians and Local History”, *South Dakota History*, 33(3), 2003, pp. 263-273.

local history museums, bridges, monuments, historical buildings, et cetera as part of learner-centred approach”.<sup>65</sup>

In South Africa for example, CAPS recommend the local and regional history approach as an active way of “history teaching and learning in schools”.<sup>66</sup> In the context of this study, local and regional history approach will provide learners with an opportunity to gain first-hand experience and awareness of history which is around them. To cite an example, Warnich argues that, the value and role of cemeteries can play a major role in designing a possible methodology for history teachers to teach at “heritage sites where learners can learn first-hand”.<sup>67</sup>

Based on enquiry and problem-solving activities by the learners, teaching and learning about heritage are activity-based and learner-centred in nature. Learners, therefore, become the active agents in their own learning when investigating gravestones as primary sources. Therefore, a learner-centred approach through the use of local and regional history teaching will enhance and make practical the significance of the “history-is-all-around-us” approach.

By having active interaction with their neighbourhood, learners are given an opportunity to learn about themselves and their past, through words and concepts about the past, and they can make an easier “connection between history and other subjects”.<sup>68</sup>

Local and regional history, therefore, is the history which individual learners have experienced and will continue to experience in their communities. It provides an opportunity to discover the history of the environment which learners as individuals and families live in, and to understand its effects on past lives and memory. To cite an example, the history of our localities, towns and cities, can shed light on the “changes,

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<sup>65</sup> K. Oguzhan, “Teaching Local History...”, *Educational Research Reviews*, 10(8), 2015, pp. 1284-1292; K. Erikson, “Putting history teaching in its place”, *The Journal of American History*, 2011, March, pp. 1067-1077; K. Barton & L. Levstik, “Why don’t more History Teachers Engage Student in Interpretation”, *Social Education*, 67(6), 2003, pp. 358-361; B.B. Moreeng, “Re-Conceptualizing the Teaching of Heritage in Schools”, *South African Journal of History Education*, 28(3A), 2014, pp. 767-786; E.S. van Eeden, “Regional, Local, Urban ...”, *New Contree*, 63, Special Edition, 2012, pp. 1-33.

<sup>66</sup> DBE, *CAPS, Final draft. History*. Pretoria: Government Printers, 2010.

<sup>67</sup> P. Warnich, “The Value and Role of Cemeteries: Designing a possible Methodology for Teaching Heritage to History Learners”, *Yesterday&Today*, 5, 2010, pp. 1-16.

<sup>68</sup> K. Oguzhan, “Teaching Local History using Social Studies ...”, *Educational Research and Reviews*, 10(8), 2015, pp. 1284-1292.

movements and developments seen by the society over time”.<sup>69</sup> Through the local and regional history approach, learners can be introduced to their immediate geographical surroundings where the history of, for example, “street names and landmarks, a local church, a cultural movement, battle sites, forts or monuments is investigated”.<sup>70</sup>

Jackson is also of the opinion that, local and regional history and heritage share a common platform and are therefore, in essence, “inextricable linked to each other”.<sup>71</sup> Most people today associate the concept “heritage”, with two related sets of meanings. On the one hand, it is linked with tangible sites and/or artefacts of historical interest that have been preserved for the nation. It is also associated with a set of inherited shared values and “collectives memories that are articulated in separate languages and through certain cultural activities and performances”.<sup>72</sup> In the context of this study, local and regional history and heritage will enable History teachers and learners to practicalise the significance of the “history-is-all-around-us” approach.

Furthermore, unlike many European countries, in South Africa, the theme of heritage as stipulated in the CAPS document, is embedded in much of the core content of the subject of history. In the Foundation Phase (Grades R-3), heritage is reflected in the knowledge focus for history as part of Social Sciences and learners are expected to tell “stories about their own lives and the lives of their families”.<sup>73</sup> Learners must also demonstrate knowledge regarding national symbols, places of historical interest and different historical events that are being celebrated.

In the case of Intermediate Phase (Grades 4-6), much emphasis is placed on the teaching and learning of local and regional history of the province, the district and local area. In this phase history learners are also encouraged to construct a school or community archive and to complete a “project that is based on oral history”.<sup>74</sup> The construction of a school or a community archive, as well as oral history, are all

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<sup>69</sup> E.S. van Eeden, “Regional, Local, Urban and Rural History...”, *New Contree*, 63, 2012, pp. 1-34.

<sup>70</sup> J. Mathews *et al.*, *Discovery History...* p. 88.

<sup>71</sup> A. Jackson, “Local and Regional History as Heritage: The Heritage Process and Conceptualizing the Purpose and Practice of Local Historians”, *International Journal of Heritage Studies*, 14(4), 2008, pp. 362-379.

<sup>72</sup> R.S. Peckham, “The Politics of Heritage and Public Culture”, in R.S. Peckham (ed.), *Rethinking Heritage: Cultures and Politics in Europe*. London: IB Tauris, 2003, pp. 1-13.

<sup>73</sup> DoE, *Revised National Curriculum Statement Grades R-9 (Schools), Policy, Social Sciences*. Pretoria: Department of Education, 2002, pp. 10-11.

<sup>74</sup> DBE, *Curriculum & Assessment Policy Statement (CAPS), Intermediate phase (Grades 4-6): Social Sciences*. Pretoria: Government printer, 2011.

educational activities that provide excellent opportunities for the promotion of a learner-centred approach.

The local and regional history approach, can therefore, help teachers bring history to “life” for history learners in and outside the classroom. According to Matthews *et al.*, the approach can help to bring the home and school closer together, as learners will continually “draw on their home environment to provide working material in school”.<sup>75</sup> Through the learner-centred approach, learners will be more able and willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom. In the senior phase (Grades 7-9), heritage is also reflected in the “Dutch settlement, the influence of industrialisation and British colonialism on South Africa, apartheid and the human rights struggle”.<sup>76</sup>

All over the landscape of South Africa, there are remnants and visible remains, such as, the Dutch settler houses, British soldiers’ graves and monuments. The value of researching local and regional cultural historical sites reveals the public face of the people of a community or local and regional area. These are all valuable primary and tangible sources of evidence that support the learning and teaching process that can “supplement written word in textbooks and the teachers’ oral explanations in class”.<sup>77</sup>

By utilising local and regional history approaches in the curriculum, Van Eeden argues, an opportunity can be created where learners can “relate to past trends, inclusive of a local community experience within a personal worldview of ideas and beliefs”.<sup>78</sup>

Van Eeden further suggests that, during history/social sciences lessons, much can be done to “embrace the practical value of the local and regional heritage curriculum as part of a local history on micro level, or everyday life history”.<sup>79</sup> The local and regional history approaches are an excellent opportunity to be embraced by focusing directly on individuals or families’ everyday life experiences, such as, access to housing, health

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<sup>75</sup> J. Matthews *et al.*, *Discover History...* p. 89.

<sup>76</sup> DoE, *Revised National Curriculum Statement Grades R-9 ...* pp. 10-11.

<sup>77</sup> W.B. Stephens, *Teaching Local History*. Manchester: Manchester University Press, 1977, p. 153.

<sup>78</sup> E.S. Van Eeden, “Informing History Students/Learners regarding an Understanding and Experience of South Africa’s Colonial Past from a Regional/Local Context”, *Yesterday&Today*, 10, 2013, pp. 25-47.

<sup>79</sup> E.S. Van Eeden, “Practicalising Local and Regional histories on History Curricula”, in E.S. Van Eeden and P. Warnich (eds.), *Teaching and Learning History and Geography in the South African Classroom*. Pretoria: Van Schaik, 2018, p.66.

care, social services, etcetera. Local and regional history approaches, if well-structured can contribute towards learners preserving the local histories of their local communities.

The local and regional history approach as discussed by Schoeman and Visagie is another good example of learner-centeredness”.<sup>80</sup> They underscore that, most learners’ lack of interest towards school history is due to them sitting in rows and listening only to the teachers’ voice, while the “good stuff is often outside the classroom”.<sup>81</sup> In addition, they indicate that, learners at Elim Primary School (and thus learners in general) also need to be more actively involved in the stories of their own town. Their study also confirms the idea that, local and regional history approaches provide an excellent opportunity, and therefore, inspire both teachers and learners to embrace the significance of the “history-is-all-around-us” approach.

The local and regional history approaches are also emphasised by Bell. Bell claims that, “all history is local [which] encourages learners to develop and create documents that exhibit their community history”.<sup>82</sup> Van Eeden further presents a balanced view of the local and regional approaches to history. Local and regional history approaches, she accentuates, should have inclusive features of ‘history from above’ or master narratives, and ‘history below’ community and/or ordinary peoples’ experiences”.<sup>83</sup> A learner-centred approach using local and regional history, will enable learners to acquire and demonstrate valuable historical skills when “analysing, interpreting, synthesising and evaluating the relevant data”.<sup>84</sup>

The newly acquired skills, will in the end, significantly broaden the learners’ understanding of history as a discipline, and will allow them to see themselves as future historians. Matthews *et al.*, conclude that, through the local and regional history methodology, learners are actively busy “doing” history and “heritage”, which offers them insights and perspectives that are not “possible in the traditional classroom

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<sup>80</sup> S. Schoeman & C. Visagie, “Local History Teaching in the Overberg Region of the Western Cape: The Case of the Elim Primary School”, *Yesterday&Today*, 11, 2014, pp. 118- 132.

<sup>81</sup> S. Schoeman & C. Visagie, “Local History Teaching in the ...”, *Yesterday&Today*, 11, 2014, pp. 118- 132.

<sup>82</sup> D. Bell, “Local history: Exploring what’s just outside your door”. *Teaching with the Library of Congress*, 2012, May.

<sup>83</sup> E.S. van Eeden, “Practicalising local and regional histories...”, in E.S. van Eeden and P. Warnich (eds.), *Teaching and Learning ...*, p. 66.

<sup>84</sup> J. Matthews *et al.*, *Discovery History...* pp. 88-91.

setting”.<sup>85</sup> Therefore, a learner-centred teaching and learning approach, through local and regional history can provide an excellent opportunity for learners to incorporate the “history-is-all-around-us” approach.

Slater further suggests that, if the local and regional history approach is going to be taken seriously, young people will have to “walk and look, as well as read and write”.<sup>86</sup> Moreover, if learners are going to use a greater variety of primary source material, they will find much of it outside the classroom walls. Most primary sources are found in “buildings, in street and pub names, in field patterns, in the memories of old people and on archaeological digs”.<sup>87</sup> Taking from the above discussion, the notion of teaching and learning in the outdoors approach has also shown significant educational advantages for learners, and the need for them to connect with nature.

### **2.3 Literature review on place-based education (PBE) and its relevance to the “history-is-all-around-us” approach**

A brief conceptualisation of place and its significance to understanding place-based education (PBE), also known as “pedagogy of place”<sup>88</sup>, will form the background of this literature review. How the PBE approach is related and interlinked with other approaches such as; local and regional history, oral history, and how it can enhance the “history-is-all-around-us” approach. A PBE expert and scholar, Gruenewald’s work combines issues of equity and social justice to frame the concept of “critical pedagogy of place.”<sup>89</sup> He believes that, a PBE approach is needed so that, the education of citizens might have some direct bearing on the “well-being of the social and ecological places people actually inhabit”.<sup>90</sup>

In this sense, PBE means making a place for the cultural, political, economic and ecological dynamics of places whenever we talk about the purpose and practice of learning. The PBE approach, therefore, is basically participatory and active in nature.

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<sup>85</sup> J. Matthews *et al.*, *Discovery History...*, pp. 88-91.

<sup>86</sup> J. Slater, *Teaching History in the New Europe*. London: Cassell, 1995, p. 38.

<sup>87</sup> J. Slater, *Teaching History...*, p. 38.

<sup>88</sup> K. Ontong & L. Le Grange, “The need for Place-Based Education in South African Schools: The Case of Greenfields Primary, *Perspectives in Education*, 33(3), 2015, pp. 5-20.

<sup>89</sup> D.A. Gruenewald, “The best of both Worlds: A Critical Pedagogy of Place”, *Educational Researcher*, 2003, 32(4), pp. 3-12.

<sup>90</sup> D.A. Gruenewald, “The best of both Worlds...”, *Educational Researcher*, 32(4), 2003, pp. 3-12.

It frames the learning process around the unique experiences, situations, and events in which schools are located. PBE practices and purposes can be connected to “experiential learning, problem-based learning, constructivism, outdoor education, indigenous education, environmental and ecological education, multicultural education, community-based education ... as well as other approaches that are concerned with context and the value of learning from and nurturing specific places, communities, or regions”.<sup>91</sup>

PBE approach makes places more meaningful, and exposes their engagement and understanding through multidisciplinary, and experiential, potentially “contributing to community life”.<sup>92</sup> Sobel defines PBE, as a process of using the “local community and environment as a starting point to teach concepts in all subjects across the curriculum”.<sup>93</sup> The approach involves asking learners to respond creatively to stories of their home ground, and to become part of the community, rather than “passive observers of the community”.<sup>94</sup>

The basic principles of PBE approach are particularly apparent in Dewey’s progressive education philosophy which emerged at the end of the 19<sup>th</sup> century. In his description of meaningful learning that extends beyond the school walls, Dewey explains that, “experience outside the school has its geographical ... its historical sides. All studies arise from aspects of one earth and the one life lived upon it”.<sup>95</sup> At his Lab School, Dewey practiced a particular ‘hands-on’ methodology that other place-based educators have claimed as well, locating him as a “central authority of the approach”.<sup>96</sup>

According to Dewey, democracy must “begin at home, and its home is the neighbourly community”.<sup>97</sup> To use the local within a curriculum, Dewey proposes the instruction

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<sup>91</sup> D.A. Gruenewald, “The best of both Worlds...”, *Educational Researcher*, 32(4), 2003, pp. 3-12.

<sup>92</sup> D. A. Gruenewald, “Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education”, *American Educational Research Journal*, 40, 2003, pp. 619–654.

<sup>93</sup> D. Sobel, *Place-based education: Connecting Classrooms and Communities*. Great Barrington, MA: The Orion Society, 2005, p. 7.

<sup>94</sup> D. Sobel, *Childhood and Nature*. Portland, ME: Stonehouse Publishers, 2008, p. 68.

<sup>95</sup> J. Dewey, *Democracy and Education: An introduction to the Philosophy of Education*. New York: Macmillan, 1916, p. 91.

<sup>96</sup> J. Kleederman, “Power of Place-based Pedagogy: Theory and Practice of Place-Based Education”, B.A thesis, Wesleyan University, 2009, p.27.

<sup>97</sup> R. Putnam, *Bowling alone: The Collapse and Revival of American Community*. New York: Simon & Schuster, 2000, p. 312.

and subject matter to be, what is “seen, and felt, and loved by the learner”.<sup>98</sup> PBE theory celebrates the definition of ‘home’ as it builds the curriculum around local circumstances and works to invigorate community interaction and local problem solving. Demarest, another PBE scholar, in her historical review of PBE, also describes Dewey’s belief that, “learning can and should occur in and outside the classroom”.<sup>99</sup>

Learning, according to PBE scholars, must include the local community, the physical, historical, and occupational landscape of the local area as an integral part of the lesson plan. In his explanation, Dewey re-emphasises the importance of centring the curriculum within the local place, people, and events. In the context of this study, the PBE approach makes a perfect match with other approaches such as local and regional history, public history, and oral history, which in turn are also interrelated with the “history-is-all-around-us” approach.

Dewey describes the essential goals of his approach, as building relationships between learners, teacher, and community that are mutually dependent and beneficial to all. Therefore, the current study, practicalising the significance of the “history-is-all-around-us” approach, is fully grounded in Dewey’s progressive education principles which are: “environment, experience, and democracy”.<sup>100</sup> Sobel expresses a similar sentiment that, through PBE, learners have an opportunity to “bond with the natural world, to learn to love it, before being asked to heal its wounds”.<sup>101</sup>

Gruenewald is of the opinion that, PBE can serve as a response against prevailing “educational policies of standards and testing”.<sup>102</sup> The discourse of accountability fails to recognise the mediating role that schools play in the production of space and in the education of “place-makers”. The discourse of both accountability and economic competitiveness, Gruenewald notes, undermines the “potential for the implementation of PBE”.<sup>103</sup>

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<sup>98</sup> R. Putnam, *Bowling alone...*, p. 312.

<sup>99</sup> A. Demarest, “Shared purpose: how teachers engage the local environment & community to design meaningful and democratic curriculum”, PhD thesis, Burlington: University of Vermont, 2008, p. 10.

<sup>100</sup> S. R. Jayanandhan, “John Dewey and pedagogy of place”, *Philosophical Studies in Education*, 40, 2009, pp. 104-112.

<sup>101</sup> D. Sobel, *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Great Barrington, MA: The Orion society and the Myrin Institute, 1996, p. 10.

<sup>102</sup> D.A. Gruenewald, “The best of both Worlds...”, *Educational Researcher*, 32(4), 2003, pp. 3-12.

<sup>103</sup> D.A. Gruenewald, “The best of both Worlds...”, *Educational Researcher*, 32(4), 2003, pp. 3-12.

In the South African context, Ontong and Le Grange are some of the prominent scholars who support and propose the use of PBE approach in schools. They show their commitment and recommend the empowerment of classroom teachers to understand the multidimensional nature of place as a departure point for the PBE approach.

Ontong and Le Grange suggest that, teachers need to be made aware of the “emotional connections that learners have with the places they inhabit”.<sup>104</sup> With the new understanding of the significance of place in the lives of the learners, teachers could be more willing and/or able to incorporate conversations on these connections in their classrooms. In the same vein, Ontong and Le Grange further emphasise that, the “neglect of PBE, and, an over-emphasis on the discourses of accountability are also familiar in South African schools”.<sup>105</sup>

By engaging learners in the process of the PBE approach, the methodology could facilitate the practise of a pedagogy of place in the teaching and learning of history. An extended notion of place among teachers would enable them to examine the same CAPS content, but now through the new lens of PBE. In line with the notion of PBE, the CAPS document provides some excellent opportunities for a “PBE approach across different subjects in almost all phases in the curriculum”.<sup>106</sup>

In the case of social sciences, both history and geography provide for PBE opportunities for learners. In history senior Phase (Grades 7-9), the local and regional topics such as; “the colonisation of the Cape during the 17<sup>th</sup> and 18<sup>th</sup> centuries, the Industrial revolution in Britain and Southern Africa from 1860, and the Second World War (1939-1945) are prescribed”.<sup>107</sup> All these themes are linked, and interrelated with, the local environment, local people and local events. The local and regional history themes are points along which PBE lines, and approaches can be developed and practiced in the classrooms.

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<sup>104</sup> K. Ontong & L. Le Grange, “The need for Place-Based Education...” *Perspectives in Education*, 33(3), 2015, pp. 5-20.

<sup>105</sup> K. Ontong & L. Le Grange, “The need for Place-Based ...” *Perspectives in Education*, 33(3), 2015, pp. 5-20.

<sup>106</sup> DBE, *CAPS, senior phase (Grades 7-9): English Home Language*. Pretoria: Government Printer, 2011, p. 47.

<sup>107</sup> DBE, *CAPS, senior phase (Grades 7-9): Social Sciences*. Pretoria: Government Printer, 2011, p. 17.

A PBE approach, therefore, is another important avenue through which teachers can be able, and/more willing, to practicalise the significance of the “history-is-all-around-us” approach. Taking the cue from the PBE literature review above, experiential, active, and cultural heritage education approaches will be explored as other concepts associated with, and/or interrelated with the local and regional history approach. The focus of the discussion will be; on how they could be utilised as tools to unlock the “history-is-all-around-us” approach for better understanding of local and regional history.

### 2.3.1 Experiential learning or “learning by doing”

The after-school programmes, athletics, music, dance, and other types of camps, field trips and educational travel, according to Johnson, are all forms of what is known as “experiential learning or learning by doing”.<sup>108</sup> Jonas in her research about the experiential learning approach, is even more inclusive in her definition of the concept. According to her, any learning that is an experience, regardless of whether or not it takes place outside the classroom, is “experiential”.<sup>109</sup>

There is also a strong correlation between PBE and experiential learning approaches as defined by Gruenewald. He defines it as, practices and purpose that can be easily connected to experiential learning, as well as other approaches that are concerned with context and value of learning from and “nurturing specific places, communities, or regions”.<sup>110</sup> Experiential learning, therefore, develops knowledge and skills through hands-on experience, and for learners, it creates an opportunity for valuable and memorable personal learning.

Scholars at Simon Fraser University also define experiential learning as; learning through doing, and reflection on those activities which empower learners to apply their theoretical knowledge to “practical endeavours in a multitude of settings inside and outside the classroom”.<sup>111</sup> The theory is called ‘experiential learning’ to emphasise the

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<sup>108</sup> D. Johnson, “Tourism as a Vehicle for Experiential Learning: A Phenomenological Study of group Educational travel for Rural Middle School Students”, PhD Thesis, University of Idaho, 2008; retrieved on 10 April 2018 from <http://search.proquest.com.myaccess.library.utoronto.ca/docview/304620881>.

<sup>109</sup> A.E. Jonas, “Practices of two experiential teachers in secondary public schools in an era of accountability”, EdD, Western Carolina University, 2011.

<sup>110</sup> D.A. Gruenewald, “The best ...”, *Educational Researcher*, 32(4), 2003, pp. 3-12.

<sup>111</sup> Simon Fraser University (SFU), “Experiential Learning Casebook”, British Columbia, 2015.

central role that experience plays in the learning process, an emphasis that distinguishes it from other learning approaches. One reason the theory is called experiential; is because of its intellectual origins in the experiential works of educational experts such as, Dewey, Lewin, Piaget, and Vygotsky.<sup>112</sup>

To clarify and conceptualise the experiential learning; and how it can be associated with the “history-is-all-around-us” approach, it is important to look back to its architect, John Dewey. An American philosopher, Dewey is the most celebrated proponent of hands-on learning, and he is one of the first to formally define and advocate for experiential education. It was Dewey’s belief that; school should be representative of a “social environment, and that; learners learn best when in their natural social settings”.<sup>113</sup> In short, it implies that, education should not be separate from the learner’s homes and communities, but connections must be made to them.

Dewey’s rationale is a direct shift away from a situation where the focus is on the teacher, the textbook, anywhere and everywhere you please “except in the immediate instincts and activities of the learner”.<sup>114</sup> Accordingly, the centre of gravity needs to shift towards the learner, at the centre of the educational process, because the “learner’s own instincts and powers furnish the material and give the starting point for all education”.<sup>115</sup> Learner-centred approach views learners as active-agents in the process of teaching and learning, especially in the history classroom. Learners bring into class their own knowledge, past experiences and ideas which impacts directly on how they process new information and learn.

Therefore, both PBE and experiential learning approaches are interlinked, and they can provide an excellent opportunity to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of history.

In addition, Powers notes that, the experiential learning approach promotes a curriculum that “tears down school walls so that the community becomes an integral

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<sup>112</sup> D.A Kolb, *Experiential Learning: Experience as the Source of Learning & Development*. New Jersey: Prentice-Hall, 1984.

<sup>113</sup> D. Flinders & S. Thornton, *The Curriculum Studies Reader (4<sup>th</sup> ed.)*. New York: Routledge, 2013, p. 35.

<sup>114</sup> J. Dewey, *The School and Society, the Child and the Curriculum*. Chicago: University of Chicago Press, 1956, p. 34.

<sup>115</sup> J. Dewey, “My pedagogic Creed”, in J. Dewey, *Education Today*. New York: Greenwood Press, 1940, p. 4.

part of all facets of student learning”.<sup>116</sup> Through experiential learning approach, the history teachers and learners can be able, and more willing to practicalise the significance of the “history-is-all-around-us” approach. The focus of the following discussion will be on the value of active learning approach which is also interrelated with PBE, experiential learning, and how it can be a useful tool in unlocking the “history-is-all-around-us” approach.

### 2.3.2 Active learning or ‘hands-on’ learning

Active learning is commonly associated with learning approaches such as; “place-based learning, experiential learning, learning by doing and service learning, peer tutoring, and the use of case studies”.<sup>117</sup> It is also associated with constructivist theories of learning, where learners learn by “actively challenging and critiquing their own experiences or the experiences of others”.<sup>118</sup> Therefore, there is a strong correlation and interrelationship between and among educational approaches such as, PBE, experiential learning, active learning, and all could be used to practicalise the ‘history-is-all-around-us’ approach.

Active learning or the “hands-on” learning approach, therefore; can be defined as an approach which goes beyond having learners “passively listen to the teachers”.<sup>119</sup> In short, it provides a “physical (hands-on) and mental (minds-on) approach for learners by exploring a subject through experiments and activities involving tools and materials”.<sup>120</sup> Since the start of the progressive education movement in the late 19<sup>th</sup> century, and the influence of education theorists; some educators started to replace their “traditional teacher-centred approaches with more active learning or hands-on learning activities”.<sup>121</sup>

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<sup>116</sup> A.L. Powers, “An Evaluation of Four Place-Based Education Programs”. *The Journal Environmental Education*, 35(4), 2004, pp. 17-32.

<sup>117</sup> M.T.H. Chi, “Active-Constructive-Interactive: A Conceptual Framework for Differentiating Learning Activities”, *Topics in Cognitive Science*, 1(1), 2009, pp. 73-105.

<sup>118</sup> M.J. Ford, “Critique in Academic Disciplines and Active Learning of Academic Content”, *Cambridge Journal of Education*, 40(3), 2010, pp. 265-280.

<sup>119</sup> J.L. Pecore, “Beyond Beliefs: Teachers adapting Problem-Based Learning to Pre-existing Systems of Practice”, *Interdisciplinary Journal of Problem-based Learning*, 7(2), 2012, pp. 1-27.

<sup>120</sup> J.L. Pecore, “Beyond Beliefs...”, *Interdisciplinary Journal of Problem-based Learning*, 7(2), 2012, pp. 1-27.

<sup>121</sup> J. Dewey & E. Dewey, *Schools of Tomorrow*. London: JM Dent & Sons Ltd, 1915, pp. 240-243; M. Schwebel & Raph (eds.), *Piaget in the Classroom*. London: Routledge & Kegan Paul Ltd, 1944, pp. 245-247; R.

Progressive education provides for active learning by doing, with the aim to develop competence-directed learners' individuality and personality to such an extent that it will promote their "independent creative thinking skills".<sup>122</sup> Progressive education scholars, such as Tenenbaum; also claim that, schools did not prepare students for life in their immediate environment... but that, they were "formal, bookish, and dominated by rigid examinations".<sup>123</sup>

One of the proponents of active learning, Pickard, notes that; active learning operates on the premise that, a learner's "local community is one of the primary resources for knowledge acquisition".<sup>124</sup> The significance of the approach lies in the value of education that is acquired through active learning experiences. According to Pickard, learning in this context, becomes "experiential, interdisciplinary, assuredly sensory, and place-based and community focused".<sup>125</sup> It causes active learning or the "hands-on" approach, to be rooted in the idea that learning should be localised and be embedded in the "unique environment, heritage, culture, economy, et cetera, of a particular place and community".<sup>126</sup>

In South Africa, the current CAPS document also calls for; an "active and critical approach to learning, rather than the traditional rote, and uncritical learning approach".<sup>127</sup> Through CAPS, learners could be engaged in "hands-on" activities and independent research activities in order to construct their own meaningful knowledge. In essence, the active learning approach as encapsulated in the CAPS document, inherently implies, an act of 'doing'. In the process of doing, Niederhauser *et al.*, argue

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Deblois, "John Dewey in a new century: Constructing meaning from real experience", *Independent School*, 61(4), 2002, pp. 72-77.

<sup>122</sup> I.A. Coetzer, "A Survey and Appraisal of Progressive Education in the USA", *Educare*, 30(1), 2001, pp. 35-49; I. Olson, "Dewey: The Progressive Era's Misunderstood Giant", *Education Week*, 18(32), 1999, pp. 29-31.

<sup>123</sup> S. Tenenbaum, *William Heard Kilpatrick: Trailblazer in Education*. New York, New York: Harper & Brothers, 1951, p. 318.

<sup>124</sup> G. Pickard, "Re-orientating Post-Secondary Educational Practice toward Sustainability: The Gravity of all", Paper, 6<sup>th</sup> Beijing International Forum on Education for Sustainable Development, Beijing, China, 2013, pp. 1-15.

<sup>125</sup> G. Pickard, "Re-Orientating Post-secondary...", pp. 1-15.

<sup>126</sup> G. Pickard, "Re-Orientating Post-secondary...", pp. 1-15.

<sup>127</sup> DBE, *CAPS, FET, (Grades 10-12), History...*, p. 4.

that; learners are actually expected, and also encouraged to generate their own ideas and knowledge by “execution, exertion, and expansion of the known”.<sup>128</sup>

Cultural heritage education (CHE) is another approach which applies to this study because the concept of the “history-is-all-around-us” is localised in its nature. The following paragraphs will briefly explore, CHE which includes; tangible cultural heritage (e.g. buildings, monuments, art work, and artefacts), as well as intangible culture (e.g. traditions, folklore, language, and knowledge).

### 2.3.3 Considering cultural heritage education (CHE)

Cultural heritage education (CHE) almost, always refers to an approach to teaching and learning about history and culture that uses information from “material culture, and the human, and built environments as primary instructional resources”.<sup>129</sup> It involves; the appreciation, and conservation of all aspects of a community; including “historic sites, landscapes, cemeteries, photographs, newspapers, et cetera”.<sup>130</sup> As a local and regional history approach, it is also regarded as making use of both “tangible and intangible aspects of the past”.<sup>131</sup>

In South Africa, Rassool notes that; an appreciation of the history and heritage of the communities is reflected in the “Preamble of the National Heritage Resources Act 25 of 1999”.<sup>132</sup> Through the implementation of this Act, so much can be done to embrace the practical value of the local and regional heritage in the curriculum themes as a form of participatory identity in schools. The idea is also supported by Van Eeden and Warnich, who state that; “well-focused and structured CHE activities could contribute to preserving local and regional histories of all communities”.<sup>133</sup> Through the CHE approach, it is envisaged that; learners could better value the importance of “heritage

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<sup>128</sup> D.S. Niederhauser, D.J. Salem & M. Fields, “Exploring Teaching, Learning, & Instructional Reform in an Introductory Technology Course”, *Journal of Technology and Teacher Education*, 7(2), 1999, pp. 153-172.

<sup>129</sup> C.S. Yesilbursa, & K.C. Barton, “Preservice Teachers’ Attitude towards the inclusion ...”, *Journal of Social Studies Education Research*, 2(2), 2011, pp. 1-21.

<sup>130</sup> J.K. Huhta & J.S. Hankis, “Approaching Heritage Education from Every Angle”, *The Journal of Museum Education*, 13(2), 1988, pp. 13-15.

<sup>131</sup> T. Copeland, “Heritage and education and citizenship in the Council of Europe”, in L. Branchesi (ed.), *Heritage Education for Europe: Outcomes and Perspectives*. Rome: Armando, 2007, pp. 65-84.

<sup>132</sup> C. Rassool, “The Rise of Heritage and Reconstitution of History in South Africa”, *Kronos*, 26, 2006, pp. 1-21.

<sup>133</sup> E.S. van Eeden, “Practicalising Local & Regional histories...”, in E.S. van Eeden & P. Warnich (eds.), *Teaching & Learning...*, p. 67.

and conservation as located in the history section of the social sciences intermediate phase”.<sup>134</sup>

Heritage is also reflected in the CAPS in the social sciences, history part in the Foundation Phase (Grades R-3), where learners are expected to tell “stories about their own lives and the lives of their families”.<sup>135</sup> Learners must be able to share their social experiences with regard to a culture group’s food, clothing, games, music, dance, and works of art. Learners could use their local heritage sites to critically engage with the past and the world around them in the process of constructing their own understanding.

The history curriculum further acknowledges the previously subdued historical perspectives and promote local history and heritage by means of social constructivism and learner-centred teaching and learning approaches. In this regard, CHE encourages learners to value their indigenous knowledge systems (IKS), and acknowledge the “rich history and heritage of this country”.<sup>136</sup> Such an approach will help to de-colonise the currently dominant ways of being, and knowing by recognising that there are “multiple readings of people’s experiences and identities”.<sup>137</sup>

The significance of the CHE approach is also recognised by Van Eeden who suggests that; History teachers must be willing to “provide space to previously neglected or marginalised narratives as a living (intangible) or visible (tangible) heritage”.<sup>138</sup> She further suggests that; heritage is not only to be explored occasionally or mostly ignored, but; it must be “passionately and consistently engaged with inside and outside the classrooms and lecture halls”.<sup>139</sup> The CHE approach should, therefore, be used as human experiences that support the making of any history, or as a tool contributing to the understanding of expressions of the broader past.

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<sup>134</sup> DBE, *National Curriculum Statement (NCS), Curriculum Assessment Policy Statement (CAPS), Intermediate Phase, grades 4-6, Social Sciences...*, p. 9.

<sup>135</sup> DoE, *Revised National Curriculum Statement (RNCS), Grade R-9 (Schools)...*, pp. 10-11.

<sup>136</sup> DBE, *CAPS, Final draft, History Grades 10-12...*, p. 3.

<sup>137</sup> B. Subedi & S. L. Daza, “The Possibilities of Post-Colonial Praxis in Education”, *Race, Ethnicity & Education*, 11(1), 2008, pp.1-10.

<sup>138</sup> E.S. van Eeden, “Exploring Local Histories ...”, *Yesterday&Today*, no. 5, 2010, pp. 23-50.

<sup>139</sup> E.S. van Eeden, “Exploring Local Histories...”, *Yesterday&Today*, no. 5, 2010, pp. 23-50.

Other local historians, such as Moreeng and Twala, argue that; the CHE approach enables teachers and learners to use monuments and tangible artefacts as spaces to “supplement and support what is done in the classroom”.<sup>140</sup> As previously mentioned; progressive educationists are also calling for a paradigm shift from the traditional ‘banking’ of knowledge teaching approach, to learner-centred and knowledge construction pedagogy. However, there is still a big gap between the ideal and classroom practice.

In addition, numerous research findings confirm that; many history teachers in South Africa are not yet fully equipped, and/or able to engage with critical discourses in dealing with the past, especially, issues of “CHE within their history classrooms”.<sup>141</sup> Among other reasons is that, the ways in which history teachers are guided to address heritage during their lessons seem unsuccessful. Curriculum policy documents are also vague in as far as CHE is concerned, and they do not clearly indicate both what should be covered and how it should be covered.

In the context of this study, professional learning communities (PLCs), will be used to empower history teachers to address the need to expose history learners to multiple perspectives; and enable them to question the way in which their “past is represented as stipulated in the CAPS document”.<sup>142</sup> Flowing from the above discussion, the focus of attention in the following paragraphs will be understanding the classroom application of the local and regional history as “history-is-all-around-us”.

#### **2.4 Understanding and classroom application of local and regional history as “history-is-all-around-us”**

The intention of the following section is to raise awareness among history learners, and to prepare them to meet with the needs of the 21st century education by using local and regional history. One of the skills being emphasised is the thinking skills which enable learners to deal with complex problems in their lives by preparing

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<sup>140</sup> B.B. Moreeng & C. Twala, “Monuments as Spaces for Enhancing Social Justice and Sustainable Learning in History Teaching: A Case of the Voortrekker Monument”, *Mediterranean Journal of Social Sciences*, 5 (7), 2014, pp. 491-497.

<sup>141</sup> B.B. Moreeng, “Reconceptualising the Teaching of Heritage in Schools”, *South African Journal of History Education*, 28(3A), 2014, pp. 767-786; E.S. van Eeden & P. Warnich (eds.), *Teaching & Learning*, Ch 2.

<sup>142</sup> DBE, *CAPS, FET Phase, Grades 10-12, History*, 2011.

younger generation to think creatively and critically to address the world's rapid and constant changes.

#### 2.4.1 Valuing historical significance in the “history-is-all-around-us” approach

The teaching and learning of history as a school subject has always been concerned with the question of historical significance. It involves teaching young people about significant historical events, places and people from the past. Therefore, at the core of the study of history are questions about what “events, places and people from the past are important and why they are important”.<sup>143</sup> It makes historical significance a key concept for historians because they cannot study everything that happened in the past.

The emphasis of historical significance as a key element in the study of history is a universal phenomenon. Seixas and Morton identified “six historical thinking concepts which are widely used in Canadian schools, and historical significance is one of them”.<sup>144</sup> In his research on the total history experience, Phillips also discovered that; teaching for “history understanding and significance is neglected in the UK”.<sup>145</sup> According to him, historical significance is important as it links the reason why history is taught in schools, that is; with the relevance of the subject and therefore it's continued existence as part of the curriculum.

According to Wineburg, history taught with significance in mind, can potentially humanise learners by making them aware of the “complexities of the past without pointing out the so-called victors or vanquished”.<sup>146</sup> Levesque also reminds historians to select particular historical events, personages, dates or phenomena that are more important to their studies than others; especially from their “local and regional areas”.<sup>147</sup> A local and regional notion, as expressed by Levesque, is in line with this research study, practicalising the significance of the “history-is-all-around-us” approach in and outside the classroom.

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<sup>143</sup> Canada, , “Learning about historical significance, Grades 6-8”, The Critical Thinking Consortium, 2014.

<sup>144</sup> P. Seixas & T. Morton, *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education Ltd, 2013, pp.10-11.

<sup>145</sup> R. Phillips, “Historical Significance: The Forgotten Key Element”, *Teaching History*, 106, 2002, pp. 14-19.

<sup>146</sup> S. Wineburg, “Historical Thinking and other Unnatural Acts”, *Phi Delta Kappan*, 92 (4), 2010, pp. 81-94.

<sup>147</sup> S. Levesque, *Thinking Historically: Educating Students for the Twenty-first Century*. Toronto: University of Toronto Press, 2008, p. 41.

Therefore, the degree to which a past event is significant, in particular in terms of local and regional place, informs the degree to which it is relevant to the learners in the present and future. Again, the ability of learners to use the concept of historical significance is more important than the memorisation of dates and facts. By using oral sources, it is hoped that learners and teachers may move beyond the so-called “hard” forms of historical knowledge. In other words, the facts or content knowledge and gain insight into historical significance through the context which oral sources are able to uncover.

Harcourt and colleagues also argue that; historical significance belongs to a series of second-order, “procedural” or “doing” history concepts”.<sup>148</sup> It is one of the procedural elements which help learners to respond to; and give meaning to historical questions, and to understand the past as it is understood in historical research. Through the use of local and regional history and historical significance; learners will be able and more willing to practicalise the significance of the “history-is-all-around-us” approach.

For practical purposes; it will not be possible to seriously engage history learners in the study of their local and regional past without them understanding the concept of historical significance. Seixas explains that, historical significance or what is historically determining, consists in learners knowing how to determine and understand which “historical events have been significant and why”.<sup>149</sup> This historical thinking exercise, enables learners to be in a position to respond to the timeless questions about the usefulness of studying the past. However, different people could have different ideas about what had been more historically determining, whereby insignificant events could be highly symbolic.

Based on the above explanation, the critical historical thinking process is in line with the notion that; historical significance depends upon one’s perspective and purpose. Therefore, historical events and figures make varying contributions to history and have different impacts to different historians. Due to historical interpretation and analysis, it will also allow learners to see that historians are making choices about what matters

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<sup>148</sup> M. Harcourt, G. Fountain & M. Sheehan, “Historical Significance and Sites of Memory”, *He Whakaroo Ano*, Set 2, 2011.

<sup>149</sup> P. Seixas, “Students’ understanding of Historical Significance”, *Theory and Research in Social Education*, 22(3), 1994, pp. 281-304.

by virtue of the actual words they use. The application of historical significance also encourages conversations that push learners into debates about how to write history and how to “explain the complex and competing narratives of the past”.<sup>150</sup>

In the context of this study, the process of historical significance, therefore, will also help learners to embrace the idea that; nothing in the past is fixed, but it can mean “diverse things to various people in different eras”.<sup>151</sup> Historical significance that focuses mostly on local and regional histories of the learners will also encourage them to engage in further discussions about the issues of bias and injustice found in the community. This idea is also supported by Gold who argues that; the process of historical significance encourages conversation about “bias, different historical language that means emphasizing different factors and stories”.<sup>152</sup>

The application of historical significance further demonstrates to the learners the importance of considering alternative viewpoints, multiple perspectives and divergent narratives while learning to be aware of bias. An anti-bias approach in the history classroom, means that learners are trained to be aware of stereo-types, in order to “interrogate overly reductive history”.<sup>153</sup> The relevance of historical significance therefore, is that; it could also help to study the contributions and actions of marginalised groups, which is likely to appeal to most learners.

A historical significance approach helps learners to use the knowledge and skills to gradually engage in the practice of history, the disciplinary inquiry into the past using a variety of sources. The ability to make sense of competing accounts of the collective past or divergent selection and meaning ascribed to historical events is “crucial if teachers are to prepare learners for the complex world they will encounter outside the classroom”.<sup>154</sup> The need to expose learners to the importance of the practice of

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<sup>150</sup> A.E Vivancos & L.A. Ferrer, “What is Historical Significance? Historical Thinking through the Narrative of College Students”, *Thematic Section: Higher Education*, 44, 2018, pp. 1-16.

<sup>151</sup> E.A. Yeager, S. J. Foster & J. Greer, “How Eight Grades in England and the United States view Historical Significance”, *The Elementary School Journal*, 103(2), 2002, pp. 199-219.

<sup>152</sup> J. Gold, “Teaching Students about Historical Significance”, *Teaching Tolerance*, 2015, October, p. 20.

<sup>153</sup> J. Gold, “Teaching students...”, *Teaching Tolerance*, 2015, October, p. 20.

<sup>154</sup> S. Levesque, “Teaching Second-order Concepts in Canadian History: The importance of Historical Significance”, *Canadian Social Studies*, 39(2), 2005, no pages.

historical significance is further expressed by Lomas. He strongly argues that; in trying to make “sense of history, one cannot escape from the idea of significance”.<sup>155</sup>

For history teaching to be meaningful to the learners, depends on selection which in turn depends on establishing criteria of significance to select the more relevant and to dismiss the less relevant. In this regard, historical significance could help learners to open up the past to examination; not just by the teacher or the textbook; but by all history learners in the classroom. The engagement of history learners with the local and regional history inquiry using historical significance for conversation purposes, will enhance the “history-is-all-around-us” approach. Historical significance, therefore, requires learners to develop more than just historical thinking skills.

In South African context, Horn notes that; many scholars have long debated the issue of “historical significance, historical understanding, and historical thinking”.<sup>156</sup> Learners must understand the historical context, comprehend historical significance, and appreciate the complex nature of past events together with the subsequent complex interpretations of events. A historical significance process could enable learners to become active participants in reading and understanding history, and make practical the significance of the “history-is-all-around-us” approach. Smith, furthermore believes the process could help teachers to “bring history to life, with learners actually learning to see themselves as “future historians”, because they are shown how to think as historians do”.<sup>157</sup>

To Kallaway, a well acknowledged educational scholar in South Africa, the importance of historical understanding is complicated. He adds that in “South Africa the problems of remembering and forgetting, and understating the meaning of history are ... even more complicated by the history of apartheid”.<sup>158</sup> According to him, basic facts such as; names and dates of the apartheid history are of less significance compared to the actual understanding of events that took place during the apartheid era. Through such

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<sup>155</sup> T. Lomas, *Teaching and Assessing Historical Understanding*. London: The Historical Association, 1990, p. 41.

<sup>156</sup> K. Horn, “Thinking Historically: Beyond Names and Dates towards Historical Understanding”, in E.S. van Eeden & P. Warnich (eds.), *Teaching and Learning...*, pp. 175- 189.

<sup>157</sup> S. Smith, “The Big Six: Historical Thinking Concepts”, *Canada’s History*, 2015, August, 25.

<sup>158</sup> P. Kallaway, “The Forgotten History of South African Education”, *Southern African Review of Education*, 18(1), 2012, pp. 7-23.

a process; there is an empowerment brought into the learners' learning, which is the polar opposite to the traditional "learner-as-an-empty-vessel" approach".<sup>159</sup>

Historical significance, therefore, is not about the content of history per se, but it is a necessary procedure to engage in active investigations and to anchor historical narratives or interpretations of the past. As an active and participatory process; it could enable learners to be more aware of; and, better understand the "history-is-all-around-us" approach. However, Levesque reports that; these concepts are seldom discussed in textbooks or presented in the works of historians. Instead; they are largely "ignored in school history teaching and learning environments".<sup>160</sup> As a result, history learners are typically receiving no instruction on how these concepts operate or how to employ them in historical inquiries.

Historical significance can bring to reality the notion that history is a living subject and it is being made all around us at all times, for better or for worse. Through a historical significance approach, teachers can make it a point to show learners that; history can be made by all of us, because, "history-is all-around-us". Such an approach to local and regional history teaching, can be a turning point in the political landscape of South Africa. Teachers could be encouraged to explore "Counsell's "5-Rs" model of historical significance to indulge history learners and debate the historical significance of some important events which took place in South Africa".<sup>161</sup>

The practically getting-out-of-the-classroom approach will receive attention in the following paragraphs as another means to practicalise the significance of the "history-is-all-around-us" in the teaching and learning of local and regional history.

#### 2.4.2 Practically "getting-out-of-the-classroom-approach"

Concepts such as; "history from below", "people's history", "history of ordinary people" and/or "history of everyday life", and their Afrikaans and German equivalents, have become "commonplace in recent literature".<sup>162</sup> The movement, which is also labelled

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<sup>159</sup> A. M. Battro, "The Teaching Brain", *Mind, Brain, & Education*, 4, 2010, pp. 28–33

<sup>160</sup> S. Levesque, "Teaching Second-order Concepts in Canadian History ...39(2), 2005, Special issue.

<sup>161</sup> According to Counsell, the 'five Rs' model to determine historical significance is that, the event or person must be, 'remarkable, remembered, resonant, resulting & revealing.

<sup>162</sup> J. Black & D.M. MacRaild, *Studying History*, p. 106.

as an “aspect” of history, and a “new historical perspective” or “skill”, according to Eloff, “lies squarely within the domain of social history”.<sup>163</sup>

It is described as an effort to construct history by accounts of the daily lives, viewpoints and experiences of “ordinary” people. Scholars, such as Callinicos, argues that; the “history from below” movement has contributed significantly to “popularising and democratising history”.<sup>164</sup> Callinicos argues that, the people’s history approach is a way of recovering previously suppressed alternative, and also a means of returning people to a knowledge of their forgotten past. The notion of the role of ordinary people in making their own history is also expressed by Steege *et al.* They claim that; ordinary people themselves, supposedly, hold the “lion’s share of responsibility for making their own collective world”.<sup>165</sup>

In essence, the main focus of a people’s history approach is on the social relations of ordinary people at the grass roots level, their everyday activities; such as work and leisure. Other social historians, such as Bozzoli and Delius also postulate that, the creation of a “people’s history”, also known as “history from below”; was, intensely “political, especially in South Africa”.<sup>166</sup> This idea is confirmed by the South African Human Science Research Council (HSRC) which initiated a “regional history research in the late 1970s and early 1980s”.<sup>167</sup> The new history approach developed alongside the ideas of the History Workshop Group of the University of Witwatersrand, and it was also supported as ‘history from below’.

According to Callinicos, by the mid 1980s, a critique of Marxist reductionism was beginning to influence historiography in South Africa. It was Thompson’s powerful example of history from below which “signalled both its debts and its departure from Marxist orthodox approach”.<sup>168</sup> As a result, a social ‘history from below’, which was

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<sup>163</sup> C. Eloff, “‘History from Below’: ’n Oorsig”, *South African Historical Journal*, 25(1), 1991, pp. 38-60.

<sup>164</sup> L. Callinicos, “Popularising History in a changing South Africa”, *South African Historical Journal*, 25(1), 1991, pp. 22-37.

<sup>165</sup> P. Steege, A.S. Bergerson, M. Healy, & P.E. Swett, “The History of Everyday Life: A Second Chapter”, *The Journal of Modern History*, 80(2), 2008, pp. 358-379.

<sup>166</sup> B. Bozzoli & P. Delius, “Radical History & South African Society”, *Radical History Review*, 46(7), 1990, pp. 13-45.

<sup>167</sup> E.S. van Eeden, “Regional, Local, and Urban...”, *New Contree*, 63, 2012, pp. 1-3.

<sup>168</sup> A. Budd (ed.), “Marxism and History from Below”, in A. Budd (ed.), *The Modern Historiography Reader: Western Sources*. New York: Routledge, 2009, p. 271.

exploring the uses of “experiential and oral history, folklore and popular culture began to influence the popular works of the History Workshop”.<sup>169</sup>

The History Workshop claims to have started doing research in the 1970s and 1980s on the status, political and economic struggles of voiceless black people in the mining and industrial areas of Johannesburg. The oral history recordings of ordinary people in those mining communities as a ‘people’s history’, were dominant aspects of the research methodology of the day.

However, a world class local historian, Van Eeden recalls that, in those days, the oral history method was not always regarded as the “foremost way of doing research on local history”.<sup>170</sup> She believes that, the ‘history from below’, a ‘people’s history’, or ‘popular history’ research approach, totally “fits the methodological shoe in regional history research”.<sup>171</sup> Van Eeden postulates that; in “history from below’, there are some traces of the methodology of local and regional history that should be embraced rather than avoided. She finally suggests that; although the “history from below’ approach complements “bottom up history”, it should not ignore the “top-down activities and trends”.<sup>172</sup>

Therefore, “history from below” can be explored by learners as a historical inquiry to “recover, articulate, and interpret the experience of people who were typically overlooked in studies of political elites and of major historical events”.<sup>173</sup> History from below’ advocates don’t necessarily make arguments as for how history is made, or who largely or partly determines its flow, thus shaping current political movements. What they decidedly emphasise, however, is that while individuals might prompt certain historical events, it is largely popular movements that at least significantly influence outcomes.

Based on the above discussions, there is sufficient evidence that; the “history from below” approach has also raised awareness, and/or importance of primary sources

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<sup>169</sup> L. Callinicos, “Popularising History...”, *South African Historical Journal*, 25(1), 1991, pp. 22-37.

<sup>170</sup> E. S. Van Eeden, Regional, Local, and Urban...”, *New Contree*, 63, 2012, pp. 1-3.

<sup>171</sup> E. S. Van Eeden, Regional, Local and Urban...”, *New Contree*, 63, 2012, pp. 1-3.

<sup>172</sup> E. S. Van Eeden, “Using a Transdisciplinary Approach for Environmental ...”, *The Journal for Transdisciplinary Research in Southern Africa*, 6(1), 2010, pp. 191-208.

<sup>173</sup> A. Budd (ed.), *The Modern Historiography Reader...* Introduction.

that were hitherto more or less neglected”.<sup>174</sup> Examples of primary sources such as; oral history, photo albums, diaries, and jokes; to mention but a few, came to the fore. The “people’s history” approach; is interrelated with local and regional history, and; it can also be utilised by the learners to unpack; and practicalise the significance of the “history-is-all-around-us” approach.

The local and regional history, people’s history, and other interrelated approaches are also expressed through local societies, heritage and tourism activities, and through other broad median also known as “public history”.<sup>175</sup> The pursuit of a public history approach has become essential to the “practice of history outside of the mainstream the academic discipline”.<sup>176</sup> It is a type of history education to a public audience outside the traditional classroom setting, as opposed to that which takes place in an academic setting, inside the traditional classroom. The National Council on Public History also views public history, as “history beyond the traditional classroom ... applied to real world problems”.<sup>177</sup>

Donaldson eloquently expressed the same line of thinking, and refers to it as an, “action or approach that allows historical knowledge to reach a public audience in particular outside the traditional classroom setting”.<sup>178</sup> As a teaching and learning approach, public history was first introduced in 1944 by public folklorists; “Thompson and Jones in New York at a summer camp”.<sup>179</sup> Their main aim was to teach learners how to conduct ‘oral’ history interviews with local residents in order to understand and record their local and regional history. The public history approach, history from below, and other related fields of local and regional history; are seen as a central part of the global radical history movements, which are critical of elitist, as well as over-professionalised history.

In South Africa, the 1976 Soweto Students’ uprisings added urgency to such new public history research efforts and broadened its focus of analysis to cover the

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<sup>174</sup> W.K. Storey, *Writing History: A guide for students*. New York, NY: Oxford University Press, 1999, p. 18.

<sup>175</sup> B.J. Howe, “Reflections on an Idea: NCPH’s First Decade”, *The Public Historian*, 11(3), 1989, pp. 69-85.

<sup>176</sup> F. Sayer, *Public History: A Practical Guide*. London: Bloomsbury, 2015, p.1.

<sup>177</sup> National Council on Public History (NCPH), Indiana University, Bloomington, 1979.

<sup>178</sup> R. Donaldson, “Broadening our Understanding of the Roots of Public History Education”, *History@Work*, 15(02), 2017, n.a.

<sup>179</sup> H.E. Weltin, *New York Folklore Society Records (NYFS), 1950-1998*, New York: State Library, 2006.

“oppressed people as a whole, in all aspects of their life”.<sup>180</sup> According to Lewis, it was in this context; and in response to these needs and the winds of political changes that; the “Wits History Workshop was formed”.<sup>181</sup> Due to the new focus on previously oppressed people; new sources of evidence most notably; ‘oral testimonies were tapped. Since the great majority of the South Africa's African population was denied even rudimentary schooling until the 1960s. Little of the African experience was, therefore; put in writing by Africans themselves, and only a small fraction of that which was recorded survives.

In this context, “oral” testimonies constituted the prime source of information on African social and political history; and they were collected on an “unprecedented scale”.<sup>182</sup> The Wits History Workshop had a significant influence during the late 1970s and 1980s; a period during which the apartheid state was increasingly challenged from ‘below’. Bonner points out that; at the centre of these struggles, were the student and labour movements that began to, articulate the “demands for people's education and people's history”.<sup>183</sup>

A better understanding of South African society was provided in order to map the way forward and to restore for the mass of the population; a history of which they had been deprived of. Thus, “public history”, which is interrelated with “history from below”; became a major resource in the struggle for emancipation in South Africa, and its production, a great source of “excitement and contention”.<sup>184</sup>

The public history approach also contributed to making the new social history accessible to the majority of the South African population and to encourage the writing of local and regional histories by local communities. Dryden-Peterson and Siebörger, support the public history debate in the South African schools’ classrooms. Their study explored the teachers’ testimony as a “pedagogical tool; and to open the door for

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<sup>180</sup> P. Bonner, “New Nation, New History: The History Workshop in South Africa, 1977-1994”, *The Journal of American History*, 81(3), 1994, pp. 977-985.

<sup>181</sup> J. Lewis, "South African Labour History: A Historiographical Assessment", in B. Bozzoli (ed.), *Labour, Townships, and Protest*. Johannesburg: Ravan Press, 1979, pp. 218-220.

<sup>182</sup> P. Bonner, “New Nation, New History...”, *The Journal of American History*, 1994, 81(3), pp. 977-985.

<sup>183</sup> P. Bonner, “New Nation, New History...”, *The Journal of American History*, 1994, 81(3), pp. 977-985.

<sup>184</sup> P. Bonner, “New Nation, New History...”, *The Journal of American History*, 1994, 81(3), pp. 977-985.

further scholarly attention to the topic of public history approach”.<sup>185</sup> They revealed that; the oral testimonies of teachers have rarely been examined, and the use of this testimony in the classrooms as a pedagogical and transformative tool has not been the subject of previous inquiry.

The oral testimony is also viewed by Cohen *et al.*, as; a way and means to overcome the deafening silence of “written sources and the hegemonic apartheid-era, South African history”.<sup>186</sup> For that matter, a public construction of memory such as a “Truth and Reconciliation Commission (TRC)”,<sup>187</sup> or more broadly based teacher testimonies in schools, may be a starting point. As a result, teacher testimony is seen an important, and continued source of public memory-making in a South Africa after 25 years into democratic change. Therefore, Dryden-Petersen and Siebörger’s contention that; history classrooms in particular, are; “critical places and spaces for dialogic and inclusive memory-making, cannot be over-emphasised”.<sup>188</sup>

The last example of a practically-getting-out-of-the-classroom approach, which has also received less attention in many classrooms is oral history. Oral history became popular in the 1940’s when Allen Nevins; an American journalist, who became a historian, created the first “oral history archive in 1948 to preserve oral history”.<sup>189</sup> Nevins studied the alternatives to documented history and created an alternative methodology for documenting history.

Ritchie explains that; the US started with a top down focus on political, economic, and cultural elites. The European oral historians were rooted in social and cultural history, and allied with political movements on the left.

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<sup>185</sup> S. Dryden-Peterson & R. Sieböger, “Teachers as Memory Makers: Testimony in the Making of a New History in South Africa”, *International Journal of Educational Development*, 26(4), 2006, pp. 394-403.

<sup>186</sup> D.W. Cohen, “Introduction: Voices, Words and African History”, in L. White, D.W. Cohen, & S. F. Miescher, (eds.), *African Words, African Voices: Critical Practices in Oral History*. Bloomington: Indiana University Press, 2001, pp. 1-27.

<sup>187</sup> J.A. Vora & E. Vora, “The Effectiveness of South Africa’s Truth & Reconciliation Commission (TRC): Perceptions of Xhosa, Afrikaner, & English South African”, *Journal of Black Studies*, 34(3), 2004, pp. 301-322.

<sup>188</sup> S. Dryden-Peterson & R. Sieböger, “Teachers as Memory ...”, *International Journal of Educational Development*, 26(4), 2006, pp. 394-403.

<sup>189</sup> D. Ritchie, *The Oxford Handbook of Oral History. Motivating the 21st Century Student with Oral History*. Oxford: Oxford University Press, 2010, p. 4.

They re-examined history from the “bottom up”, with the intention to include the voices of those “previously excluded from national narratives”.<sup>190</sup>

In 1966, the British founded the History Workshop at Ruskin College, on the belief that history should be a collaboration of the efforts of “researchers, archivists, curators, local historians, and the do it yourself enthusiast”.<sup>191</sup> Later, the Oral History Society in Britain was founded in 1973 by Paul Thompson as one of the pioneers of a “history from below approach in the History Workshop”.<sup>192</sup> Other records of oral history projects were recollections of soldiers and anti-war protestors, such as; “women in the war industries, Holocaust survivors, civil rights demonstrators, political refugees, immigrants, and those grappling with sexual identity”.<sup>193</sup>

In South Africa, there had not been much literature available on oral history that was produced by local historians before the 1970s. Previously, much of the documented information was left to those in power under apartheid who seemed to have “little knowledge of indigenous people on the African continent”.<sup>194</sup> The purpose of documenting oral history information is questionable; since much of what we read is a biased account of history with hidden agendas to protect the people who were in power from gross human rights violations due to the apartheid laws. This can be supported by Kallaway’s argument that; one of the issues that had to be confronted and dealt with in South Africa; was the way in which the “apartheid education system presented history as being a grand narrative of “big” men”.<sup>195</sup>

Therefore, in South Africa the historical record for generations was heavily based and characterised by a Eurocentric perspective. As a result; the history of ordinary people and especially people who could not read and write, was, “falsely interpreted, went

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<sup>190</sup> D. Ritchie, *The Oxford Handbook...*, p. 4.

<sup>191</sup> D. Ritchie, *The Oxford Handbook...*, p. 5.

<sup>192</sup> A. Thomson, “Four Paradigm Transformations in Oral History”, *Oral History Review*, 34 (1) 2007, pp. 49–70.

<sup>193</sup> D. Ritchie, *The Oxford Handbook...*, p. 5.

<sup>194</sup> R. Mudaly, “Towards Decolonising a Module in the Pre-Service Science Teacher Education Curriculum: The Role of Indigenous Knowledge Systems in Creating Spaces for Transforming the Curriculum”, *Journal of Education*, 74, 2018, pp. 48-66; T.O. Molefe, “Oppression must fall: South Africa's Revolution in Theory”, *World Policy Journal*, 33(1), 2016, pp. 30–37.

<sup>195</sup> P. Kallaway, “Civic Education in the Context of South Africa’s History and Political Struggles,” *Southern African Review of Education*, 16(1), 2010, pp. 15-38.

unrecorded, or even silenced altogether”.<sup>196</sup> However, oral history has been a growing part of historical methodology since the second half of the past century in South Africa. It has become what De Jong called; an “integral part of the country’s reconstruction process”.<sup>197</sup> Due to the demands of the reconstruction process; an increasing number of people in this country are using oral history to document and reconstruct their tangible and intangible past.

As argued by Yow, oral history research may also reveal the actions of individuals, who have no one to “witness for history their heroism or provide for future generations the evidence of their tragedy”.<sup>198</sup> An example of this in South African heritage was the Truth and Reconciliation Commission (TRC) hearings; where victims came forward to tell their stories of the gross human rights violations that took place under apartheid. At present we look back at the TRC hearings as; a “history documented life under apartheid that was not captured by official documents”.<sup>199</sup> The value of oral history during the transformation period from apartheid to democracy; has allowed for those untold, undocumented stories to emerge.

The oral history approach could include tracing the origins of “street names and landmarks, or the history of a prominent family, the school, the district, a local church, and others”.<sup>200</sup> One of the most vigorous areas of local history study using the oral history approach; is tracing the learner’s “genealogy and, or family history”.<sup>201</sup> In tracing their family histories; learners would be encouraged to practicalise the significance of the “history-is-all-around-us” approach. On the other hand, the oral history approach can be used to promote the study of indigenous languages, which are considered as essential for the re-writing of a more inclusive South African history for coming generations.<sup>202</sup>

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<sup>196</sup> B.C. Wahlberg, “An investigation into the implementation of oral history in the Further Education and Training phase in selected KwaZulu-Natal schools”, MEd. University of KwaZulu-Natal, 2008, p.3.

<sup>197</sup> R.C. de Jong, “Use of oral sources in the recreation of historical sites: four recent case studies”, *Archives News*, 47(1), 2004, p. 40.

<sup>198</sup> V.R. Yow, *Recording Oral History; A guide for Humanities & Social Sciences* (2<sup>nd</sup> ed.). Walnut Creek: Alta Mira Press, 2005, p. 14.

<sup>199</sup> R. Kesselring, *Bodies of Truth: Law, Memory & Emancipation in Post-apartheid South Africa*. Stanford: Stanford University Press, 2017.

<sup>200</sup> J. Matthews, *Discover History...* p. 88.

<sup>201</sup> J. Black & D.M. MacRaild, 2000, *Studying History...*, p. 93.

<sup>202</sup> DoE, “Report of the History and Archaeology Panel, to the Minister of Education”. Pretoria: Government Printer, 2002.

Based on the discussions above, Wahlberg has a valid point that; oral history approach is seen as providing a “voice to the voiceless, and is compatible with the “doing” history approach, and skills-based learning, and is one of the building blocks of the CAPS document”.<sup>203</sup> Sensitising towards the use of diverse local and regional sources in practicalising the “history-is-all-around-us” approach, is the focus of the following paragraphs.

#### 2.4.3 Sensitising towards the use of diverse local and regional sources

Historical sources encompass every kind of evidence which human beings have left of their past activities. According to Tosh; they include the “written and the spoken word, the shape of the landscape, and the material artefact, the fine arts as well as photography and film”.<sup>204</sup> Edinger also claims that, primary sources can give history learners access to the past that no other source can, “primary sources are real stuff, and real stuff is powerful stuff”.<sup>205</sup> Primary sources remind individuals about how things were in the past. It is difficult for a textbook to give someone the same feeling of actually being in that time and place the way a primary source can.

In the study of history, primary sources are regarded as; pieces of evidence which provide a “window into the past through unfiltered access”.<sup>206</sup> They are a powerful tool that could help learners relate, in a personal way, to events of the past, and promote in them, a deeper understanding of history as a series of human events. Landscapes, maps, and newspapers are all exceptional examples of local and regional primary sources that all communities can utilise to show learners the history around them.

A primary source is one that gives the words of the witnesses or first recorders of an event; and allows a secondary source to be “constructed through the interpretation of those primary sources”.<sup>207</sup> It therefore means that; secondary sources are subject to the interpretation of primary sources, and, as such; they must be approached with

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<sup>203</sup> B. Wahlberg, “An Investigation into the implementation of Oral History in the Further Education and Training (FET) phase based on the views of First year History Education University Students”, *Yesterday & Today*, 3, 2008, pp. 41-58.

<sup>204</sup> J. Tosh, *The Pursuit of History* (6<sup>th</sup>ed.). London: Routledge, 2015, p. 30.

<sup>205</sup> M. Edinger, *Seeking History: Teaching with Primary Sources in Grades 4-6*. Portsmouth: Heinemann, 2000, p. viii.

<sup>206</sup> J.F. Kennedy Memorial Library, “Library of Congress Information Bulletin (1993-2011)”, at [http://www.loc.gov/teachers/tps/quarterly/inquiry\\_learning/article.html](http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html), (Accessed 19 April 2017).

<sup>207</sup> J. Barzun & H.F. Graff, *The Modern Researcher*. New York: New York Press, 1970, p. 112.

caution by historians. It is for this reason that; primary sources are regarded as the backbone of historical research. On the other hand; sources can exist without research; however, no research can exist without sources, especially, primary ones.

Historical sources are many and varied; and the historians mind should not be limited to what traditionally counts as a source. Historians should not be afraid to reach out to more and more pieces of evidence, which can help to bring about more whole interpretations of historical events or timeframes. If sources were always perfect and bias-free; then, it would prove difficult to create a contextual history through a vibrant historiography, as there would be little fuel for debates with all of the historical gaps filled. Evans postulates that; it is up to the historian to find sources; examine them for their flaws, and use them to create greater interpretations of history, and, to “contribute to the greater overall narrative and knowledge of a time”.<sup>208</sup>

The primary sources approach to history mostly reflects the individual viewpoint of a “participant or observer of an event, at a certain place, or at a particular time”.<sup>209</sup> The approach encourages learners to wrestle with constructions by comparing multiple sources that represent different viewpoints; when confronting the complexity of the past. Either in a museum or in the classroom, primary sources are crucial tools to the study of history as they introduce learners to the authentic objects and/or the place where the events actually took place. The 1836 Great Trek of the Voortrekkers moving from the Cape Colony into the interior of modern South Africa; presents a fairly “readily accessible example of primary sources”.<sup>210</sup>

The event could be an excellent example of how learners can interrogate multiple narratives and explanations of primary sources in their history lessons. There are also relatively few written accounts of the Great Trek available. In this regard; it is also possible for learners to interrogate all (or almost all) of the primary sources for an event

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<sup>208</sup> R.J. Evans, “History, Memory and the Law: The Historian as Expert Witness”, *History and Theory*, 3, 2002, pp. 326-345.

<sup>209</sup> Berkley Library, “Finding Historical Primary Sources: Getting started”. California: University of California Press, 2014-2016.

<sup>210</sup> N. Etherington, “Reviewing the Evidence for the Great Treks”, *South African Historical Journal*, 47, 2002, pp. 191-202.

such as; the battle of Blood River between the Zulus and the Boers, as it provides a “range of conflicting details”.<sup>211</sup>

The use of a primary sources approach by history learners in the example above; provides “tangible links to the learners’ past, and helps them, to build personal connections to their history”.<sup>212</sup> Because primary sources are always tangible and real to the learners; they are also appealing to learners of all age groups. The significance of a primary sources approach is that; it also enables learners to realise that; history exists everywhere, and, is made through interpretations. Furthermore, the same interpretation; also reflects the view-points, and biases of those “doing the interpretation”.<sup>213</sup>

When learners draw conclusions through engaging with primary sources; they are exposed to the process of constructing meaning for themselves, and they “direct their own learning process”.<sup>214</sup> Through the primary sources approach, the study of history becomes, an “ongoing conversation and debate”.<sup>215</sup> Storey notes that; during the primary sources approach; history does not only become a dry compilation of facts and dates, a closed catechism, or a set of questions already answered, but, there is within it; a “place to invent”.<sup>216</sup>

The primary sources approach; further engages learners both emotionally and personally because, the primary sources represent “authentic voices and images of their creators.”<sup>217</sup> The use of the iconic Robben Island Museum as a primary source is an excellent example in this regard.

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<sup>211</sup> R. Siebörger, “Public History...”, at <https://opr.degruyter.com/.../rob-sieborger-public-history-and-the-school-curriculum-Two-South-pdf.Reader>. (Accessed 2018/12/19).

<sup>212</sup> K.E. Behring, “Engaging Students with Primary Sources: Smithsonian National Museum of American History”, *Smithsonian History Explorer*, no date.

<sup>213</sup> L.B. Johnson Presidential Library & Museum, “Teaching with Primary Sources: Educational materials for Teachers”, Washington, 2016.

<sup>214</sup> M. Schweisfurth, “Learner-centred Education in International Perspective”, *Journal of International & Comparative Education*, 2(1), 2013, pp. 1-7.

<sup>215</sup> J. Wassermann & D. Bentrovato, “Confronting Controversial issues in History Classrooms: An Analysis of Pre-service High School Teachers’ Experiences in Post-Apartheid South Africa”, *Yesterday&Today*, 2, 2018, pp. 72-90.

<sup>216</sup> W.K. Storey, *Writing History: A Guide for Students* (4<sup>th</sup> ed.). Oxford: Oxford University Press, 1999, p. 15; T. Holt, *Thinking Historically: Narrative, Imagination & Understanding*. San Francisco: Jossey-Bass, 1990, pp. 15-16.

<sup>217</sup> J.F. Kennedy Memorial Library, “Library of Congress Information ...”, at [http://www.loc.gov/teachers/tips/quarterly/inquiry\\_learning/article.html](http://www.loc.gov/teachers/tips/quarterly/inquiry_learning/article.html), (Accessed 2017/04/25).

The museum presents the opportunity for learners to place the emphasis on people and groups from below; on how the years on the Island “affected them, and their families”.<sup>218</sup> The Robben Island museum example presents the opportunity to study the histories of people who were not in the top ranks of leadership; and to move beyond a focus on the site as history, to biography, political, and social action.

The analysis of primary sources is another avenue to promote and foster a learner-centred inquiry in the teaching and learning of local and regional history. The application of a source-based approach provides an excellent opportunity to develop and refine the learners’ critical thinking skills, while still using primary local materials.

The use of a variety of sources, therefore; could play a critical role in helping learners to assimilate and understand the “history-is-all-around-us” approach better. The implementation of environmental and outdoor education programmes world-wide, should take into account the local indigenous populations, and the history of that community.

### ***2.5 Outdoor or camping education: Another experience of the “history-is-all-around-us” approach***

One other innovative educational approach which is associated with the “history-is-all-around-us” approach; is outdoor education or experiential learning. At its best, outdoor experiential learning provides meaningful contextual experiences in authentic situations for learners. According to Knapp; outdoor education is a general term describing the “use of resources outside the classroom [which] has long been considered a method to improve student learning”.<sup>219</sup> It has also been found as an effective form of learning; it complements and expands classroom instruction, and it takes place in contexts such as museums, and historical sites as part of the history curriculum.

Lloyd Burgess Sharp, an American scholar of note; is one of the earliest advocates of camping and outdoor education. According to him, “outdoor education is justified as a

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<sup>218</sup> R. Siebörger, “Public History...”, at <https://opr.degruyter.com/.../rob-sieborger-public-history-and-the-school-curriculum-Two-South-pdf.Reader>. (Accessed 2018/12/19).

<sup>219</sup> C. Knapp, *Just Beyond the Classroom: Community Adventure for Interdisciplinary Learning*. Charleston: Appalachia Educational Laboratory, 1996, (Abstract).

part of the curriculum because of its health and recreation values”.<sup>220</sup> Educational research has also proved that; people learn most through direct experience; they learn faster, the learnings are retained longer, and the appreciation is greater. Sharp strongly believes that; both teachers and learners at any level will find “abundant material outside the classroom which can be learned through direct experience”.<sup>221</sup>

The outdoor education approach, is, therefore; being increasingly used as, an “effective approach for the realisation of activities related to active learning, and for the instruction of abstract concepts”.<sup>222</sup> Both place-based environmental and outdoor education approaches, have their roots in the thinking of “progressive educators of over a century ago, such as Dewey”.<sup>223</sup> Dewey pioneered an experiential approach to learning based in the local environment of the learners. He argued that; education should move beyond the school and offer opportunities for learners to be part of what he described as; the one earth and our “common life lived upon it”.<sup>224</sup>

Educators are also urgently in need of a new “social ecology”. A new ecology will allow them to apply contemporary pedagogical research, particularly in the fields of “outdoor, environmental, physical and health education, within broader educational contexts”.<sup>225</sup> Wattchow *et al.*, also suggest that; the new social ecology in education will require a conceptual shift towards a place-responsiveness that takes education away from the environmental constraints of the indoors; and its privileging of mind, learning and knowing. It must take learners to the environmental enablement of the “outdoors, and body, and mind doing, meaning-making and becoming”.<sup>226</sup>

There has also been a failure in modern educational discourse to take out-doors, place, and place identity seriously; and to see their key relevance and importance for mainstream education. The place-based, environmental, and outdoor education

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<sup>220</sup> L.B. Sharp, “Outdoor Education: Why Outdoor and Camping Education”? *The Journal of Educational Sociology*, 1948, pp. 313-318.

<sup>221</sup> L.B. Sharp, “Outdoor Education: ...”, *The Journal of Educational Sociology*, 1948, pp. 313-318.

<sup>222</sup> C. Hursen & D. Islek, “The Effect of a School-Based Outdoor Education Program on Visual Arts Teachers’ Success and Self-Efficacy Beliefs”, *South African Journal of Education*, 37(3), 2017, pp. 1-17.

<sup>223</sup> P. van der Ploeg, “Dewey versus ‘Dewey’ on Democracy and Education”, *Education, Citizenship and Social Justice*, 2016, pp. 1-15.

<sup>224</sup> J. Dewey, *The School and Society*. Chicago: The University Chicago Press, 1915, p. 91.

<sup>225</sup> B. Wattchow, G. Burke, & A. Cutter-Mackenzie, “Environment, Place and Social Ecology in Educational Practice”, in P. Payne (ed.), *The Social Ecology of Movement, Environment and Community*. Frankston, Victoria: Monash University, 2008.

<sup>226</sup> B. Wattchow *et al.*, “Environment, Place ...”, in P. Payne (ed.), *The Social Ecology of Movement, ...*, p.18.

approaches, therefore, become relevant and significant enablers of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

Recently, the place-based environmental and outdoor education approaches have started opening up fresh avenues of thought around the notion of sustainable schooling. There are many documented examples of successful environmentally-focused programmes such as; “experiential, environmental, outdoor and place-based education as major traditions”.<sup>227</sup> All studies indicate that; these take place outside the physical boundaries of the traditional classroom in contexts such as museums, historic sites, and as informal or part of the formal learning curriculum. As a result; the approach makes the relationship between “people, place and activity” central to the educational transactions in most formal and semi-formal educational settings.

Flowing from the exploration of outdoor or camping education approach above; the focus of the following discussion will be on; how carefully planned, and well executed school educational field trips can further enhance the understanding of the “history-is-all-around-us” approach.

#### 2.5.1 Educational field trips – a momentous occasion for learners

One of the most suitable examples of PBE, and experiential learning approaches; is when learners, in particular history learners, are exposed to educational field trip experiences. The experiential learning approach, in the form of history field trips can also be used as another key tool to incorporate and practicalise the significance of the “history-is-all-around-us” approach. Field trip experiences represent an excellent supplement to traditional teaching methods, and many studies suggest that; experiential learning practices could “effectively complement classroom instruction”.<sup>228</sup> For that matter, innovative classroom teachers can effectively find history offerings in

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<sup>227</sup> A. Kollmuss & J. Agyeman, “Mind the Gap: Why People act Environmentally & What are the Barriers to Pro-Environmental Behaviour?”, *Environmental Education Research*, 8(3), 2002, pp. 239-260; P. Payne & B. Wattchow, “Slow Pedagogy and Post-Industrial Outdoor Education”, *Australian Journal of Outdoor Education*, 12(1), 2008, 25–38; E.O’Brien & R. Murray, *A Marvellous opportunity for Children to Learn: A Participatory Evaluation of Forest School in England & Wales*. Surry: Forest Research, 2006.

<sup>228</sup> J.P. Green, B. Kisida & D.H. Bowen, “The Educational value of Field Trips”, *Education Next*, 14(1), 2014, pp. 78-86.

their local and regional areas which can provide learners with first-hand, experiential instruction.

In every community there are authentic tangible and intangible heritage and cultural historical sites in the nearby local and regional environment. An educational visit to these places, can be a momentous occasion in the lives of learners. Through his school camping movement; Sharp recognised the need for learners to become more active in solving their community affairs. He encouraged learners to study “experientially, and first-hand, rather than from books only as life is carried on in their communities”.<sup>229</sup>

Therefore, some carefully planned, and well executed field trips by school groups; proved to be a valuable adjunct to the new emphasis in the school curriculum. The educational field trips approach; allows all types of learners to actively learn through the “field experience, and the interaction generated among them, as well as between them, and teachers”.<sup>230</sup> Okwelle and Isaac also regard a field trip; as an “instructional technique involving learners’ experiences outside of the classrooms, at interactive locations designed for educational purposes”.<sup>231</sup>

In addition, Coughlin suggests that; the lived learning that occurs through the use of field trips is “optimised only when teachers actively integrate the content of the field trip with the curriculum”.<sup>232</sup> Educational field trips should be regarded as a learning experience that incorporates the curriculum in order for the activity to be truly beneficial to the learners. Green *et al.*, view field trips as an important part of education, as they allow learners to learn through an “alternative method”.<sup>233</sup> However, due to perceived organisational hurdles at school level, coupled with departmental obstacles and red-tape, and the consequences of teacher’s in loco parentis responsibility, many history teachers would not consider educational excursions as an option.

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<sup>229</sup> L.B. Sharp, “Outside the Classroom”, *The Educational Forum*, 7(4), 1943, pp. 361-368.

<sup>230</sup> P.K. Coughlin, “Making Field Trips Count: Collaborating for Meaningful Experiences”, *The Social Studies*, 101(5), 2010, pp. 200-210.

<sup>231</sup> P. Okwelle & D.C. Isaac, “Constraints on the Utilization of Field Trips in Technology Education Instruction Delivery in Universities in South - South Nigeria”, *International Journal of Innovative Social Sciences & Humanities Research*, 6(1), 2018, pp. 80-89.

<sup>232</sup> P.K. Coughlin, “Making Field Trips...”, *The Social Studies*, 101(5), 2010, pp. 200-210.

<sup>233</sup> J.P. Green *et al.*, “The Educational value of ...”, *Education Next*, 14(1), 2014, pp. 78-85.

Nevertheless, an educational field trips approach provides opportunities for learners to “work collaboratively, and also enables them to build relationships between reality and theory at a higher level”.<sup>234</sup> Therefore, the educational field trips approach, is another powerful method that can facilitate and enable teachers, and learners to practicalise the significance of the “history-is-all-around-us” approach.

Krakovka, one of the proponents of educational field trips, emphasises the fact that; field trips are the “stereotypic hands-on learning experience”.<sup>235</sup> In the case of geographers and historians; land and places are regarded as their laboratory’, which highlights the notion of the “history-is-all-around-us” approach. The field trip approach provides tangible and intangible experiences, which also require, and promote full participatory active learning on the part of the learners. The activity normally involves a physical movement from the school-based location; to a place of interest, for example; a history field trip to an ecological landscape or historical site visit to a local museum.

Curriculum-based field trips encourage learners to take what they have learned in the classroom, and apply it outside to the “real world, and hence promote learners’ understanding of what they observe in the real world”.<sup>236</sup> In the context of the current study; curriculum-based field trips to local historical, and/or heritage sites are prescribed in the CAPS document for both the GET Band (Grades 7-9) and FET Band (Grade 10-12).<sup>237</sup> A hands-on, practical experience of different communities such as; the “Vegkop Battlefield Museum near the town of Heilbron, South Africa”,<sup>238</sup> can encourage learners to view history from multi-diverse perspectives.

The educational field trips approach, therefore; makes it possible for history learners, to “see, feel, smell, touch and even hear aspects of their curriculum better, than their

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<sup>234</sup> A.E. Bozdogan, “Determination of Biology Department Students’ past Field trip Experiences and Examination of their Self-efficacy beliefs in Planning and Organising Educational Field trips”, *Welfenia Journal*, 22(7), 2015, pp. 31-44.

<sup>235</sup> A.R. Krakowka, “Field trips as valuable Learning Experiences in Geography Courses”, *Journal of Geography*, 111(6), 2012, pp. 236-244.

<sup>236</sup> K.P. Hefferan, N.C. Heywood, & M.E. Ritter, “Integrating Field trips and Classroom Learning into a Capstone Undergraduate Research Experience”, *Journal of Geography*, 2002, 101 (5), pp. 183–190.

<sup>237</sup> DBE, *CAPS, Senior Phase: Grade 7-9, Social Sciences*. .... 2011; DBE, *CAPS, FET Phase: Grade 10-12* .... 2011.

<sup>238</sup> Vegkop Battlefield Monument is the site of a Historic Battle that took place between 35 Voortrekkers and an army of about 400 Matebele men on the 16<sup>th</sup> October 1836, near the present town of Heilbron, Free State, South Africa, and is also known as the “Blood River of the Free State”.

textbooks and classroom alone could offer”.<sup>239</sup> A constructivist approach to teaching, as set out in the CAPS document; also includes fieldwork where the learners are exposed to a “doing history” experience. The approach further enhances the learners’ interest in local and regional history and improves their “historical consciousness, contextual knowledge, and understanding of their region”.<sup>240</sup>

Curriculum-based field trips, therefore; should be regarded as a suitable space, and place where to practicalise the significance of the “history-is-all-around-us” approach. Both the field trips, and the “history-is-all-around-us” approaches, can contribute to the development of learners into civilised young men and women, who exhibit increased “historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture”.<sup>241</sup>

Museum-based education (MBE) is another approach interrelated with PBE. It can also be used to actualise the “history-is-all-around-us” approach in the teaching and learning of local and regional history. The following paragraphs will briefly explore the significance of MBE, and how historic places can be used as objects of inquiry in the same way that; written primary and secondary sources are used in the teaching and learning of local and regional history.

#### 2.5.2 Museum-based education (MBE): Actualising the “history-is-all-around-us” approach

The museum-based education (MBE) approach to history can encourage learners to, protect their “cultural heritage, tolerate different cultures, and personalise multiculturalism”.<sup>242</sup> Object-based activities in museums provide learners with experiential learning where the cumulative effect of the experiences contributes to their social and cognitive development, which enhances their interpersonal interactions, and plays vital role in the development of children’s higher mental functions.

As a teaching and learning approach; MBE can also assist learners to protect their national identity, culture and memory as well as facilitating the transmission of history

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<sup>239</sup> G. Brookbanks, “Inspiring Learners ...” *Yesterday & Today*, no.11, July 2014, pp. 99-117.

<sup>240</sup> G. Brookbanks, “Inspiring Learners ...” *Yesterday & Today*, no.11, July 2014, pp. 99-117.

<sup>241</sup> J.P. Green, B. Kisida & D.H. Bowen, “The Educational Value ...” *Education Next*, 14(1), 2014, pp. 78-85.

<sup>242</sup> H. Memişoğlu & S. Kamçı, “Museum of Social Studies in Education students’ attitudes & views”, *International Journal on New Trends in Education and Their Implications*, 4:3(14), 2013, pp. 121-138.

and culture from one generation to another. Furthermore, museums by themselves are also places of education and training, in other words, museums can be regarded as places where one can see “history alive”.<sup>243</sup>

History teachers, therefore, must sometimes expose their history learners to museums in their teaching, to enable learners to interact with historical resources outside the school. Preston views the MBE approach, as changing history teaching and learning from; a “dry chalk and talk, to a lively and active learning”.<sup>244</sup> This approach would free history learners from the chains of the classroom, into a learning environment that enable them to practicalise the “history-is-all-around-us” approach.

Preston further argues that; it is important for teachers to note that, all learners need to appreciate that, “what people know about the past, depends on evidence”.<sup>245</sup> The use of evidence in the teaching and learning of history is closely linked to the use of “concrete aids, handling artefacts from the past, visiting old buildings, sites and museums, documents, and others”.<sup>246</sup> The final part of this chapter briefly explores, how professional learning communities (PLCs) can be utilised to facilitate and enhance the practical aspect of the “history-is-all-around-us” approach in the teaching and learning of local and regional history in South Africa.

## **2.6 Utilising the PLCs to incubate the “history-is-all-around-us” approach**

The professional learning community, or “PLC”, as it is often referred to; has been suggested based on international evidence that; educational reform’s progression depends on teachers’ individual and collective professional learning. Summarising the literature on PLCs, there appears to be broad international consensus that; it suggests a group of people sharing, and critically interrogating their practice in an “ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way, and operating as a collective enterprise”.<sup>247</sup>

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<sup>243</sup> H. Memişoğlu & S. Kamçı, “Museum of Social studies...”, *International Journal on New Trends in Education and Their Implications*, 4:3(14), 2013, pp. 121-138.

<sup>244</sup> G. Preston, “The Value of Local History in the School Curriculum”, *Teaching History*, 1969, 1, pp. 87-91.

<sup>245</sup> G. Preston, “The Value of Local History...”, *Teaching History*, 1969, 1, pp. 87-91.

<sup>246</sup> G. Preston, “The Value of Local History...”, *Teaching History*, 1969, 1, pp. 87-91.

<sup>247</sup> J.C. Toole & K.S. Louis, “The Role of Professional Learning Communities in International Education”, in K. Leithwood & P. Hallinger (eds.), *Second International Handbook of Educational Leadership & Administration*. Dordrecht: Kluwer, 2002; M.B. King & F.M. Newman, “Building School Capacity through Professional

Teacher in-service professional development or a “PLC”, therefore; is characterised as a systematic effort to bring about change in the “classroom practice for teachers, their attitudes and beliefs, for learner achievement”.<sup>248</sup> Building capacity, through PLCs is very critical in order for history teachers to be enabled, and more willing to embrace, and make practical the significance of the “history-is-all-around-us” approach.

Capacity building, according to Stoll *et al.*, would give individuals, groups, whole school communities, and school systems, the “power to get involved in, and sustain teaching and learning over time”.<sup>249</sup> The main objective of these teachers’ actions is to enhance their effectiveness as professionals for the learners’ benefit, hence this arrangement is also termed “communities of continuous inquiry and improvement”.<sup>250</sup>

The concept of PLCs seems to have emerged from a variety of sources, such as; its connection with notions of inquiry, reflection, and self-evaluating schools. Within the context of the current study, the idea of an effective PLC is not new. Certain features of the PLC were already evident in the work of education theorists, such as Dewey and others.<sup>251</sup> The notion first took root from Dewey’s emphasis that; “reflection is the central modality of human intellect”.<sup>252</sup> Dewey first committed to the view of educational practices to provide data, and the subject matter to form the basis for problems of inquiry.

A generation later, Stonehouse<sup>253</sup> encouraged teachers to be school and classroom researchers, and to play an active role in the curriculum development processes. Again, teachers’ active role in curriculum initiatives was also highlighted by scholars such as Schon<sup>254</sup>, who became very much influential in advocating for the notion of the reflective practitioner. At the same time; McMahon *et al.*, claim that; during the 1980s,

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Development: Conceptual & Empirical Considerations”, *International Journal of Educational Management*, 15(2), 2001, pp. 86-93.

<sup>248</sup> S.M. Wilson, “Professional Development for Science Teachers”, *Science*, 340, 2013, pp. 310-313.

<sup>249</sup> L. Stol, R. Bolam, A. McMahon, M. Wallace & S. Thomas, “Professional Learning Communities: Building Blocks for School Culture and Student Learning”, *Journal of Educational Change*, 7, 2006, pp. 221-258.

<sup>250</sup> S.M. Hord, “Professional Learning Communities: Communities of Continuous Inquiry and Improvement”, *Southwest Educational Development Laboratory*, 1997, pp. 1-72.

<sup>251</sup> J. Dewey, *The Sources of a Science of Education*. New York: Horace Liveright, 1929.

<sup>252</sup> J. Nehring & G. Fitzsimons, “The professional learning community as subversive activity: countering the culture of conventional schooling”, *Professional Development in Education*, 37(4), 2011, pp. 513-535.

<sup>253</sup> L. Stonehouse, *An Introduction to Curriculum Research and Development*. London: Heinemann, 1975.

<sup>254</sup> D. Schon, *The Reflective Practitioner*. London: Temple Smith, 1983.

globally there was a shift towards a “self-reviewing or self-evaluating school model”.<sup>255</sup> Teachers could be encouraged to participate in an ongoing dialogical process of a PLC to interrogate their current teaching practices, to find ways to shift, adapt or change their pedagogies to include “Fraser’s notion of justice in their teaching orientation”.<sup>256</sup>

McLaughlin and Talbert postulate that; teachers’ response to today’s learners and the notions of good teaching and learning practice, are heavily mediated by the character of the “professional communities in which they work”.<sup>257</sup> Seashore *et al.*, are also of the opinion that; PLCs signify our interest, not only in discrete acts of teacher sharing, but in the establishment of a “school-wide culture focused on, critically examining practice to improve learner outcomes”.<sup>258</sup> Their hypothesis is that; what teachers do together outside the classroom, can be as important as what they do inside, in a form of professional development of teachers, and student learning.

In Australia, Andrews and Lewis also found that, where teachers developed a PLC, it not only enhanced their knowledge base, but also had “significant impact on their classroom teaching and learning practice”.<sup>259</sup> Lave and Wenger furthermore note that; when learning in communities of practice, participants gradually absorb, and are in a culture of practice. They are also giving those exemplars, leading to “shared meanings, a sense of belonging, and increased understanding”.<sup>260</sup> In the context of this study; there is a need for the establishment of an effective PLCs for history teachers in line with Lave and Wenger’s proposal. The PLCs would create an opportunity for teachers to be reflective practitioners who always seek to question and adapt, and to change

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<sup>255</sup> A. McMahon, R. Bolam, R. Abbott & P. Holly, *Guidelines for Review and Internal Development in Schools (Primary and Secondary School Handbooks)*. New York: Longman/Schools Council, 1984.

<sup>256</sup> J. Feldman, “The Role of PLC in Facilitating Teachers’ Pedagogical Adaptation and Change”, *Journal of Education*, 67, 2017, pp. 65-82.

<sup>257</sup> M.W. McLaughlin & J.E. Talbert, *Context that Matter for Teaching and Learning: Strategic Opportunities for Meeting the Nation’s Education Goals*. Palo Alto, CA: Centre for research on the context of Secondary schools, 1993, p. 8.

<sup>258</sup> K.R. Seashore, A.R. Anderson & E. Riedel, “Implementing Arts for Academic Achievement: The Impact of Mental Models, Professional Community and Interdisciplinary Teaming”, Paper, Seventeenth Conference of the International Congress for School Effectiveness and Improvement, Rotterdam, 2003.

<sup>259</sup> D. Andrews & M. Lewis, “Transforming Practice from within: The Power of Professional Learning Community”, in L. Stoll & K.S. Louis (eds.), *Professional Learning Communities: Divergent, Depth and Dilemmas*. Maidenhead: Open University Press, 2007, pp. 132-147.

<sup>260</sup> J. Lave & E. Wenger, *Situated learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, 1991; E. Wenger, *Communities of Practice: Learning, Meaning and Identity*. New York: Cambridge University Press, 1998, p. 5.

their teaching and learning approach to better respond to the current demands of their profession.

A similar notion is shared by Marzano, arguing; the PLC movement is probably the most influential movement with regard to actually “changing practices in schools”.<sup>261</sup> He implies that at the collaborative level, professional learning takes place when practitioners engage in the resolution of conflicts through reflective dialogues. It has also been acknowledged that teachers cannot manage this alone in the isolation of their classrooms. According to Nehring and Fitzsimons, isolated teaching practices are counter-productive to improving teaching practices, while interdependency is a “requirement for teachers’ collaborative learning, and more effective teaching practices”.<sup>262</sup>

Other reports claim that; some history teachers still experience problems to adapt to the required changes in teaching methodology and approaches to “cater for the 21<sup>st</sup> century learner needs”.<sup>263</sup> In order to enhance the quality of history teaching and learning, and to cater for the needs of the 21<sup>st</sup> century learner, the establishment of history PLC is suggested. More studies need to be conducted for history teachers to better understand the conditions that could enhance and sustain collaborative structures in their schools, especially in a “developing country like South Africa”.<sup>264</sup> To support this idea, Steyn identified teaching to be, at the heart of school system, and, the “quality of teachers’ practice, is at the root of the provision of quality education”.<sup>265</sup>

Kinsella and Pitman also found that, globally, teacher education is suffering from a theory-practice gap, which implies that, education is too “theoretical, and not sufficiently practice-focused”.<sup>266</sup> There is lot of theory in the classrooms, and less practical experience on the part of the learners, simply put, teacher-centeredness is

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<sup>261</sup> R.J. Marzano, “The Art & Science of teaching: Making the most of instructional rounds”. *Educational Leadership*, 68(5), 2011, pp. 80-82.

<sup>262</sup> J. Nehring & G. Fitzsimons, “The Professional Learning...” *Professional Development in Education*, 2011, pp. 513-535.

<sup>263</sup> RSA, DoE, “Ministerial Task Team Report”, 2008.

<sup>264</sup> S.M. Mainstry, “Towards Collaboration rather than co-operation for effective teacher professional development in South Africa: Insights from Social Practice Theory”, *Southern African Review of Education*, 14 (1), 2008, pp. 119-142.

<sup>265</sup> G.M Steyn, “Building Professional Learning Communities to enhance professional development in South African Schools”, *Anthropologist*, 15(3), 2013, pp. 277-289.

<sup>266</sup> E. Kinsella & A. Pitman (eds.), *Phronesis as Professional Knowledge: Practical Wisdom in the Professions*. Rotterdam: Sense Publishers, 2012, p. 3.

still rife in many classrooms. A similar observation is made differently by Kessels and Korthagen who refer to it, as a “gap between our words and the learners’ experiences that we cannot bridge”.<sup>267</sup> Similarly, Holt argues that; it is this method of teaching history that makes learners feel as though, the subject is “sealed off from the lives of ordinary people”.<sup>268</sup>

The idea of PLCs as part of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 (ISPFTED), is therefore; an instrument to enhance “teacher capacity and strengthen teacher professionalism”.<sup>269</sup> This notion is in line with international trends which, Armour and Makopoulou claim; calls for “individualised and modified professional development opportunities for all teachers to become a key priority in South Africa”.<sup>270</sup> The traditional style of infrequent and disconnected professional development is also losing steam to more frequent, in-house efforts focused on improvement from within.

Ontong and Le Grange raised a similar view and suggest that; in South Africa, there is a need for professional school-based development programmes for teachers, to “extend their notion of place”.<sup>271</sup> The notion of place is critical to the field of environmental education, not only to encourage environmental conservation ethic among learners, but also to make them aware of the deeper social, ecological and political forces that are embedded in their places. Such consciousness can only be achieved, however, if teachers through PLCs of history are made aware of their learners’ sense of place.

A strong notion of place could enable and encourage history teachers and learners to practicalise the significance of the “history-is-all-around-us” approach. Moreeng and Du Toit also strongly argue that; PLCs will provide an ideal opportunity to incubate the

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<sup>267</sup> J.A. Kessels & F.A. Korthagen, “The Relationship between Theory & Practice: Back to the Classics”, *Educational Review*, 25(3), 1996, pp.17-22.

<sup>268</sup> T. Holt, “Thinking Historically: Narratives, Imagination & Understanding”, *College Board*, 1990, p. 2.

<sup>269</sup> DBE, “Professional Learning Communities: A Model for South African Schools”, *VVOB Education for Development, South Africa*. Pretoria: Government Printers, 2015, p. 4.

<sup>270</sup> K.M. Armour & K. Makopoulou. “Great Expectations: Teacher Learning in a National Professional Development Programme”, *Teaching and Teacher Education*, 28, 2012, pp.336-346.

<sup>271</sup> K. Ontong & L. le Grange, “The Need for Place-Based Education in South African Schools: ...” *Perspectives in Education*, 33(3), 2015, pp. 5-20.

“doing” history approach for teachers in order to encourage learners, to “actively engage in enquiry-based approaches to learning and problem-solving activities”.<sup>272</sup>

Therefore, the establishment of functional, and sustainable PLCs for history teachers is strongly recommended, as an appropriate structure to enhance and encourage history teachers to be able, and/or more willing, to practicalise the significance of the “history-is-all-around-us” approach.

## **2.7 Reflection**

The threefold purpose of Chapter Two was to understand what the term, transnational, conceptually and historiographically implies. Also, its value for understanding how histories, constantly in the making and from distant places, also can impact the doings of other spaces of human establishment. A second aspect from the discussion was to introduce and accentuate the transnational value in understanding how research and academia stemming from different places understand their own spaces of the “history-is-all-around-us” (as the Annales historians in so many ways efficiently pioneered in the early 20<sup>th</sup> century);<sup>273</sup> and, to what measures (in method, theory, and in teaching history), this principle is understood and practically applied.

From a position of PBE, this broader transnational understanding of history, and in particular history teaching, was reflected. A brief disposition of the relationship between the concepts “history-is-all-around-us”, and the national quest for a learner-centred approach, in the teaching and learning of local and regional history received attention. Putting the emphasis on experiential-like learning, encourages history teachers, to free the teaching and learning of history from the mainly westernised traditional conventions of understanding and engaging. Instead, it enhances the value of understanding and appreciating history all around us, and in the local community arena, as proposed by educational philosophers such as Dewey, Vygotsky, Kolb and others.<sup>274</sup>

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<sup>272</sup> B.B. Moreeng & E. du Toit, “The Powerful Learning Environment and History Learners in the Free State Province”, *Yesterday&Today*, no. 9, 2013, pp. 45-66.

<sup>273</sup> J. Tosh, *The Pursuit of History, Aims, Methods and New Directions in the Study of History* (6<sup>th</sup>ed.). USA: Routledge, 2015; See also A. Marwick, *The Nature of History*. London: Macmillan, 1989, pp. 1-12.

<sup>274</sup> D.A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development (Vol. 1)*. Englewood Cliffs, NJ: Prentice-Hall, 1984; L.S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978; P. van der Ploeg, “Dewey versus ‘Dewey’ on Democracy and Education”, *Education, Citizenship and Social Justice*, 2016, pp. 1-15.

Other inter-related approaches to PBE, apart from experiential learning, were also deliberated for their place and value in the historiography of history teaching. These include; hands-on learning, and active learning or learning by “doing”, CHE, outdoor or camping, field trip, and MBE approaches. The consideration of a variety of tangible and intangible historical sources, as well as historical significance as useful tools that could enable history learners to consciously practicalise the significance of the “history-is-all-around-us” was encouraged.

Both, primary sources and historical significance approaches help teachers to bring history to life; by actively engaging learners to act as future historians, as opposed to the “traditional learner as an empty vessel approach”. Lastly, the value of PLCs for history teachers to ensure that; the “history-is-all-around-us” approach comes to life, and, is maintained, in the teaching and learning of history in South Africa, was suggested.

This study supports Moreeng and Du Toit’s view point that, PLCs will provide an ideal opportunity to incubate the “doing” history approach for teachers in order to encourage learners to “actively engage in enquiry-based approaches to learning, and problem-solving activities from histories around them”.<sup>275</sup>

Incubating the “doing” history approach is only possible with sufficient historical context provided for by academia, and amateur writers, or reporters of a region, for example, Parys in the Free State, as focus of this study. To practically incubate this context, in Chapter six, and the historical knowledge that seems available (teachers and learners through questionnaires and interviews, between, 2017 and 2019), a brief historical context of the town of Parys, Tumahole and Schonkenville townships is introduced in Chapter Three, and explored in terms of teaching and learning in the following chapters.

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<sup>275</sup> B.B. Moreeng & E. du Toit, “The Powerful Learning Environment...”, *Yesterday&Today*, no. 9, 2013, pp. 45-66.

## Chapter Three

### Observing the “history-is-all-around-us” principle in the Fezile Dabi region, 1836–2019

#### 3.1 Introduction

The aim with Chapter Three is to present an overview of the extent to which teachers and learners in the Fezile Dabi region are experiencing the “history-is-all-around-us” principle in the teaching and learning of local history. Firstly, a cursory background to the circumstances that preceded bitter clashes between the Voortrekkers and the Ndebele warriors of Mzilikazi along the Vaal River is provided to present the context where the study is taking place.

Secondly, an overview of the origins, growth, and the tracing of possible remains of the “history-is-all-around-us” principle in the town of Parys and its townships of Tumahole and Schonkenville for the period 1876 to 2019 will be deliberated on. The main aim is to explore how learners could use time and space to understand the tangible and intangible remains in and around Parys to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local history. The approach in this study is grounded on the recent growing number of scholars in the humanities and social sciences, whose attention has turned to “space as a means of understanding historical processes”.<sup>1</sup>

Through the current study, the temporality of space and the spatiality of time are crucial to the ideas behind the various discourses of cultural heritage, narrations, and of collective memory. Research about the history of places and their peoples, such as the current study, is also emphasised by other scholars such as Van Eeden, and it falls into the category known as “local and regional history”.<sup>2</sup>

To position this study in its proper context, a map of the Fezile Dabi District Municipality is attached to provide a better understanding of the place and the space where the “history-is-all-around-us” approach is explored.

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<sup>1</sup> S. Riukulehto (ed.), *Between Time and ...*, p. xi.

<sup>2</sup> E.S. van Eeden, “Regional, Local, Urban ...” *New Contree*, 2012, 63, pp. 1-34.

Map of the Fezile Dabi District Municipality (DC20)<sup>3</sup>



Fezile Dabi District Municipality, a Category C Municipality, formerly known as the Northern Free State District Municipality, is situated in the north of the Free State province. It consists of four local municipalities namely Moqhaka (Kroonstad), Metsimaholo (Sasolburg), Ngwathe (Parys), and Mafube (Frankfort). The main attraction site, the Vredefort Dome, the “third-largest meteorite site in the world, is located within the district”.<sup>4</sup> Ngwathe Local Municipality is situated in the northern part of the Fezile Dabi District. The Vaal River in the north serves as the boundary between the Free State, Gauteng, and North West Provinces.

The Vaal River and Renoster River, together with the various dams in the area, are prominent water sources for agricultural purposes in this region. The Parys district has unique natural and environmental assets, such as the Vaal River with its several islands in the proximity of Parys, and the Vredefort Dome that presents exceptional tourism potential. The dome consists of a “central cone of granite surrounded by concentric ridges of quartzite which belongs to the Witwatersrand System”.<sup>5</sup>

<sup>3</sup> District Municipalities of South Africa; 2012-2020, Fezile Dabi District; <https://municipalities.co.za>; [Accessed on 1 May 2020].

<sup>4</sup> W. U. Reimold & R. L. Gibson, *Meteorite Impact! The Danger from Space and South Africa's Mega Impact the Vredefort Structure*. Pretoria: Chris van Rensburg Publications, 2005, pp. 197-209.

<sup>5</sup> Vredefort Dome-UNESCO World Heritage Centre, at <https://whc.unesco.org> [Accessed 1 May 2020].

However, it is not the aim of Chapter Three to give an extensive historical overview of the town of Parys and its townships of Tumahole and Schonkenville because that is not the focus of this research study. The main aim of the study is to identify and record the rich historic and cultural legacies in and around the town of Parys to assist teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history in schools.

### **3.2 Clashing about territory and natural sources: The Battle of the Vaal River, 25 August 1836**

The factors leading to the massacre of the Liebenberg family between 22 and 23 August 1836, and the Battle of the Vaal River on 25 August 1836 can be traced back to the two concurrent historical processes which took place in South Africa during the 1820s and 1830s. First, was the advent of the Mfecane (1818-1835) or Difaqane, described as a period of “extreme privation, widespread famine, depopulation and displacement of people over a large area of southeast South Africa”.<sup>6</sup> Due to drought, accompanied by environmental degradation, there was an increased competition for land and water, which encouraged the “migration of farmers and cattle herders throughout the region”.<sup>7</sup> Due to the Mfecane wars of extermination, there was a scramble for better grazing lands which were usually found unoccupied next to the flowing rivers, such as the Vaal River, especially in the vicinity of Parys.

The Vaal River, which extends over 1300 kilometres from the Mpumalanga Highveld in the east to the arid Kalahari environment in the west, has played an “extraordinary role in South African history”.<sup>8</sup> It remains a dominant natural feature of the landscape through which it passes. It consists of a confusing series of parallel valleys, ridges, and woody islands, especially when it cuts right through the Dome region in the vicinity of Parys. As it flows through this fertile area, it is claimed that the “Sesotho/Setswana-speaking people have lived as farmers in this region for centuries”.<sup>9</sup>

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<sup>6</sup> M. Garstang, A.D. Coleman & M. Therrell, “Climate and the Mfecane”, *South African Journal of Science*, 110, 5/6, 2014, pp. 1-7.

<sup>7</sup> A. Boddy-Evans, “The Mfecane in South Africa”, *ThoughtCo*, 11 February 2020, [thoughtco.com/what-was-the-mfecane-43374](https://www.thoughtco.com/what-was-the-mfecane-43374).

<sup>8</sup> J.W.N. Tempelhoff, “Water and Human Culture of appropriation: The Vaal River up to 1956”, *The Journal for Transdisciplinary Research in Southern Africa*, 2(2), December 2006, pp. 431-452.

<sup>9</sup> W.U. Reimold & R.L. Gibson, *Meteorite Impact! The Danger from Space and South Africa ...*, pp. 197-209.

Before the Difaqane wars of destruction and displacement, peoples belonging to the San and Sesotho/Setswana linguistic groups of the Late Stone Age lived in the region along the Vaal River valleys stretching eastward to the Vet River. Legassick recounts that remains of stone kraals were often seen on hills all over the Vredefort Dome World Heritage Site near the town of Parys. These kraals or villages are seen as the dwelling places of Sesotho/Setswana-speaking people and cattle kraals from the 1500s to the 1700s”.<sup>10</sup>

Most of the villages were built in defensive positions on the crest of the hills, but it did not protect them from destruction by the warriors of Mzilikazi. The remains of these Sesotho/Setswana speaking people could be successfully used to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history

Some of the first residents of this area included Iron Age people who were also looking for “stones for their weapons, inhabitants of Iron Age sites, and miners of gold and granite”.<sup>11</sup> Granite mining commenced in the Vredefort Dome area around the 1890s, and continued until 1998 in the Kopjeskraal area near Parys. Most mines were closed due to the decline in the mining of the Parys pink granite, as well as the environmental pressure applied by the local population as a result of the “noise and dust made by the mining companies when they used a thermal lance flame cutter”.<sup>12</sup>

The Bataung tribe of Moletsane caused havoc along the Vaal River during Difaqane, attacking various groups such as the Korana and the Sesotho/Setswana-speaking people. However, the power dynamic changed in this region with the arrival of Mzilikazi, the leader of a group collectively known as the Matabele from KwaZulu-Natal. Mzilikazi warriors ravaged the country to the north of the Vaal River and almost exterminated the Bataung of Moletsane tribe. Mzilikazi and his warriors raided cattle and women, and in the process the “area along the Vaal River was also decimated”.<sup>13</sup> Due to

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<sup>10</sup> M.C. Legassick, “The Politics of a South African Frontier: The Griqua, the Sotho-Tswana and the Missionaries, 1780-1840”, PhD thesis submitted to the University of California at Los Angeles, 1969. Basler Afrika Bibliographien: Basel, 1969.

<sup>11</sup> Venterskroon, Urban and Rural Exploration; <https://ruralexploration.co.za>Venterskroon>; [Accessed 19 March 2020].

<sup>12</sup> P.J. Byrne, “A Landscape Approach to the Archaeology of the Vredefort Dome”, MSc thesis, University of the Witwatersrand, Johannesburg, 2012, pp. 95-96.

<sup>13</sup> H. Giliomee & B. Mbenga, *New history of South Africa*. Cape Town: Tafelberg, 2007, pp. 124-138.

Mzilikazi and the Mfecane wars, much of the interior and the central Highveld on either side of the Vaal River, which were fertile grazing lands, were left depopulated.

Rasmussen traces Mzilikazi's movements southwest towards the central Vaal River around 1823. This is where he consolidated his kingdom, gathering more followers such as "Nguni refugees, or incorporating local Sotho women and children he had captured".<sup>14</sup> Mzilikazi's territory ultimately stretched from the confluence of the Vaal and Suikerbos Rivers in the east to the confluence of the Vaal and Mooi Rivers in the West. Mzilikazi's position remained secure until the arrival of settlers, mostly farmers or Boers and people from Khoisan descent into the previously "uncolonised central interior in what later became known as the Great Trek (1835-1854)".<sup>15</sup>

The arrival of the Voortrekkers into this region dates back to 1836 with the arrival of a large group under the leadership of Andries Hendrik Potgieter near the Vet River south-east of the Vredefort Dome. This was the period following the Difaqane which had devastated local populations allowing the Voortrekkers to claim easily what seemed to them to be sparsely populated land. A group of Potgieter's followers made the mistake of crossing over to the northern side of the Vaal River, which was Mzilikazi's southern border.<sup>16</sup> This prompted Mzilikazi's warriors to launch an attack on the Voortrekker party, near the present-day Parys, wiping almost all of them out.

The second historical event was the migration by dissatisfied Dutch-speaking farmers from the Cape Colony into the interior of South Africa during the mid-1830s. According to Parsons,<sup>17</sup> as farmers, the issue of the shortage of land and the anti-slavery campaign actually triggered their move. Because they were using land more extensively and they experienced some drought they had no choice but to search for fertile lands for their farming activities. Another incentive for their migration was that they also had knowledge about unoccupied lands in the interior of South Africa due to the activities of the Mfecane. The new migration by dissatisfied farmers from the Cape

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<sup>14</sup> R. K. Rasmussen, *Migrant Kingdom: Mzilikazi's Ndebele in South Africa*. London: Rex Collings, 1978.

<sup>15</sup> M. Naudé, "Beyond the Frontier History of the Vredefort Dome Area", in W.U. Reimold & R.L. Gibson, *Meteorite Impact! The Danger from Space and South Africa's Mega Impact the Vredefort Structure*. Pretoria: Chris van Rensburg Publications, 2005, pp. 197-209; J.S. Bergh, "African Reaction to White penetration: The Central Districts of the Transvaal in the 1870s", *Historia*, 45(1), May 2000, pp. 47-56.

<sup>16</sup> I. Knight, *Warrior Chiefs of Southern Africa: Shaka of the Zulu, Moshoeshe of the Basotho, Mzilikazi of the Ndebele, Mangoma of the Xhosa*. Poole, Dorset: New York, 1994.

<sup>17</sup> N. Parsons, *A New History of South Africa*, (2<sup>nd</sup> ed.). London: Macmillan Press, 1993.

Colony into the interior of South Africa was later referred to as the “Great Trek (1835-1854) and its participants were known as the Voortrekkers”.<sup>18</sup>

By early 1836, Louis Trichardt’s party and the Van Rensburg trekkers had moved into Ndebele territory and were wiped out by sleeping sickness (*African trypanosomiasis* a disease passed on by the tsetse fly) and the hostile Ndebele warriors. Meanwhile, Hendrik Potgieter’s party followed and trekked northwards across the Vaal (Eligwa) River searching for a permanent place to settle. In mid-August 1836 the Voortrekker emigrations had crossed the Vaal River near the present town of Parys without the permission of Mzilikazi. When Mzilikazi heard that the “Voortrekkers were poaching his game, and his Ndebele state he ordered his warriors to expel them as bandits”.<sup>19</sup>

The Voortrekker were divided into two camps, the “Liebenberg a few kilometres to the north of Parys (Liebenbergskoppie), and the main camp of Potgieter a few kilometres to the south-west of Parys (Kopjeskraal)”.<sup>20</sup> Early on the morning of Monday, 22 August 1836, Erasmus and his son Pieter reached the Potgieter camp and informed them about an eminent attack by Ndebele warriors. The Ndebele warriors’ action led to the Voortrekkers’ first major confrontation with the indigenous people in the interior of South Africa, on the banks of the Vaal River, in the vicinity of Parys.

The map below shows the Ndebele attacks on the Voortrekkers in 1836 and is one version of the place where the actual attack took place. There is, however, another version from the local oral tradition (history). As a result, there are two differing versions of the actual site where the attack occurred along the banks of the Vaal River.

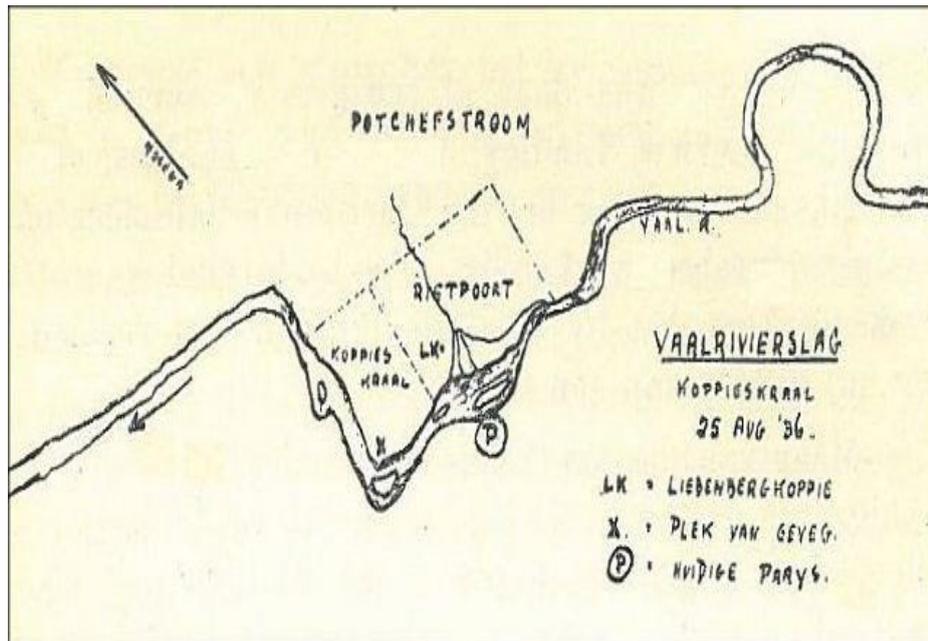
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<sup>18</sup> J. Laband, *The Transvaal Rebellion: The First Boer War, 1880-1881*. Abingdon: Routledge, 2005, pp. 10-13.

<sup>19</sup> South African History Online (SAHO), “Great Trek Centenary Celebrations commence”, 8 August 1938, from [www.sahistory.org.za](http://www.sahistory.org.za), (Accessed on 2019 July 20); L. Thompson, *A History of South Africa* (3<sup>rd</sup> ed.). New Haven, CT: Yale University Press, 2001.

<sup>20</sup> J. de Villiers, “Cape Colonial Society under British rule”, in F. Pretorius (ed.), *A History of South Africa: From the distance past to the present*. Pretoria: Protea Book House, 2012, pp. 108-116.

Figure 1 – Map of Ndebele attacks at the Vaal River (August, 1836)<sup>21</sup>



During the hearings of the 1871, Transvaal Commission over Native Affairs<sup>22</sup> (Bloemhof Commission, 1871) Johannes van Vuuren and Diederick Kruger claimed that the attack on the Voortrekkers took place at “Rietpoort farm which is adjacent to Kopjeskraal camp”.<sup>23</sup> A horse and a saddle at the entrance of the “Rietpoort cottage” gate is a reminder that the Voortrekkers used horses and ox wagons on their migration from the Cape into the interior of South Africa during the Great Trek. On the other hand, the local oral tradition (history), supplied by three residents of the area, explain that the Ndebele attack on the Voortrekkers “actually took place at Kopjeskraal farm”.<sup>24</sup>

<sup>21</sup> C. Potgieter & N.H. Theunissen, *Hendrik Potgieter*. Johannesburg: Afrikaanse Pers Beperk, 1938, p. 50.

<sup>22</sup> J.S. Bergh, “African reaction to white penetration:...”, *Historia*, 45(1), May 2000, pp. 47-56; J.S. Bergh, “To make them serve: The 1871 Transvaal Commission on African labour as a source for agrarian history”, *History in Africa*, 29, 2002, pp. 48-53.

<sup>23</sup> J.J. Retief, “The Voortrekker and the Ndebele, Part 1: Attacks at the Vaal River and Liebenbergkoppie, 21 and 23 August 1836”, *Military History Journal*, 16(6), 2015, no pages.

<sup>24</sup> J.J. Retief, “The Voortrekker and the Ndebele ...”, *Military History Journal*, 16(6), 2015, no pages.

Figure 2 – Rietpoort farm gate, one version of the site of the attacks on the Voortrekkers (1836)



Source: K.T. Motumi photo of Rietpoort cottage entrance, August 2019.

What remains as evidence is the fact that the attack took place on the banks of the Vaal River, in the vicinity of the town of Parys, and the battle is known as “die Slag van Vaalrivier” or the Battle of the Vaal River, 25 August 1836”.<sup>25</sup>

About six kilometres north of the modern bridge over the Vaal River, along the Fochville road from Parys, there is a rough rock kopje against the slopes where Barend Liebenberg group camped. After the Battle of the Vaal River, a small group of Ndebele warriors headed for this conspicuous little hill and attacked the entire Liebenberg group, except for a servant and two children who were hiding on an island in the Vaal River. Since the 22-23 August 1836 attack on the Liebenberg family by Ndebele warriors, the island has borne the name of Vlugeiland (also known as the Flight Island).<sup>26</sup>

Information regarding the murder of 26 Liebenberg family members and some of their Coloured and African servants is very scarce, incomplete, and sometimes contradictory. However, some of the Liebenberg family women and children miraculously escaped from what was later known as the “Massacre at

<sup>25</sup> C. Potgieter & N. H. Theunissen, *Hendrik Potgieter ...* 1938, preface.

<sup>26</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 8, 15, 22, and 29 March.

Liebenbergskoppie”.<sup>27</sup> The remains of the clashes about territory and natural resources, which ultimately led to the Battle of the Vaal River could be used by the learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history of Parys, South Africa.

*Figure 3 – Liebenbergskoppie, the scene of the Liebenberg massacre, August 1836, Parys*



Source: K.T. Motumi photo of Liebenberg Massacre, August 2019.

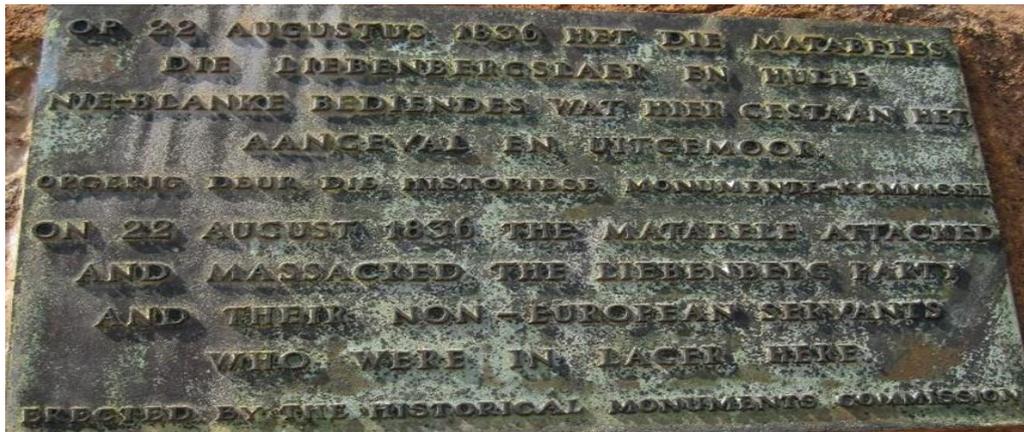
The 22<sup>nd</sup> of August 1836 (day), the Liebenberg massacre (event), and the Liebenbergskoppie (place), are marked in memory of the historical remains in and around Parys, as a place and day where the first Voortrekkers’ blood flowed in the interior of South Africa. In commemoration of the untimely loss of life during the Liebenberg camp attack by the Ndebele warriors, a bronze plaque was erected to remind the inhabitants of this region of the massacre which took place on the 22 and 23 August, 1836.

The Liebenberg’ massacre bronze plaque and other cultural material remains in and around the Vaal River could be used by history teachers and learners as an excellent resource to practicalise the significance of “history-is-all-around-us” approach in and outside the classroom.

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<sup>27</sup> J.J. Retief, “The Voortrekker and the Ndebele, Part 1: Attacks at the Vaal River and Liebenbergskoppie, 21 and 23 August 1836”, *Military History Journal*, 16(6), 2015, pp. not available.

Figure 4 – A plaque commemorating the Liebenberg's massacre in August 1836



Source: K.T. Motumi photo of the Liebenberg Massacre, August 2019.

Because of the strategic location of Johannes Botha and Herman Steyn's camps between the high hill and the Vaal River at Kopjeskraal it was safer to bring the corpses to their camps and to seek a suitable place to bury the victims there. As a result, the victims of both the Battle of the Vaal River and the Liebenbergskoppie massacre were buried at Kopjeskraal farm where only the scattered graves stones bear testimony today. At the scene where the graves are located, unfortunately no headstones were erected because the Voortrekkers had to "bury the bodies as soon as possible, and get away before the Ndebele warriors struck again".<sup>28</sup>

Except for the bronze plaque on Liebenbergskoppie and the scattered graves at Kopjeskraal farm no memorial stone was erected for those first Voortrekkers who lost their lives during the Battle of the Vaal River and the Liebenberg massacre, on 22 August 1836. It was never recorded in the local and regional history documents that the Voortrekker tombs lie here. It was only in 2011 that members of the Geological Society of South Africa, Vaal Triangle Branch together with the owner of Kopjeskraal farm decided to erect a memorial in honour the fallen heroes of 1836.

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<sup>28</sup> H. Steyn and C. Fourie, "Liebenberg Murders, Kopjeskraal, Liebenbergskoppie, Parys" Monuments, Memorials and points of interest in South Africa. 6 February 2019; at <http://monument-sa.co.za> > [Accessed 3 May 2020]; See also Retief, J.J. 2015. "The Voortrekker and the Ndebele, Part 1: Attacks at the Vaal River and Liebenbergskoppie, 21 and 23 August 1836", *Military History Journal*, 16(6), 2015, pp. n.a.

However, in and around Kopjeskraal farm area there was no suitable memorial stone, as almost all stones were sandstones.

For the organisers, a suitable and fairly hard stone for the memorial that would withstand the process of “cutting, grinding, polishing and engraving was found at Liebenbergskoppie”.<sup>29</sup>

*Figure 5 – Memorial of the Liebenberg Massacre of 1836 at Kopjeskraal farm, near Parys*



Source: K.T Motumi photo August 2019.

*Figure 6 – The Battle of the Vaal River took place on the northern side of the Vaal River in 1836*



Source: K.T Motumi photo August 2019.

<sup>29</sup> H. Steyn and C. Fourie, “Liebenberg Murders, Kopjeskraal, Liebenbergskoppie, Parys” Monuments, Memorials and points of interest in South Africa. 6 February 2019; monument-sa.co.za>Liebenberg-monument, Parys [accessed 3 May 2020].

Figure 7 – Some of the 1836 Liebenberg Massacre group's grave at Kopjeskraal



Source: K.T. Motumi photo August 2019.

Through this short historical exploration there is evidence that before the town of Parys was founded on the banks of the Vaal River in 1876, the San and Sesotho/Setswana-speaking people had already “sought refuge in caves and mountains in this area”.<sup>30</sup> This is consistent with speculations made in the archaeological research of the area that the location of some cultural historical sites in the hills of the Vredefort Dome may be related to the events of the Difaqane period. These sites of interest in the vicinity of the old mines could also be classified as culturally significant heritage sites. At most, three major types of cultural historic architecture are still found and visible in the Kopjeskraal farm area, next to Parys.

The oldest, probably bearing no association with the “later gold-mining activities in the Venterskroon mining area, is the circular shelters”.<sup>31</sup> These features contain stacked rock walls normally not more than one meter in height, which withstood weathering through the ages. Reimold and Gibson conclude that these sites were “home to Sesotho/Setswana-speaking farmers from the 1500s to the 1700s”.<sup>32</sup>

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<sup>30</sup> M.C. Legassick, “The Politics of a South African Frontier: The Griqua, the Sotho-Tswana and the Missionaries, 1780-1840”, PhD thesis, University of California, Los Angeles, 1969, p. 163.

<sup>31</sup> W.U. Reimold & R.L. Gibson, *Meteorite Impact...* pp. 197-209.

<sup>32</sup> W.U. Reimold & R. L. Gibson, W.U. Reimold & R.L. Gibson, *Meteorite Impact...*, pp. 197-209.

*Figure 8 – Stacked rock wall kraals of the Sesotho/Setswana-speaking people, near Parys*



Source: K.T. Motumi photo, August 2019.

Again, these cultural historic remains, which were left behind by the San and Sesotho/Setswana-speaking people in and around Parys could also be used by learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of the local and regional history of this area.

The clash about territory and natural resources (Vaal River water and grazing pastures), the massacre of the Liebenberg family between 22-23 August 1836, as well as the Battle of the Vaal River on the 25 August 1836, bear testimony of the people who lived in this area, and the events that took place along the banks of the Vaal River, long before the establishment of the town of Parys in 1876.

### ***3.3 The Vaal River runs along the emerging town of Parys, 1876-2019***

In the heart of South Africa, straddling the border between the North West and Free State provinces, and on the doorstep of populous Gauteng, lies the truly unique town of Parys on the banks of the Vaal River. The surroundings in which the town of Parys

is situated, had its origin roughly around 2000 million years ago when a giant meteorite struck the earth just south-east of Vredefort in the Free State Province. The impact structure that was subsequently formed has come to be known as the Vredefort Dome, the “oldest, and largest meteorite impact site on earth, measuring about 200 km in diameter”.<sup>33</sup>

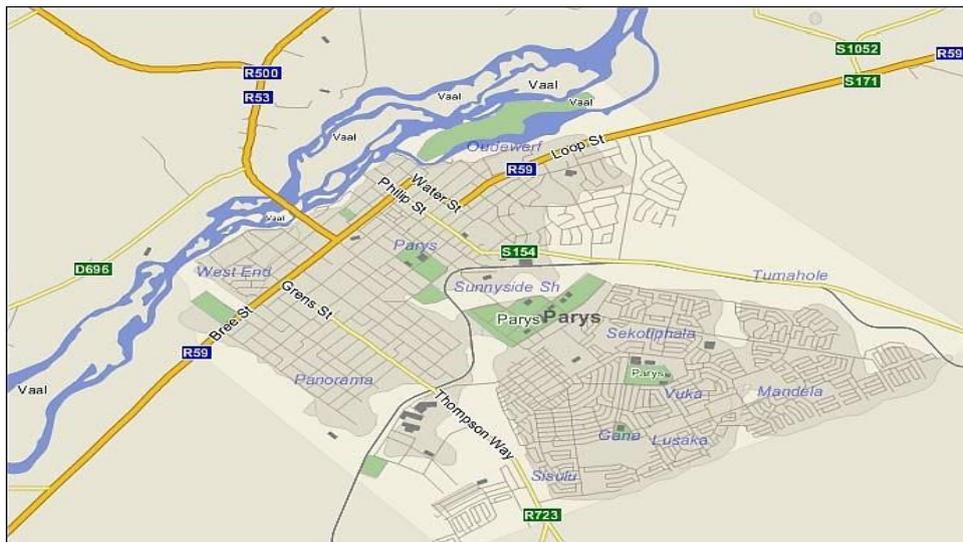
As mentioned in the section on clashes about territory and natural resources, the availability of water resources and grazing pastures for livestock usually determines where communities of people will eventually settle permanently. In a historical context, the Vaal River catchment area, where the town of Parys and its townships of Tumahole and Schonkenville are situated, has been a “prime site of permanent settlement since the early 1830s”.<sup>34</sup> The map of Parys below shows that, like most towns and townships in South Africa, this town consists of three residential areas in accordance with their racial classification due to the previous legislation prior to the 1994 democratic elections.

According to the International Institute for Environment and Development, Parys is a medium-sized town situated 38 kilometres to the west of Sasolburg and 60 kilometres to the south of the Gauteng Metropolitan area. In terms of the Ngwathe Local Municipality Intergrated Development Plan (IDP) Review 2020/21 the population statistics per residential area are stands as follows:<sup>35</sup>

Black	Coloured	Asians	Whites	Totals
<b>104 507</b>	<b>3 039</b>	<b>61</b>	<b>11 299</b>	<b>118 907</b>

<sup>33</sup> N. Norman & G. Whitefield, *Geological Journeys*. Cape Town: Struik Publishers, 2006, pp. 38-49.  
<sup>34</sup> J.S. Bergh, “African reaction to white penetration: The Central Districts of the Transvaal in the 1870’s”, *Historia*, 45(1), May 2000, pp. 47-56.  
<sup>35</sup> Ngwathe Local Municipality, “Household Survey, 2016”, *Ngwathe Local Municipality IDP Review 2020/21*, Parys, p. 24.

Figure 9 – The map of Parys and Tumahole Township (Census 2011)



Source: Map data©2020 AfriGIS Weather.

Historically, towns in the northern Free State were set very far apart in the early 1870s, and members of the different “churches had far to travel to participate for their religious services”.<sup>36</sup> It was then decided by the Ring of the Dutch Reformed Church to implant the idea of a congregation north of the Renoster River into the minds of residents of the “farm Klipspruit” (the present Parys) on the banks of the Vaal River. At that time, the farm was owned by the three Van Coller brothers; “Hans, Dolf, and Philip, and their brother-in-law, Willem Davel”.<sup>37</sup>

The two Van Coller brothers had their homesteads in what is Oranje Street today; the other brother where Boom Street now runs, and Davel’s homestead was where Water Street is. Streets such as Van Coller, Dolf, and Philip streets, are therefore named in memory of the original owners of the farm Klipspruit which became the town of Parys in the early 1870s. Around 1874, three gentlemen arrived at the farm, Klipspruit from Heilbron. They were Messrs Wouter De Villiers, J.G. Luyt, an attorney from Heilbron, and Fleck, a land surveyor. Their main objective was to “induce the owners of the farm, Klipspruit to lay it out as a township”.<sup>38</sup>

<sup>36</sup> P.E. Raper, *Dictionary of Southern African place names* (2<sup>nd</sup> ed.). Johannesburg: Jonathan Ball, 1987, p. 572.

<sup>37</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927 (8, 15, 22, and 29 March; 5, 12 and 19 April); P.E. Raper, *Dictionary of Southern ...*, p. 572.

<sup>38</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927 (8, 15, 22, and 29 March; 5, 12 and 19 April).

However, the Van Coller brothers were very reluctant to listen to the arguments put forward by the three men. Not giving up hope of laying out a township, the three gentlemen went to the adjoining farm, Vischgat (the present Vredefort). The owners of Vischgat were more amenable to the argument and inducement, and it was not long before the “township, Vredefort was born in 1876”.<sup>39</sup>

*Figure 10 – A photograph of Mr and Mrs van Coller, owners of Klipspruit farm (1853)*



Source: Parys Museum.

The owners of Klipspruit farm, the Van Collers and Davel, awoke to the fact that an excellent opportunity had slipped through their fingers, and set out in haste to retrieve negotiations. History does not record the steps they took, but it seems probable that they secured the sympathy of the Dutch Reformed Church. What remains is that later when the town was laid out in 1876, a portion of ground was set aside and donated to the Dutch Reformed Church. On the 14<sup>th</sup> of June 1876, the first sale of seven erven was held by a Mr Wouter de Villiers, and the “upset price of the erven was 25 pounds each”.<sup>40</sup>

There have been several suggestions put forward about the origin of the name Parys, the most accepted being that it was suggested by Mr Schillbach. Schillbach was a German land surveyor who had served in the Franco-Prussian War (1870-1871),<sup>41</sup> and

<sup>39</sup> Vredefort library, Vredefort, “Vredefort Driekwart-Eeufees”, 1957, April 25-26.

<sup>40</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927 (8, 15, 22, and 29 March; 5, 12, and 19 April).

<sup>41</sup> Compare F. Brown, *For the Soul of France: Culture Wars in the Age of Dreyfus*. New York: Knopf, 2010.

had taken part in the siege of Paris during the same war. Apparently, the events were still fresh in his memory five years later and he likened the Vaal River to the river Seine.

To carry on the similitude, Schillbach named the two adjoining farms Issy and Versailles, after two of the forts that were outside Paris, the French capital.

*Figure 11 – Vaal River near Parys 2019*



Source: Parys Museum.

*Figure 12 – Vaal River near Parys, 1889*



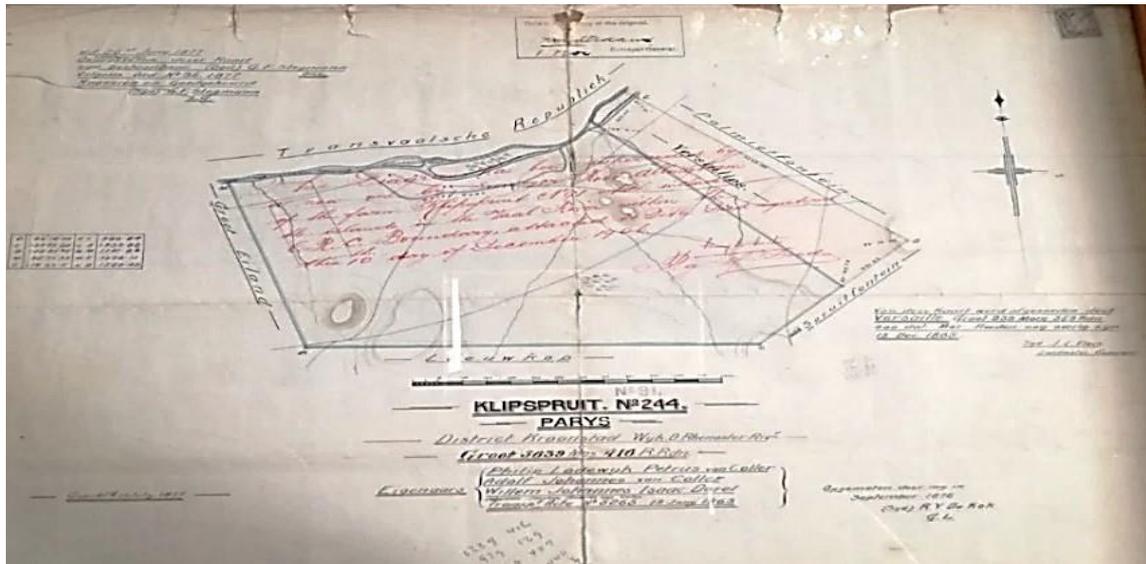
Source: Parys Museum.

Another factor that influenced Schillbach when he chose the name of Parys for the emerging town, was the flowing Vaal River at its foot. He likened the Vaal to the Seine River, and prophesied that a day would come when a big town would lie on both sides of the river, with the Vaal running through it (Parys) as the Seine runs through Paris, in France.

Below is a copy of the deed of sale of the first stands of the farm Klipspruit (currently Parys) on 14 June 1876, and the “land surveyor was Mr Fleck from Heilbron”.<sup>42</sup>

<sup>42</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927 (8, 15, 22, and 29 March; 5, 12, and 19 April).

Figure 13 – A copy of the deed of sale of stands, Klipspruit farm, No. 244 (Parys, 14 June 1876)



Source: Parys Museum, Parys 2019

Although the first plots of land at the farm Klipspruit were measured for sale by Mr Fleck the land surveyor on the 14<sup>th</sup> of June 1876, the town was only recognised by the Volksraad on “16 May 1882, and officially named, Parys”.<sup>43</sup>

### 3.3.1 A railway line construction brings economic relief to Parys, 1905-2019

The first sign of progress in the emerging town of Parys was made in 1882, when Sir John Brand acceded to requests for a nearer fountain of justice than the town of Heilbron which was 44 miles away. The first and only holder of the office was Mr J. P. Steytler who held the position until 1897, when a resident Magistrate for Parys was appointed. What may be termed the beginning of municipal life in Parys, began in 1883 when a Village Management Board was appointed. The old-timers were much opposed to the idea, and they told Mr Steytler, as one of the people who was in favour of the idea of introducing it, that “it only meant taxation, and they were not going to pay taxes”.<sup>44</sup>

<sup>43</sup> Oranje-Vrystaat Volksraad, “Notulen der verrichtingen”, 21 May 1881, pp. 169-175, and 16 May 1882, pp. 212-213.

<sup>44</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 5, 12 and 19 April.

The politics of resistance to pay taxes by the old-timers of Parys in 1883 is almost a similar event to the culture of non-payment of municipal services which was started by the residents of Tumahole Township near Parys in July 1984. These two almost similar historical events which took place in and around Parys but during different periods can be explored by history teachers to help their learners understand the concepts of change and continuity in history.

The first few years of the existence of the town of Parys did not bring much development to the young town. But the fact that it was situated on the route to Johannesburg from the south meant that the gold rush of 1886 on the Witwatersrand brought “prosperity and wealth to Parys as it was used as a stopover, and later as a trading post”.<sup>45</sup> On the negative side, the outbreak of the South African War (1899-1902) brought the bustling town to a standstill as many men had to leave the town to fight in the war. The town of Parys and its surrounding areas were an ideal place for snipers during the South African War, 1899-1902 as it is surrounded by “hills and the Vaal River is full of woody islands”.<sup>46</sup>

General de Wet, one of the Boer leaders, who owned the farm Renosterpoort in this area, ensured that good use was made of the natural advantages provided by the environment near the town of Parys. Smith claims that the confusing series of parallel valleys and ridges offered “abundant hiding places for the Boer commandos, and the strategically important Vaal River cut right through the region”.<sup>47</sup> Some of the remains, such as forts that provided security to the Voortrekkers against the British are still visible today in and “around the hills nearby the town of Parys”.<sup>48</sup> Another historic building that bears testimony is the Dutch Reformed Church (DRC) at Hefer Street which was used as British garrison during the South African War (1899-1902).

These historical and cultural heritage remains of the 18<sup>th</sup> and 19<sup>th</sup> centuries still found in and around the town of Parys are the focus of attention for this research study. More

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<sup>45</sup> J.F. Durand, “The impact of gold mining on the Witwatersrand on the rivers and karst system of Gauteng and North West province, South Africa”, *Journal of African Earth Sciences*, 68 (15), 2012, pp. 24-43.

<sup>46</sup> R.W. Smith, “The Clash with Christian De Wet at Doornkraal, 6 November 1900”, *The South African Military History Society*, 16(6), 2015, pp. 1-26.

<sup>47</sup> R.W. Smith, “The Clash with Christian De Wet ...”, *The South African Military History Society*, 16 (6), 2015, pp. 1-26.

<sup>48</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 5, 12 and 19 April.

importantly, how these tangible and intangible remains can be used by history teachers and learners to practicalise the “history-is-all-around-us” approach in the teaching and learning of local and regional history. As most of the buildings in the town of Parys were destroyed during the South African War (1899-1902) most people had to make a fresh start after the Peace of Vereeniging in 1902”.<sup>49</sup>

However, the South African War (1899-1902) also had many more sinister effects on the local populace such as those of the town of Parys. The predominately agrarian populace and their society were fundamentally unsettled by the British army led by Roberts and Kitchner who applied the scorched earth policy. Many local people from Parys (Boers and Black Africans) who fought on the side of the Boers were either killed or captured during the war and sent overseas only to return to their homes after the peace of Vereeniging was signed in 1902. Most farmers could not return to their farms at all, and the few who returned were forced to leave their farms again as the scorched earth policy had caused their farms to become unworkable.

These destitute farmers consisting of both Boers and black Africans in the country with the town of Parys as an example, suddenly increased the unemployment figures which lead to increased competition for work in the South African gold mines. Due to the devastating effects of the Second South African War, the Parys Town management was placed back in the hands of a Village Management Board, under the chairmanship of Rev J.K. Derry. As mentioned above, after the second South African War, there were many families who had been ruined by the effects of the war and had no means of survival. In order to provide work for them and enough money to buy food for their families, a “railway line between Parys and Dover station was started in 1905 as a relief work”.<sup>50</sup> The line is (was) a branch line coming off the main Johannesburg-Bloemfontein railway line at Dover station, going west to Parys, and ending at the town of Vredefort.

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<sup>49</sup> R. Cavendish, “The Peace of Vereeniging 31 May 1902”, *History Today*, 52 (5), 2002, no pages.

<sup>50</sup> H. Muller, “The Free State forgotten railway line”, *The Heritage Portal*, April 2019.

Figure 14 – The ceremony for the opening of the Dover-Parys railway line in 1905



Source: H Muller, the heritage Portal, 2019.

The completion of the railway side line from Dover station to Parys in 1905 meant that the emerging town of Parys had suddenly become more accessible to the outside world for exports and imports goods.

In turn, the completion of the Dover-Parys railway sideline led to the growth of the little town of Parys as a “holiday resort and an industrial centre”.<sup>51</sup> The new town of Parys was now marketed as the “Pride of the Vaal” and the city dwellers flocked by train to the lush green river banks, special swimming facilities, and luxury accommodation provided at Mimosa Gardens.

Bungalows were built on Woody Island and were serviced by the Woody Island Ferry. The venture did not last very long due to the inaccessibility of the island during flood periods in the Vaal River.

Before the completion of the Dover-Parys railway line in 1905, the residents of the little town of Parys had felt for quite some time that a bridge across the Vaal River was long overdue. To reach the town of Parys, a Woody Island Ferry service crossed on to “Woody Island, and from there another ferry completed the crossing”.<sup>52</sup>

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<sup>51</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 5, 12, and 19 April.

<sup>52</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 8, 15, 22, and 29 March.

In the same vein, farmers on the Transvaal side of the Vaal River preferred to go to Potchefstroom, 48 kilometres away rather than face the “trouble and expenses of a ferry crossing to Parys”.<sup>53</sup>

Towards the end of 1913, tenders were advertised for the construction of a reinforced concrete bridge over the Vaal River joining the town of Parys and the farming community from the Transvaal side. The contract for the construction of the bridge was awarded to a certain Mr Warren, who started work in May 1914. Due to the outbreak of the First World War in 1914 there were long delays and the concrete bridge was only completed and opened for traffic around Christmas 1915.

The completion of the Dover-Parys railway line in 1905, the construction of the concrete bridge over the Vaal River in 1915, together with the reliable water supply from the Vaal River, all accelerated the economic development in the town of Parys. One of the first industries to be established at Parys, which also “coincided with the completion of the railway line in 1905, was the jam factory”.<sup>54</sup>

According to Percy Ramaholi, due to the abundant supply of peaches in and around Parys and the constant supply of peach jam from Parys to the outside markets, Parys was affectionately known as “*Diperekising*”, loosely translated means a place full of peaches.<sup>55</sup> Again, Parys was and is still well known for its tobacco, corn (maize), sorghum, and cattle farming activities in the surrounding areas of the Free State.

The Vaal River “*Boeren Tabak Maatschappij*” naturally became another thriving industry to handle the “locally grown tobacco crop on co-operative principles”.<sup>56</sup> In the same vein the brothers Max and Louis Benjamin established a roller mill in 1919, to render an important service to the local corn (maize) and sorghum producing farmers in the Parys area. Even in 2020, the industry is still doing business in the town of Parys as Parys Roller Milling Co. (Pty.)

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<sup>53</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 8, 15, 22 and 29 March.

<sup>54</sup> AG Oberholster, “Parys on the Vaal”, *Contree*, 3, January 1978, pp. 10-15.

<sup>55</sup> P. Ramaholi, “The Oral History of Tumahole Township”, Oral Interview, 2019 July 10.

<sup>56</sup> South African Railways and Harbours Brochure, “Parys Municipality and South African Railways and Harbours”, Parys, Orange Free State, 1927, p. 22.

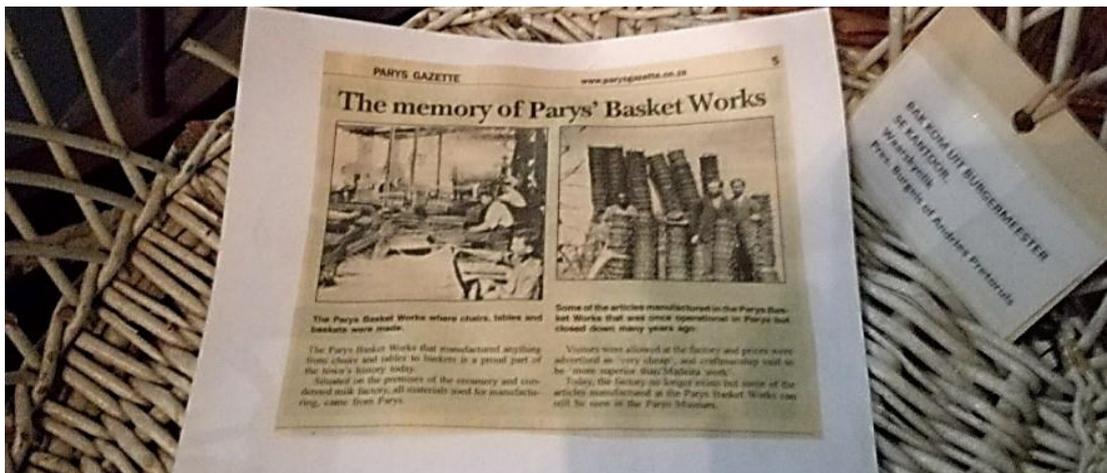
Figure 15 – The Parys Roller Milling Company in 1928



Source: K.T Motumi photo August 2019.

Above is a photograph of the Parys Roller Milling Company building which was erected near Central West Co-operation on the Weiveld-Dover road in 1928. Other industries, such as the Parys Basket Works that used a special kind of willow planted only along the banks of the Vaal River near Parys, also provided employment opportunities for the inhabitants of Parys and its townships.

Figure 16 – The Parys Basket Works – a living memory in the town of Parys<sup>57</sup>



Source: Parys Museum.

<sup>57</sup> Parys Gazette, “Parys Basket Works”, *Parys Museum*, Parys, 1927.

The photo above (Figure 14) serves as a memory of the Parys Basket Works and is one of the well preserved cultural treasures available in the Parys museum. Its main aim is to remind the general public of Parys and tourists from all over the world about the existence of the “Parys Basket Works in the early 1920s”.<sup>58</sup> Therefore, the Parys Basket Works company, which manufactured anything from chairs and tables to baskets, is a proud part of the history of the town of Parys today.

By the middle of the 1950s, large and sophisticated industries such as “ARWA hosiery factory, BASA (nuts and bolts) factory, Vetsak (an agricultural co-operative which was founded in Parys), and Metro Clothing Company had also settled in the industrial area of Parys”.<sup>59</sup> Oberholster mentions that the establishment of BASA in particular, has a very interesting history.

According to him, Dr Schauerte owner of Bauer and Schauerte a German firm, was in Cape Town on his way to Australia to investigate the possibilities of “expanding his business, when he was persuaded by Mr Klopper, MP for Parys, to visit Parys”.<sup>60</sup> After his visit to Parys, Dr Schauerte eventually decided to open a factory to manufacture bolts and nuts at Parys in 1951. By 1977, BASA already had “360 Black and 142 White workers in Parys”.<sup>61</sup>

Another industrial giant of which Parys is rightly proud was ARWA (Pty.), which was one of the leading hosiery manufacturers in South Africa in the 1950s. The mother organisation of ARWA hosiery was started in 1872 by August Robert Wieland in the German town of Auerbach. ARWA opened business in the industrial area of Parys in 1951 as “Parys Hosiery (Pty.) and by 1977 it had more than 500 Blacks and 150 Whites in its payroll”.<sup>62</sup>

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<sup>58</sup> L. Scheepers, “The Memory of Parys Basket Works”, *Parys Gazette*, 20 June 2018.

<sup>59</sup> J. De Beer, “It’s not Paris, but Parys has lots to offer”, *The Saturday Star Travel*, 28 May 2005.

<sup>60</sup> AG Oberholster, “Parys on the Vaal”, *Contree*, 3, January 1978, pp. 10-15.

<sup>61</sup> Parys Museum, “BASA-Brochure, 1977”, Parys Museum, Parys, 2019.

<sup>62</sup> Parys Museum, “ARWA-Brochure, 1977”, Parys Museum, Parys, 2019.

Figure 17 – A photograph of the ARWA hosiery factory building (Parys Museum, 1977)



Source: Parys Museum.

Currently, both these former German industrial giants in the town of Parys have closed their business, and the Parys-German connection has also ceased to exist. However, their colossal industrial buildings, and some surviving former employees of these two sophisticated German industries in the town of Parys are still around today. The buildings remain as historical heritage sites, an indelible reference to the glorious economic activities in the town of Parys for generations to come.

And as the saying goes, “buildings tell a story”.<sup>63</sup> These and other architectural remains (heritage) in and around the town of Parys are other useful resources that could enable learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

### 3.3.2 Architectural remains in and around Parys, 1899-2019

As mentioned earlier, one major consequence of the completion of the bridge over the Vaal River in 1915, was that the town of Parys experienced an exceptional growth in terms of trade, markets, and infrastructure development. Economically, Parys was seen as a new market for the produce of farmers from the then Transvaal side of the Vaal River. Consequently, many new buildings mushroomed as the human and vehicle

<sup>63</sup> Parys Gazette, “The Buildings tell a story”, <https://parysgazette.co.za>, 26 March 2019; [accessed 7 May 2020].

traffic between Johannesburg and Bloemfontein travelled through Parys. However, not many of the original buildings and historic places remain today.

The current Parys Palm Court Hotel at the corner of Philip and Oranje streets, is one of the surviving the 20<sup>th</sup> century buildings. In those days it was known as the Parys Hotel.

*Figure 18 – The 20<sup>th</sup> century Parys Palm Court Hotel building (Parys, May 2020)*



Source: K.T. Motumi photo July 2020.

Another Parys architectural cultural gem is the “Parys Museum building in Liebenberg Street, dating back to 1904”.<sup>64</sup> It was initially housed in the old magistrate's office opposite the Parys Town Hall. The building is in the architectural style of the short “Orange River Colony” period and the complex was proclaimed a “provincial heritage site in 1986”.<sup>65</sup> Essentially, the focus of the Parys Museum is on showcasing the history and origins of Parys on the banks of the Vaal River.

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<sup>64</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 5, 12, and 19 April.

<sup>65</sup> Parys Museum, ‘Parys Free State’, *Pathfinda*, 2018, February.

*Figure 19 – Parys Museum architectural style building (Parys, 1904)*



Source: Parys Museum.

The heritage of this popular tourist town has always been treasured by its residents. The Parys museum exhibits hundreds of old photographs, documents, and other “memorabilia painstakingly collected for both preservation and appreciation”.<sup>66</sup> There are also many other quaint old buildings in Parys with a rich cultural history and evidence of its origins and development through the years. Buildings such as the Van Coller huis of 1853, which is the current Klipspruit Museum, at 32 Oranje street, serves as a living memory of the farm Klipspruit where the town of Parys was founded in 1876.

*Figure 20 – Mr and Mrs Van Coller’s house at 32 Oranje Street in 1853, (Klipspruit Museum, Parys)*



Source: K.T. Motumi photo July 2019.

<sup>66</sup> The Parys Museum, “Travel Guide and South Africa Magazine”, Parys, 2019.

In addition, another iconic historical heritage building in the middle of the town which proudly stands today, is the Dutch Reformed Church (DRC) building, which was also used as “fortress for the British soldiers during the Second South African War (1899-1902)”.<sup>67</sup> The town of Parys has also other iconic cultural heritage church buildings, such as the Methodist Church building (1898) and the Church of England (Anglican) building (1915), which is built from blue granite blocks, can also tell a story about the past and origins of the small town of Parys.

The blue granite block Church of England (Anglican Church) building at the corner of Buiten and Dolf streets is another iconic historical heritage story in the town of Parys. It was built in 1915.

*Figure 21 – Dutch Reformed Church (DRC), Hefer Street, Parys, 1899*



Source: Parys Museum, Parys, 2019

<sup>67</sup> Parys Museum, Photo of the Dutch Reformed Church, Parys, 1899.

*Figure 22 – The Methodist Church building, Middle Street, Parys, 1898*



Source: K.T Motumi Photo August 2019

*Figure 23 – The 1915 Church of England (Anglican Church) building, Parys, 2019*



Source: K.T Motumi Photo August 2019.

Another magnificent building from the 1930s is the current Parys Town Hall opposite Kort Street. It is a typical Art Deco style building that was completed in 1936 after the first town hall, built in the late 1800s, was destroyed by a “fire that was started during a movie show in 1930”.<sup>68</sup>

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<sup>68</sup> M. Strydom, Brochure of the Parys museum, 2012.

The following picturesque buildings which were erected during the 1930s also hold tales of the origins, development, and heritage of the town of Parys.

*Figure 24 – The 1930 Art Deco style Parys Town Hall in Liebenberg Street (Parys, 2019)*



*Source: K.T Motumi photo, August 2019*

Amongst these historical cultural buildings is the Parys railway station building that was erected in 1930. It resembles a Dutch Colonial architectural type structure.

*Figure 25 – The Parys Railway station building was built in 1930<sup>69</sup>*



Source: H. Muller Heritage portal 2019.

As part of the business restructuring of Transnet, the Dover-Parys “railway line was officially closed in 2001, and the Parys station building sold to a rail construction company”.<sup>70</sup> In the days before 1994, the separate amenities policy of the government

<sup>69</sup> H. Muller, “The Free State’s forgotten Railway line”, *The Heritage Portal*, April 12, 2019.

<sup>70</sup> H. Muller, “The Free State’s ....”, *The Heritage Portal*, April 12, 2019.

was effectively implemented by the South African Railways, with a “Whites only” sign displayed at the Parys railway station platform as testimony to that effect.

Figure 26 – An apartheid “Whites only” sign on the Parys Railway Station platform



Source: Parys Museum, 2019

The previous government policy of separate amenities for different racial groups in South Africa is one sad part of the example of our apartheid history, which historically needs to be recorded for future generations to appreciate and complete the history of Parys.

For the purpose of this study, there are quite a few original and beautiful old houses remaining in and around the town of Parys which need to be identified and used as resources to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. However, some of the buildings, such as the Parys railway station have since been vandalised, looted, and left dilapidated. This is an unfortunate consequence of not protecting and taking care of our heritage resources. Because of this the next generation will never know about our full history, especially the history as told by our buildings.

Figure 27 – Parys railway station neglected and dilapidated (Parys, 2010)



Source: H Muller, Heritage Portal 2019.

### 3.3.3 Voortrekker footprints, colonial legacies, and apartheid and post-apartheid monuments in and around Parys, 1938-2019

As indicate in section 3. 1 (clashes about territory and natural resources), during the early 19<sup>th</sup> century some Dutch-speaking farmers in the Cape Colony became dissatisfied with the British rule. They eventually decided to leave the Cape. The participants in this exodus from the Cape were called Voortrekkers and the “event was known as the Great Trek (1835-1854)”.<sup>71</sup> By the mid-1830s, some of those Voortrekkers under the leadership of Hendrik Potgieter, had crossed the Vaal River next to the current town of Parys.

The Vaal River area in the vicinity of Parys has been a scene of bitter conflicts since the advent of the Difaqane wars and the Trek Boers migration from the Cape to the interior of South Africa. These bitter conflicts include the Battle of the Vaal River and Liebenberg massacre of 1836 (Voortrekkers and Ndebele), and later, the First South African War (1880-1881),<sup>72</sup> and the “Second South African War (1899-1902)”.<sup>73</sup> To record those bitter battles for generations to come, rich cultural heritage sites and colonial legacies are left all over the town of Parys as footprints along the road from the Cape into the interior of South Africa.

<sup>71</sup> J. Retief, “The Voortrekker and the Ndebele”, *Military History Journal*, 16(6), 2015, no pages.

<sup>72</sup> F. Machanik, “Firearms and Firepower: First War of Independence, 1880-1881”, *The South African Military History Society*, 5(2), 1980, pp. 1-4.

<sup>73</sup> L. Thompson, *A History of South Africa*. New Haven: Yale University Press, 2000, p. 141.

One of the outstanding events which marked the Voortrekker cultural historical of South Africa, and the town of Parys, is the centenary celebrations of the Great Trek (1838-1854) which took place on 29 October 1938. To mark the significance of that event and acknowledge the role played by the people of Parys and the Vaal River during the dark days of the Great Trek (1838-1854), two Voortrekker monuments were erected in Parys. One monument is erected at the Parys High school premises (Figure 26) as a constant reminder and lesson to all learners of the sacrifice made by the Voortrekkers in 1838 in the quest for their independence from British rule.

Parys High school learners of 1938 made a commitment during the Great Trek centenary celebrations. On 28 October they pledged “to build on the foundation laid by the Voortrekkers”.<sup>74</sup> On the same note, Mr J. van Huyssteen, the then principal of Parys High school, also pledged on behalf the 32 staff members and 829 registered learners at Parys High school. His pledge and message addressed the future Parys High school learners of the year 2038. He made a call aiming to “make of the children good Afrikaners, true to themselves ... their language, their religion, in their Mother land”.<sup>75</sup>

All these historic documents and objects are a living cultural heritage and testimony in the vicinity of Parys. These heritage remains are part of the evidence of the unfolding changes in the history of South Africa, and events which took place in and around Parys in 1938. The second monument is erected in the residential area of Parys, alongside the R59 road towards Sasolburg (Figure 26). The main purpose of the Great Trek Centenary celebrations in 1938, especially at Parys, was amongst others, a remembrance of the massacre of the Liebenberg’s family, 22 and 23 August 1836, of the “Battle of the Vaal River, 25 August 1836, and in particular, the historic Great Trek, 1838-1938”.<sup>76</sup>

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<sup>74</sup> Parys High School, “Voortrekker Eeufees”, 1938, 29 -31 October and 1 and 2 November.

<sup>75</sup> Parys High School, J. Huyssteen, “Parys High School Logbook entry”, Parys, 31 October 1938.

<sup>76</sup> J. J. Retief, “The Voortrekker and the Ndebele, Part 1: Attacks at the Vaal River ...”, *Military History Journal*, 16(6), 2015, pp. not available.

Historians such as Cameron, and Giliomee and Mbenga also find the purpose of the centenary celebrations as furthering the “Afrikaner cause, and to encourage a greater sense of unity, and solidarity among the Afrikaners”.<sup>77</sup>

*Figure 28 – A plaque commemorating the Voortrekker monument 1938 centenary celebrations, Parys High School, Parys*



Source: K.T. Motumi Photo August 2019.

*Figure 29 – The symbolic Ox Wagon Trek (1838-1938) to celebrate the Voortrekker centenary. A stone pile built of a river and field rocks on your right as you enter Parys from Sasolburg on the R59*



Source: K.T. Motumi Photo August 2019.

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<sup>77</sup> T. Cameron (ed.), *An Illustrated history of South Africa*. Johannesburg: Jonathan Bell, 1986, pp. 258-259; H. Giliomee and B. Mbenga, *New History of South Africa*. Cape Town: Tafelberg, 2007, pp. 290-291.

In section 3.2.1 above, it was explained how the outbreak of the “First World War in 1914”<sup>78</sup> negatively affected major developments and caused long delays in the completion of projects, such as the concrete bridge over the Vaal River at Parys. The involvement of South Africa, and the people of Parys people in particular, in both World War 1 and World War 2 contributed to the global historical arena. In recognition of the contribution by Parys servicemen during the above-mentioned global conflict, a war memorial was erected in front of the Parys Museum shortly after the end of the First World War in 1918.

This war memorial for the First War World was erected due to the efforts of the ex-servicemen of Parys, known as the Memorable Order of Tin Hats (M.O.T.H.). The M.O.T.H. was founded at Durban, South Africa by Charles Evenden in 1927 as the “brotherhood of South African former frontline soldiers”.<sup>79</sup> The motto of the M.O.T.H. is that “remembrance is the opposite of forgetfulness of all servicemen who have answered the Sunset Call, both in war and peacetime”.<sup>80</sup> The monument was unveiled by General Jan Christian Smuts, the then prime minister of the Union of South Africa,<sup>81</sup> from 1919 to 1924 and from 1939 to 1948.

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<sup>78</sup> P. Balakian, *The burning Tigris: The Armenian Genocide and American Response*. New York: Harper Collins, 2003.

<sup>79</sup> Human Science Research Council (HSRC), *Dictionary of South African Biography*. Pretoria: Human Sciences Research Council, 1987; Memorable Order of Tin Hats (M.O.T.H.S.), *Standard Encyclopaedia of Southern Africa*. Kaapstad: Nasou, 1974.

<sup>80</sup> Durban, “Memorable Order of Tin Hats (MOTH)”, at <https://www.moth.org.za> (Accessed on 2020 September 12).

<sup>81</sup> National Army Museum, “Jan Smuts: The warrior-statesman”, at <https://www.nam.ac.uk> (Accessed on 2019 July 10).

Figures 30 & 31 – M.O.T.H. WW1 (1914-1918) and WW 2 (1939-1945) Memorials, Parys, 2019



Source: K.T. Motumi photo, August 2019.

The two monuments are constructed of solid stone blocks carved from the unique pink granite found only at Parys and they bear the names of the soldiers who “fought, and died during WW I (1919-1924), and WW 2 (1939-1945)”.<sup>82</sup> The monuments were erected in front of the Art Deco Style, Parys Town Hall.

Another unique and historic attraction in the town of Parys is the 1919 Parys Suspension Bridge which was built to connect the people from the Golf Island to the mainland town of Parys. Recently, the water under the suspension bridge has become a “collective people’s place, and space to be remembered as being part of the history of Parys”.<sup>83</sup>

Traditional rituals, religious practices, and beliefs associated with the river form an integral part of the lives of people living in and around Parys. The history behind the 1919 Parys suspension bridge and its remains could also be a useful resource for learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history of Parys.

<sup>82</sup> R. Bosworth & J. Maiolo, *The Cambridge History of the Second World War Vol.2: Politics and Ideology*. Cambridge: Cambridge University Press, 205, pp. 313-314.

<sup>83</sup> T.J. Mboweni & E.P. de Crom, “A narrative interpretation of the cultural impressions on water of the communities along the Vaal River, Parys, Free State”, *The Journal for Transdisciplinary Research in Southern Africa*, 12(1), 2016, pp. 1-7.

*Figure 32 – The 1919 Parys Suspension Bridge (Parys, 2019)*



Source: K.T. Motumi Photo August 2019.

A few years ago, tourists started making their mark at the Parys suspension bridge by hanging locked padlocks from the bridge, with a record of the tourist's name, country of origin, and the year in which the tour took place. The different locks left at the suspension bridge, hold different memories for different tourists who have visited the 1919 Parys suspension bridge. They also further highlight the fact that Parys is still a tourist destination of choice. Below, is a photograph of some of the “padlocks left that tourists have left at the suspension bridge”.<sup>84</sup>

*Figure 33 – Padlocks left by tourists at the Parys suspension bridge (Parys, 2019)*



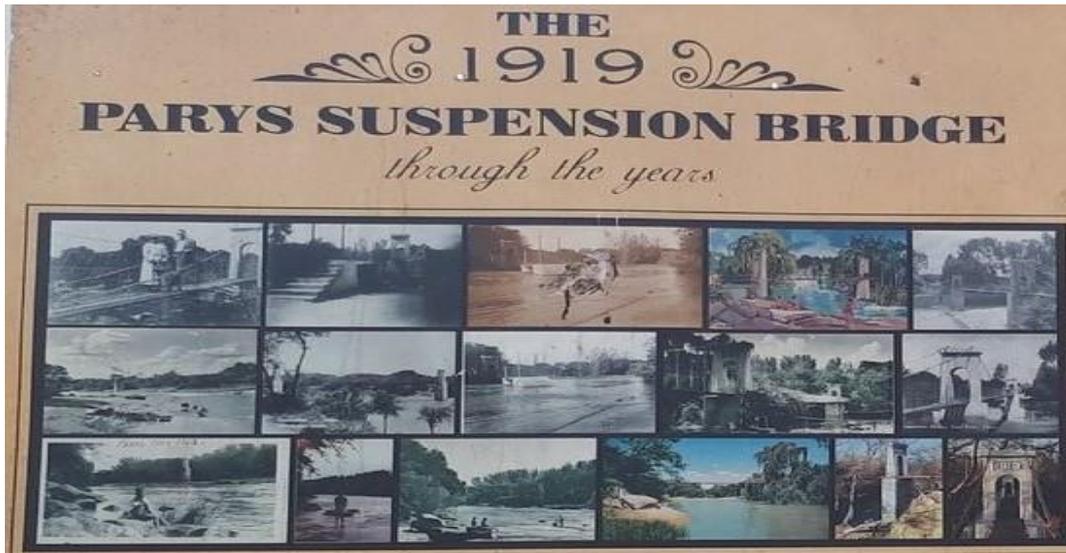
Source: K.T. Motumi photo, August 2019.

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<sup>84</sup> The photo of the padlocks is both the personal experience and observation of the author during a visit to the 1919 Parys suspension bridge in August 2019

Every year many tourists also visit the area near the bridge to welcome the New Year in style by “making braai, holding picnics, with cooler bags full of different kinds of beverages”.<sup>85</sup> The tourists’ presence and memories of Parys are recorded on the padlocks. These cultural historical remains could be a useful tool to the learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

*Figure 34 – The 1919 Parys suspension bridge board tracing its long history*



Source: K.T. Motumi photo, August 2019.

Parys is also a home to birds which are only found near the Vaal River in the neighbourhood of the 1919 Parys suspension bridge. The surrounding areas and many islands in and around Parys have dense vegetation which creates the perfect habitat for numerous birds’ species and animals, such as monkeys.

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<sup>85</sup> K. T. Motumi, private collection (KTM), Meeting with tourists at the 1919 Parys Suspension bridge, 1 January 2020.

Figure 35 – Some of the beautiful birds found around the suspension bridge (Parys, 2019)



Source: K.T. Motumi photo, August 2019.

An overview of the history of the provision of education facilities during the early years of the town of Parys will also need attention at this point. A short outline of the available educational remains in and around Parys would provide an excellent opportunity for the learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. The first years of the provision of education facilities in the emerging town of Parys were not easy at all. Parys Volksskool, established in 1880 as a private school was the “first school in Parys, with Mr Raath as the only teacher at that school”.<sup>86</sup>

A government school was registered in 1881, and from 1883, the old police station was used as the first school building”.<sup>87</sup> Until 1888, the NG Church building, and private rooms were used to accommodate Parys Volksskool children. During the Second South African War (1899-1902) the old police station was again used to house the Parys Volksskool children.

After the South African War, and the signing of the peace of Vereeniging in 1902; teachers of mostly English, Scottish or Irish descent were employed at Parys School in line with Lord Milner’s “implementation of Anglicization policy in South Africa”.<sup>88</sup> In 1905, the Parys Town council presented the Department of Education with a large

<sup>86</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 8, 15, 22, and 29 March.

<sup>87</sup> R. Horn (ed.), “Parys, its story”, *Parys Post*, 1927, 5, 12 and 19 April.

<sup>88</sup> J.L. Thompson, *Forgotten Patriot: A life of Alfred, Viscount Milner of St. James's and Cape Town, 1854-1925*. New York: Fairleigh Dickinson University Press, 2007, p. 131.

portion of land for educational purposes, and the central part of Parys Volkskool (the current HF Verwoerd primary school) was built (See the photo below).

*Figures 36 - Parys Volkskool central building, 1905*



Source: Parys Volkskool Archives 1905.

Figure 37 - HF Verwoerd Primary School building, Parys



Source: K.T. Motumi photo, August 2019.

During the 1960s, it was common for all primary schools in the Free State province, which were not given a specific name, to be known as “*Volkskole*”. Parys Primary school, therefore, was until 1967 known as “Parys Volkskool”, and its motto was, “*Skouer aan die wiel*”, which is translated as “shoulder to the wheel”.<sup>89</sup>

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<sup>89</sup> Parys Volkskool, *Skool Jaarboek*, 1967, Parys; Interview, C. de Swart, HF Verwoerd Primary School principal, April, 2019.

Parys Volksskool changed its name after the assassination of the then Prime Minister of the Republic of South Africa, “Dr HF Verwoerd on the 6<sup>th</sup> of September 1966”.<sup>90</sup> It was the principal, Mr G.C.S. Meyer (1962-1978), who took the initiative to have the school named after Dr Verwoerd. The Free State Education Department gave its consent on 22 of February 1967, and the school was officially named; “HF Verwoerd Primary School”.<sup>91</sup>

The new school badge was designed by the heraldic expert, Dr C. Pama in 1968, and the new motto of the school as “*Dien en Offer*”, which is translated as “Serve and Sacrifice”. Maybe it was viewed as to acknowledge the late Dr HF Verwoerd’s leadership and sacrifices in the highest position of the country.

*Figure 38 – HF Verwoerd Primary School badge and statue of Dr HF Verwoerd*



Source: HF Verwoerd Primary School archives, Parys, August, 2019.

Mr HJ Klopper, MP, and the speaker of the Free State Legislature of the time, donated the statue of Dr HF Verwoerd to the school. The statue was designed by Mr I. Henkel, an artist from Pretoria. Both the school badge and Dr HF Verwoerd’s statue were mounted and displayed at the entrance of the administration block of “HF Verwoerd Primary School, as shown in the picture above”.<sup>92</sup>

<sup>90</sup> C.J. Beyers, *Dictionary of South African Biography, Vol. 4*. Durban: Butterworth, 1981, pp. 730-740.

<sup>91</sup> HFV Geskiedenis, “Primêre Skool Parys”, <https://psp.parys.co.za/index.php> (Accessed 2019 May 12).

<sup>92</sup> HF Verwoerd Primary School, “School Yearbook”, Parys, 2019.

During the process of its development, a new administrative block, a school hall, and a double story block of additional classrooms also became part of the cultural heritage of HF Verwoerd Primary School. However, due to country-wide political pressure in 2015 under the “#colonial and apartheid statues must fall” campaign; historical milestones took effect in South Africa”.<sup>93</sup> The name, HF Verwoerd Primary School was officially changed back to “Parys Primary School as from 1 October 2015 and the statue of HF Verwoerd also removed from the school.”<sup>94</sup>

From Parys Volksskool in 1880, Parys Primary school 1905, HF Verwoerd Primary 1967, and back to Parys Primary School in 2015, all that proud history of the school is told through photos which hanging all over the school hall. These photos serve as cultural and heritage milestones about the origin of the school and they could be used to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.

One lasting legacy left by the apartheid government in the history of Parys was the strict “enforcement of the laws which denied the Indian people entrance into the province of the Free State”.<sup>95</sup> In terms of the Statute Law of the Orange Free State, 1891, a general dealership, belonging to Mr Jalalpor senior on the other side of the bridge over the Vaal River, has been there since the 1930s. Being an Indian citizenship, Mr Jalalpor was prohibited by the Orange Free State laws to own a business in the town of Parys. In an interview with Mr Jalalpor junior, he explains that in those days his father had to have a “day pass to enter the town of Parys”.<sup>96</sup>

The years between 1930 and 1980, Mimosa Gardens Resort was turned into the “Queen of the Vaal”, an entertainment area, and a busy hive of activities, as envisaged by the then “Parys Village Management Board in 1887”.<sup>97</sup> Situated on the banks of the Vaal River, Mimosa Gardens had been a well-known holiday resort in Parys before and during the apartheid years in South Africa. The willow trees fit so nicely along the

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<sup>93</sup> Z. Matebeni, “# Rhodes Must Fall – It was Never Just About the Statue”, *Perspective*, 3, December 2017, pp. 14-17.

<sup>94</sup> Parys Primary School, “School Logbook entry”, Parys, 2015.

<sup>95</sup> The Statute Law of the Orange Free State, 1891, this law prohibits “all Indian Businesses, and are forced to close by 11 September 1891”, and their owners deported from the Orange Free State province without compensation, <https://omalley.nelsonmandela.org> (Accessed on 2021 March 31).

<sup>96</sup> Jalalpor Junior, “Interview by Motumi K”, 20 February, 2020, Jalalpor shop, Vaal Parys.

<sup>97</sup> R. Horn, “Parys, its History and interesting Points, 1876-1976”, *Parys Post*, March-April 1927.

river banks to the extent that it has almost been accepted as one of the indigenous species of Parys. There are also numerous shrubs which take place of pride in many gardens in the town of Parys.

However, the post-apartheid years left Mimosa Gardens Resort, the “Queen of the Vaal” of the yesteryears, in a shameful state and robbed it of its former glory. All the socio-cultural, as well as sports and leisure-related activities which used to attract holidaymakers to Mimosa Garden Resort in Parys on the banks of the Vaal River, have slowly disappeared. Sadly, the only history left of Mimosa Gardens Resort is a photo of the once busy entrance structure and dilapidated buildings. Again the remains of Mimosa Garden Resort are an excellent resource that can be used by history teachers to assist their learners understand the importance of change and consequence in the teaching and learning of local and regional history.

*Figures 39 & 40 – Mimosa Gardens, the “Queen of the Vaal” in the 1980s (Parys, 2019)*



Source: K.T. Motumi photo, August 2019.

In line with the post-apartheid government’s spirit of reconciliation and recognition of the histories of previously neglected people in South Africa, historic changes also took place in the streets of Parys on 26 November 2017. Kruis Street, which runs from the Mimosa Gardens on the banks of the Vaal River upwards into the township of Tumahole, past Partuma Hotel, between the Methodist and Roman Catholic Churches, next to Mosepidi Hall, and ending up in the township, was renamed “Father Lewis Balink Street”.<sup>98</sup>

The history and contribution of Father Balink, the Roman Catholic Church minister, in the uplifting of the socio-economic conditions of the people of Tumahole Township will

<sup>98</sup> L. Scheepers, “Father Balink Street opened”, *Parys Gazette*, 29 November 2017.

be discussed later. Flowing from a historical overview of the origins and development of the town of Parys a cursory background history of “a place without borders”, Tumahole Township, as part of the town of Parys also be examined.

### **3.4 A place without borders, Tumahole Township, 1876 to 2019**

As stated above, the town of Parys includes two townships, Tumahole (previously for Black people) and Schonkenville (for Coloured people) as part of the Ngwathe Local Municipality. In the past and origins of the town of Parys, it was mentioned that there were indigenous people, such as the “Sesotho/Setswana-speaking people in and around the Vaal River region near the modern town of Parys in the early 1830s”.<sup>99</sup> However, due to a lack of proper record keeping in those days by indigenous people in general, especially in South Africa, very little is known about their history. For this reason, the history of the township of Tumahole is not fully documented either.

*Figure 41 – A welcome to Tumahole Township poster, Tumahole, 2019*



Source: K.T. Motumi photo, August 2019.

The records of different missionaries who worked with indigenous communities in and around the township of Tumahole in their quest to provide religious and educational opportunities to the community are, however, helpful in tracing the history of Tumahole.

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<sup>99</sup> T. N. Huffman, “Regionality in the Iron Age: The Case of the Sotho-Tswana”, *Southern African Humanities*, 14, 2002, pp. 1-22; W.U. Reimold & R.L. Gibson, *Meteorite Impact...* pp. 197-209.

As early as 1874, the Kroonstad Wesleyan Circuit wanted to establish another “congregation between the Renoster and Vaal Rivers”.<sup>100</sup> To achieve this purpose, Rev. Kingstone Derry from Kroonstad Methodist church established a congregation at the present town of Parys on the banks of the Vaal River in 1898. He also founded the first two Wesleyan mission schools for Black people’s children in this area, namely the “Parys and Vredefort Wesleyan (Methodist) Mission schools”.<sup>101</sup> The available records about the establishment of the two mission schools in the two towns of Parys and Vredefort by the Wesleyan Church can be used by history teachers and learners in both towns to practicalise the significance of “history-is-all-around-us” approach in and outside the classroom.

#### 3.4.1 The scramble for African souls in the township of Tumahole, 1903-1975

The exact year in which the Wesleyan Mission School was established in the township of Tumahole (Parys) is not known due to a fire which razed the Wesleyan Manse in Parys in 1903. All the Wesleyan Church and Native School records were destroyed by fire. However, the records of the Parys-Vredefort Native Schools (1900-1924) indicate that the “Wesleyan Native Mission School in the township of Tumahole was already functioning before 1903”.<sup>102</sup> During the apartheid government era, the establishment and subsequent growth of mission schools in South Africa, and in the township of Tumahole in particular, was what is often coined “the scramble for African souls”.<sup>103</sup>

Due to the country’s economic meltdown as a result of the South African War (1899-1902) and financial imbalances experienced by churches, some of the mission schools ceased to exist. The second biggest problem was that mission schools did not have the “resources to handle their educational tasks”.<sup>104</sup> The Bantu Education Act No. 47 of 1953 only made provision for the subsidy of black teachers’ salaries by the state. All school buildings, teaching and learning materials, administration, and other expenses had to be provided for by each individual church.

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<sup>100</sup> Kroonstad Methodist Church, “Golden Jubilee”, 83, December 1953, p. 3.

<sup>101</sup> Parys-Vredefort Mission, Parys, “Parys-Vredefort Native Day Schools Accounts, 1900-1924”, October 1904.

<sup>102</sup> Parys-Vredefort Mission, Parys, “Parys-Vredefort Native Day Schools Accounts, 1900-1924” October 1904.

<sup>103</sup> Union of South Africa, “Report of the Commission on Native Education, 1942-1951”, Pretoria: Native Affairs Commission, p. 22.

<sup>104</sup> A. Phillips, “Bantu Education”, *The Review: A Journal of Undergraduate Student Research*, 2, 1999, pp. 22-27.

These financial challenges led to only one Native mission school, the “Baptist Mission Society School, operating in the township of Tumahole in 1924 with Mr Wellington Hamilton Mandulo as its principal”.<sup>105</sup> These financial challenges and other material challenges which faced the different mission societies in the provision of education for Black children in the town of Parys during the early 1920s can be used by history teachers as a CAPS theme to engage learners in the development of education in this region. The information about the different school principals of the different mission schools in the township of Tumahole can be a valuable resource that can be used by history learners to engage with, and encourage them to trace the history of their local schools.

The Dutch Reformed Church (DRC) in the town of Parys also established its mission school for Black school children in the township of Tumahole in 1926. The improved economic conditions experienced by different churches in the country from 1927 onwards led to the Native schools in the township of Tumahole expanding into four different mission schools. They were the Wesleyan (Methodist), American Methodist Episcopal (AME), DRC, and Baptist mission schools, and their church halls were used as classrooms. A request for the amalgamation of the above-mentioned mission schools was made in October 1927. The newly amalgamated mission school was named “Parys United Native School, with Mr Hosea Makgoe as the new principal”.<sup>106</sup>

The amalgamation of Tumahole Missions schools led to the unhappiness of the DRC minister over the appointment of Mr Hosea Makgoe as the new principal, citing his Std. VI qualifications as a reason. Due to the DRC ministers’ unhappiness, he also influenced his congregations’ school children not to send their children to the Parys United Native School. However, in 1931 two other new Native schools in the township of Tumahole, namely the Bantu United Church and the Independent Church of South Africa joined the Parys United Native School, Parys with Mr Meshack Noge became the new principal until 1935.<sup>107</sup>

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<sup>105</sup> Parys-Vredefort Mission, Parys, “Parys-Vredefort Native Day Schools Accounts, 1900-1924”, Minute, 5 May 1924.

<sup>106</sup> Parys Wesleyan Mission, “Parys, Parys-Vredefort Native Day Schools, Wesleyan Church Synod Returns”, 1928.

<sup>107</sup> Parys Wesleyan Mission, “Parys, Parys-Vredefort Native Day Schools, Wesleyan Church Synod Returns”, 1928.

It was only in 1932, after about 30 years since different churches had provided education to the Black people in Tumahole Township that the first permanent school building for Native children was planned. The money to fund the Native school building in the township of Tumahole was through a “loan from the Imperial Grant in Aid Fund for Municipalities in the Free State by the Minister of Native Affairs”.<sup>108</sup> The main aim was to bring all South African schools under the supervision of the Department of Native Affairs, which phased out independent missionary schools, such as the Parys United Native School. Below is a photograph of the first school building for Black children in the township of Tumahole at the Parys United Native School.

During 1937 and 1938, Mr J. Mekute was the principal of Parys United Native School. During this time both Black and Coloured children were accommodated at Parys United Native School. It was only in 1938 that a separate school for Coloured children, Parys Coloured School, was established at Cape Stands”.<sup>109</sup> This was another milestone by the apartheid government in the full enforcement of the separate amenities policy in the history of Tumahole Township, near the town of Parys, South Africa.

*Figure 42 – Parys United Native School (1935) and the current AM Lembede Primary School (2019)*



Source: K.T. Motumi photo, August 2019.

<sup>108</sup> FAD, Bloemfontein, (NED, OFS), “Parys United Native School, letter”, School Manager/Inspector, 2 August 1931.

<sup>109</sup> Parys, Parys Coloured School, Inspectors’ Reports, 1929-1953, (Mr. D.J.G. Ortloop), *Report*, 30 April 1941.

Between January 1939 and March 1940, a first fully qualified principal, “Mr Anton Muziwakhe Lembede from the province of KwaZulu-Natal comes to Tumahole Township, as the principal of Parys United Native School”.<sup>110</sup> Although Lembede was a devout member of the Roman Catholic Church (RCC), he had to succumb to colonial forces and participate in the DRC activities as its lay preacher, translator, and Sunday school teacher. According to Lodge, Lembede’s participation was a “tactic to maintain his job at Parys United Native School because the Chairman of the School Board was the minister in the DRC”.<sup>111</sup>

*Figure 43 –A.M. Lembede (familiar for his pipe), principal of Parys United Native School (1939-1940)*<sup>112</sup>



Source: T. Lodge, “Pioneer of Black Consciousness”, 2000.

For the years 1903-1958, the provision of education for Black children in the township of Tumahole was taking place only at Parys United Native School, catering for SSA up to Standard VI learners. The introduction of the Bantu Authorities Act of 1951 became a significant landmark in the history of South Africa. It was an Act which gave effect to the future of Homelands or Bantustans which directly gave “birth to the apartheid education for Black people, namely, Bantu Education Act of 1953”.<sup>113</sup>

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<sup>110</sup> T. Lodge, “Pioneer of Black Consciousness”, *The Journal of African History*, 2000, 1, pp. 160-161.

<sup>111</sup> T. Lodge, “Pioneer of Black ...”, *The Journal of African History*, 2000, 1, pp. 131-172.

<sup>112</sup> T. Lodge, “Pioneer of Black Consciousness”, *The Journal of African History*, 2000, 41(1), pp. 131-172.

<sup>113</sup> P. Bonner, P. Delius & D. Posel, (eds.), *Apartheid's Genesis: 1935 – 1962*. Johannesburg: Witwatersrand University Press & Ravan Press, 1993, p. 397.

The United Native School in the township of Tumahole was affected by the Bantu Authorities Act, of 1951. Firstly, the school was renamed; “Parys Bantu Primary School”, and Mr Daniel L. Hlalele became the principal the school under the new administration”.<sup>114</sup> Unfortunately, the previous Parys Native School building was destroyed by fire in August 1956, hence most school records of the previous years are missing today. The current school building of AM Lembede (AML) Primary School was reconstructed and completed in 1957.

*Figure 44 – Mabatho Higher Primary School building, Tumahole Township Parys*



Source: K.T. Motumi photo, August 2019.

Another historic milestone in the history in the education of the children of Tumahole Township, was registered on 5 October 1958. On this day, the Parys Bantu Community School was subdivided into the lower primary and higher primary school sections for the first time. For the lower primary section, currently AM Lembede Lower Primary School, Mr J.B. Motsoane was appointed as acting principal. In the higher primary section, later Mabatho Higher Primary School, Mr Lechesa became the first principal.<sup>115</sup>

However, the expenditure on Bantu Education increased from the late 1960s, as the apartheid Nationalist government realised the need for trained African labour force from South African townships such as Tumahole near the emerging town of Parys. Through this new need for trained African labour for economic purposes, more African

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<sup>114</sup> Tumahole Township, A.M. Lembede Primary School, “School Logbook entry”, Parys, 8 November 1958.

<sup>115</sup> Tumahole Township, A.M. Lembede Primary School, “School Logbook entry”, Parys, 8 November 1958.

children attended school than under the old missionary system of education, albeit grossly deprived of educational facilities compared to their white counterparts. Nationally, the pupil: teacher ratios went up to 58:1 in 1967, while “overcrowded classrooms were used on a rotational basis, and many of the teachers were underqualified”.<sup>116</sup>

During the late 1970s and early 1980s, the education of black people in South Africa for all township schools was placed under the control of school boards for each particular township. According to the National Party government, Bantu School Boards were regarded as a “legitimate representation of the learners’ parents for the education of their children”.<sup>117</sup> During the early 1970s, there was no provision for secondary school education for Black children in almost all townships in South Africa, Tumahole Township included.

In 1971 the then school board in the township of Tumahole appointed a committee known as the Phehellang Secondary School Committee<sup>118</sup> to spearhead the founding of a secondary school in the township of Tumahole. The committee was tasked with the responsibility to raise funds for the provision of a building for Phehellang Secondary School pupils, since the government of the day was not prepared to fund the secondary education in the townships.

The National Party government through its apartheid Bantustan Policy made it well known that they wanted to “uproot urban and township Blacks, and to spread them out into the rural areas and/or homelands, such as Bophuthatswana, Transkei, and Venda”.<sup>119</sup>

Therefore, for the provision of secondary education of their children, most township residents of Tumahole Township had no choice but to respond positively to the Phehellang Secondary School committee’s request for donations. Through the donations from most residents of Tumahole Township, a school building for Phehellang

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<sup>116</sup> P. Christie and C. Collins, “Bantu Education...”, *Comparative Education*, 18(1), 1982, pp. 59-75.

<sup>117</sup> A. Phillips, “Bantu Education”, *The Review: A Journal of Under Graduate Student Research* 2, 1999, pp. 22-27.

<sup>118</sup> “Phehellang” loosely translated in Sesotho/Tswana it means “Perseverance even if it is difficult”.

<sup>119</sup> A. Phillips, “Bantu Education”, *The Review: A Journal of Undergraduate Student Research*, 2, 1999, pp. 22-27.

Secondary School was started, and completed in 1972 at an area previously known as *ha "Mathuselle"*.<sup>120</sup>

Below is a photograph of the founding members of the Phehellang Secondary School committee, which made history in the township of Tumahole by establishing the first secondary school for its community in 1971. Essentially, it means that it took almost 53 years (1924-1971) since the mission primary school education started in the township of Tumahole for a junior secondary school, namely Phehellang Junior Secondary School to be established in 1971. Mr Nteo was its first principal.<sup>121</sup>

*Figure 45 – Phehellang Secondary School Committee members, Tumahole, 1971*



Left to right: Mr RP Mogoere, secretary; Mr S Mafuma; Rev A Nzeke, Mr T Potgieter, Treasurer; Rev B Molebatsi; Mr W Lofafa, UBC representative. Sitting: Mrs J Tsoai; Juffrou Thepe; Miss M Lofafa, Chairlady; Mrs S Shale, Vice secretary; Mrs R Sejake Inset; D Mongake, Chairman; D Letsaba.

Source: Phehellang Secondary School Archives, Tumahole Township, 2019.

### 3.4.2 A long and bumpy road from Ntshwephepa to Tumahole Township, 1899-2019

As mentioned, the town of Parys, like most towns in South Africa, consists of three residential sections due to “legislation prior to the 1994 democratic elections”.<sup>122</sup> Before the present township of Tumahole was established round about 1899 Black and

<sup>120</sup> E.T. Martins (Compiler), “Tumahole Yesterday, Today and Tomorrow”, unpublished manuscript, Tumahole, Parys, 2007.

<sup>121</sup> A.M. Lembede Primary School, “School logbook entry”, Parys, 6 February 1968.

<sup>122</sup> A. Boddy-Evans, “This day in African history: 27 April”, from About African History; [online], Available at <https://africanhistory.about.com>; [Accessed 18 March 2013].

Coloured people stayed together in what is currently known as Vaal Parys, along the Heilbron-Koppies road. Later, they were relocated to the Sunnyside area, where Pula Hardware is presently situated. This area was also known as “die Swartblok” in those early years.<sup>123</sup>

After the signing of the Peace of Vereeniging in 1902, many irrigation canals were built in the town of Parys to supply water from the Vaal River to both the town and the township. However, the Black people were removed across the water canal, about 800 meters away from the water canal. In fact, the canal became a boundary separating the residential area of Parys, where the White people lived, and the residences of the Black and Coloured people for the first time in the history of Parys. The Coloured people were located closer to the town of Parys and the water canal. Their residential area was known as “Cape Stands”.<sup>124</sup>

The people of Tumahole Township were resettled and allocated residential land far away from the water canal, and the residential area of the White people of Parys. Historically, the township changed its names many times during those years before it became known as Tumahole as we know it today. Initially, the township was known as Ntshwephepa due to the influence of the Sesotho/Setswana-speaking people who had lived and farmed along the Vaal River region near the town of Parys centuries ago.<sup>125</sup>

According to oral history, a few kilometres south of Parys and east of the road to Vredefort is a small hill where Sesotho/Setswana-speaking people used to live. The ruins of these people’s kraals are still visible even today. That area along the small bushy hill was known as *Kafferskop* and it was initially owned by indigenous people or Sesotho/Setswana.<sup>126</sup> However, the name Ntshwephepa, which means white shiny stones dominated because the little hill is full of bright, white, and shining stones, especially visible after rainy days. According to the legends of the Sesotho/Setswana-

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<sup>123</sup> E.T. Martins (Compiler), “Tumahole yesterday, today and tomorrow”, unpublished manuscript, Tumahole, Parys, 2007.

<sup>124</sup> River Lodge Estates, “The Origin and early History of Parys and surrounding areas”, online; <https://riverlodgeestate.co.za>; [Accessed, 13 May 2020].

<sup>125</sup> T.N. Huffman, “Regionality in the Iron Age...”, *Southern African Humanities*, 14, 2002, pp. 1-22; Anon., “Venterskroon, Rural and Urban exploration”, [https://ruralexploration.co.za>Venterskroon](https://ruralexploration.co.za/Venterskroon); [Accessed 19 March 2020].

<sup>126</sup> D. van Vuuren, “Anglo Boer War graves, Frans Jooste monument, Parys”, *Boer and Brit, our Last South African Heritage*, 24 November 2016, from <https://www.boerenbrit.com> > archives.

speaking people, *Ntshwephepa* means “a place of shining stones” and that name was used until 1905”.<sup>127</sup>

It was earlier mentioned that the completion of the Dover-Parys railway line brought economic changes to the emerging town of Parys. For example, the abundant supply of fruit trees that were growing along the Vaal River led to the establishment of a prosperous jam factory at Parys in 1905. The development of different industries brought about name changes for the township.

The township of Tumahole received recognition and registration as a “permanent residential area for Black people near the town of Parys in the early 1920”.<sup>128</sup> Its name changed from; *Ntshwephepa* to *Diperekising* (place of peaches and jam factory) from 1905 to 1950, *Dikausing* (place of socks, ARWA hosiery factory) from 1950 to 1960, *Dikolobeng* (place of pigs, largest pork market) from 1960 to 1979, and finally it has been known as Tumahole Township from 1980 to date.

In the early 1920s there was a separate post office for Coloured and Black people. Their letters were collected from *Ou Bierman’s place* at Cape Stands every afternoon. Later, post was collected from Dan Makgoe’s place and ultimately from Mosalakae Lofafa’s place, which was known as “Tumahole Post Office in the township”.<sup>129</sup> During the late 1970s, the two post offices in Parys town and Tumahole were amalgamated. Tumahole Post Office in the township ceased to exist.

Daniel Hlalele, a Black Local Authority<sup>130</sup> councillor and businessman, proposed that the name Tumahole should not disappear or be erased from the history records in the Black township.<sup>131</sup> To preserve the memory and name of the former post office for future township generations, he recommended that the name Tumahole be adopted as the new name for the Black people’s township near Parys. Because of Hlalele’s

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<sup>127</sup> K.T. Motumi private collection (KTM), P. Ramaholi (Ntshwephepa Primary School principal, (1999-2016)), “Oral interview”, 3 January 2020.

<sup>128</sup> T.J. Skhosana, “A Pentecostal response to the challenges of HIV/AIDS in Tumahole”, MA thesis University of South Africa, 2000, p. 12.

<sup>129</sup> K.T. Motumi private collection (KTM), P. Ramaholi, “Oral interview”, 3 January 2020.

<sup>130</sup> The Black Local Authorities Act, 1982, made provision for the establishment of a series of local government structures similar to those operating in the South African Apartheid “White areas”. For the first time, under apartheid, African Black residents of urban locations gained something like autonomy.

<sup>131</sup> University of Witwatersrand Archive, Historical Papers, “Delmas Treason Trial, 1985-1989: Tumahole, (Parys)”, Wits University, Johannesburg, 2009, pp. 698-714.

recommendation, all previous names of the township slowly faded away, and were ultimately erased from the memories of the people. The new name Tumahole Township stood the test of time as the official name of the small, dusty township near the town of Parys, in the Free State province.

Before 1960, the original part of the current township of Tumahole consisted of the area from Makgoe Street to Dikotsi Street. The area was commonly known as “Old location”.<sup>132</sup> Some of the original houses in this part of Old location of Tumahole Township are still standing. Later, new houses were built on the other side of Brown Street, the main street of the town. A new block of houses called “New location” was added. This was later nicknamed “*Mahlomola* section”, due to the tragedy and miseries that befell its residents. Legend has it that it had rained for more than a week in and around Parys and all houses at “New location” were completely “demolished and washed away by heavy rain torrents” hence the name, *Mahlomola* which means, tragedy or misery”.<sup>133</sup>

As the township of Tumahole grew, township challenges also increased and soon confrontations developed between the community and the Orange-Vaal Administration Board authorities. At the entrance of the township there was a municipality-owned local beer outlet which was a form of entertainment and leisure facility frequented especially by men after work. It happened that in 1943 women from the township, under the leadership of Messrs Ramailane and Malope, marched to the local beer hall demanding its closure. The women complained that their husbands were “spending too much time and money at the beer hall, and they were neglecting their duties as fathers or heads of families”.<sup>134</sup>

Due to the women’s action against the municipality, the local beer hall in the township was forced to close permanently. With its closure, new and unique social problems, such as “township taverns and *shebeens*” emerged in Tumahole. The number of illegal

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<sup>132</sup> E. T. Martins (Compiler), “The History of Old Location”, *Yesterday, Today and Tomorrow*, Parys, 2007; (Tumahole, Yesterday, Today and Tomorrow is a compilation of the Oral History of the township of Tumahole mostly done by school teachers and other local community leaders in preparation of ‘Tumahole Day, celebrations, 15<sup>th</sup> of July 2007. The information was orally sourced from old people who were born and bred in this part of the Free State; J. Rampai, “The Origins of Tumahole township, 1957-1990”, Oral interview, 10 July 2019; Parys Museum, “Tumahole then, 1948”, Parys.

<sup>133</sup> E.T. Martins (Compiler), “The History of Old Location...” *Yesterday, Today and Tomorrow*, Parys, 2007.

<sup>134</sup> E.T. Martins (Compiler), “The History of Old Location...” *Yesterday, Today and Tomorrow*, parys, 2007.

taverns and *shebeens* in the township increased due to a high demand for beer, leisure, and entertainment for men after work and during weekends. At the same time, the municipality was losing a lot of revenue from the selling of beer because of the closure of the beer-hall.

All the townships in northern part of the Free State, such as Tumahole, Zamdela, were under the “jurisdiction of the Orange-Vaal Administration Board during the years 1970 to 1990”.<sup>135</sup> The Orange-Vaal Authorities, who were in charge of the township beer hall, instructed the municipal police, known as the “*green beans*”; to raid and close down all illegal taverns and shebeens in Tumahole and to arrest the owners. Bitter clashes took place between the municipal police and the owners of illegal township taverns and *shebeens* and the community. Police vans were stoned by township residents and township people such as Mr Molobeng were arrested and fined for attacking White policemen.

One prominent local community leader Mr Ramailane, whose wife led the women’s march against the selling of beer by the municipality, organised a “fund-raising of one shilling from the community members to pay for Mr Molobeng’s fine”.<sup>136</sup> Tumahole township people, therefore were accustomed to bitter clashes with authorities. The “Tumahole rent boycott of 15 July 1984 was not something new in the history of Tumahole township”.<sup>137</sup>

Therefore, the name Ramailane and the street named after him, will not be easily erased from the history records and the minds of the people of Tumahole. Most streets are named after the local heroes who left a legacy in the development of the township of Tumahole. Street names, such as Ramailane Street and Makgoe Street are examples of this legacy.

The aftermath of the bitter clashes between municipal police and residents in the Tumahole Township was that the Orange-Vaal Administration Board authorities

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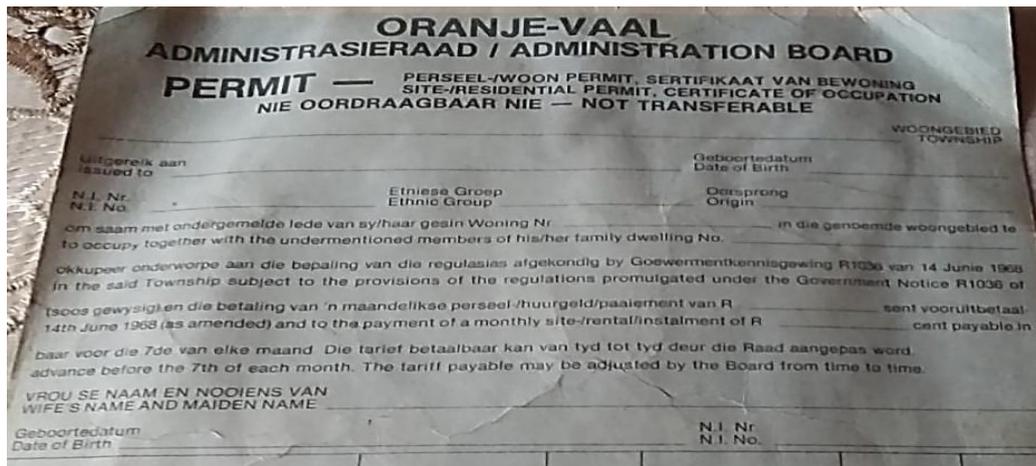
<sup>135</sup> D.C. Ganz, “Information to all residents of Tumahole”, Orange-Vaal Administration Board, Office of the Chief Direct, Vanderbilpark, 30 June 1985.

<sup>136</sup> E.T. Martins (Compiler), “The History of Old Location”, *Yesterday, Today and Tomorrow*, Parys, 2007.

<sup>137</sup> University of Witwatersrand Archives, “Tumahole (Parys)”, *Wits Historical Papers*, Johannesburg, 2009, pp. 698-715.

intensified the enforcement of the lodgers' permit fines in the township.<sup>138</sup> Below is a copy of a lodgers' permit issued by the Orange Vaal Administration Board. In addition, all unemployed youth in Black townships such as Tumahole were compelled to report at the municipality offices every day from 08:00 to 16:00 to reduce the rate of crime and lawlessness in the townships.

Figure 46 - A lodger's permit to control the movement of Blacks in South Africa (1980)



Source: Orange Vaal Administration Board copy of lodger's permit.

In 1959, the workers from BASA factory in Parys demanded an increase of one pound a day from their employer. They were represented by Dr Nelson Mandela who would later become the president of South Africa.<sup>139</sup> Below is an example of a worker's permit which was also used as proof of employment by all Black people in the urban townships such as Tumahole near the town of Parys. Such an employment permit (Figure 45) had to be stamped by the employer, such as BASA, every month.

The first superintendent in the township of Tumahole under the jurisdiction of the "Orange-Vaal Administration Board, was a certain Mr Brown".<sup>140</sup> The former Brown Street, which previously joined the town of Parys and the township of Tumahole, was named in honour of Mr Brown's services in the township of Tumahole.

<sup>138</sup> Lodgers' permit – during the apartheid era in South Africa, all Black people to stay in the urban areas or townships were supposed to have a special permit as a form of influx control of Black people in a "white" South Africa.

<sup>139</sup> E.T. Martins (Compiler), "The History of Old Location, Tumahole", *Yesterday, Today and Tomorrow*, 2007.

<sup>140</sup> Notule van Samesprekings met die Verteenwoordigers van Parys, Gemeenskapsraad van Tumahole en die Oranje-Vaal Ontwikkelingsraad, gehou op 10 September 1984, Parys.

Figure 47 – Employee’s work permit and proof of employment (BASA, Parys, 1969)



Source: Parys Museum, August 2019.

In the northern part of the Free State, students in Tumahole township near Parys became politically conscious as early as 1975 when the “Parys African Students’ Organisation (PASO) was formed in December 1975”.<sup>141</sup> Its founders members such as, Tom Letshoenyo, Fezile Dabi and others sought to make students and the youth in the township of Tumahole politically conscious through performing semi-political plays, the first being “Panga man”. However, because of disagreements among the students themselves, PASO was disbanded in 1976. In order to further fulfil the political aspirations of the youth of Tumahole Township, a new youth movement, namely the “Tumahole Students’ Organisation (TSO), was launched in June 1980”.<sup>142</sup>

Some of its founding members included some political figures who influenced the political landscape of this region and South Africa in general, namely, the late Lister Skosana and Fezile Dabi; Tate Makgoe the current MEC for Education in the Free State province, Ace Magashule the current Secretary General of the ANC, and many

<sup>141</sup> C. Twala, “Role of (Orange) Free State youth prior and after 1976 student uprising”, *News Archive, University of the Free State*, Bloemfontein, 2017.

<sup>142</sup> J. Seekings, “Political Mobilisation in Tumahole, 1984-1985”, *African Perspective*, 1(7-8), 1986, pp. 105-144.

others”.<sup>143</sup> Like PASO, its predecessor, TSO was concerned with the production of plays that will raise political awareness amongst the youth. Due to the formation of TSO, Tumahole Township was never the same again, it became engulfed in political “fire from July 1984 when students mostly from Phehellang Secondary School started with anti-apartheid protests which spread all over the country”.<sup>144</sup>

The 15<sup>th</sup> of July 1984, known as Tumahole Day,<sup>145</sup> was a turning point in the political landscape of Tumahole. Schuster claims that Tumahole is where the “violent 1984-86 uprising, an event that changed the course of both Black and White politics, began”.<sup>146</sup> The residents of the dusty township of Tumahole took to the streets in protest against the payment of municipal “rates and taxes”.<sup>147</sup> Since the 15<sup>th</sup> of July 1984 the political lives of the people of Tumahole Township, and other townships in South Africa were never the same.

At the entrance to Tumahole Township from the town of Parys there are some photo of the local heroes of Tumahole painted on the big tall towers. One of these pictures, is that of Stompie Seipei who made history in Tumahole, and South Africa at large, who is part of the cultural heritage sites of Tumahole today. James Seipei, also known as Stompie Moeketsi, or Stompie Seipei, (1974-1989) was a 14 year old “United Democratic Front (UDF) activist from the township of Tumahole, near Parys South Africa”.<sup>148</sup> He and three other boys were kidnapped on 29 December 1988 by members of Winnie Mandela’s bodyguards, known as the Mandela united Football Club.

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<sup>143</sup> L. Schuster, “The Making of a young radical. At the murdered youth’s funeral, Blacks in Tumahole Township vowed to continue fighting South Africa: Anti-apartheid activism”, *The Christian Science Monitor*, 28 February 1989.

<sup>144</sup> Witwatersrand University Archives, ‘Tumahole (Parys); Delmas Treason Trial, 1985-1989’, *Historical Papers*, 2009, pp. 1-18; J. Seekings, “Political Mobilisation in Tumahole, 1984-1985”, *African Perspective*, 1 (7-8), 1986, pp. 105-144.

<sup>145</sup> Witwaterand University Archive, “Tumahole (Parys)”, *Wits Historical Papers*, Johannesburg, 2009, pp. 698-715.

<sup>146</sup> L. Schuster, “The Making of a Young radical: At the Murdered youth’s funeral, Blacks in Tumahole ...” *The Christian Science Monitor*, 1989, February, pp. 1-8.

<sup>147</sup> D.C. Ganz, “Information to all residents of Tumahole township and employers: Increase house rental and service charges from 1 July 1984”, Orange-Vaal Administration Board, Notice No. 10/14/5, Parys, no date.

<sup>148</sup> F. Bridgland, “Winnie may face fresh murder charge”, *Independent Newspapers*, 23 October 2011.

Figure 48 – Stompie Seipei, one of the heroes of Tumahole Township in the 1980s



Source: Tumahole Township Heritage sites, Tumahole Township, Parys.

These and other historic cultural sites in and around Tumahole township could also be used by teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. In the spirit of a changing South Africa, a street joining the town of Parys and its township of

Tumahole is named after Father Lewis Balink. Sunday, 26 November 2017 marked a historical milestone in the records of Tumahole and Parys. Two streets, Kruis in Parys, and Brown in the middle of Tumahole, were joined and officially renamed “Father Lewis Balink Street”.<sup>149</sup>

Father Lewis Balink (1933-2007) was born in The Netherlands on 28 April 1933. He arrived in South Africa in 1956 and continued his “priestly studies at St Peter Claver Covent in Kroonstad”.<sup>150</sup> In 1985, Father Balink was appointed as pastoral minister at the Roman Catholic Church in the township of Tumahole, Parys. He lived here until his retirement in 2002.

He never supported the government’s apartheid system of discrimination against other people, and in most troubled times he was a peacemaker when the township people clashed with the government police officers.

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<sup>149</sup> L. Scheepers, “Father Balink Street officially opened this week”, *Parys Gazette*, 23 November, 2017.

<sup>150</sup> Kroonstad, The Covent on the Hill, “St Peter Claver History, 1907 to 2007”, [www.oldcovent.co.za>historysstclaversnd.pdf](http://www.oldcovent.co.za/historysstclaversnd.pdf). [Accessed 14 May 2020].

As a humanitarian activist, Father Balink was especially involved in bringing socio-economic relief to the poor and vulnerable people living in the townships of Tumahole and Schonkenville through his various projects he established.

*Figure 49 – Father Lewis Balink (right) and a friend on his arrival in South Africa from The Netherlands in 1956*



Source: St Peter Claver History, 1907-2007, Roman Catholic Covenant, Kroonstad.

Some of Father Balink’s community projects in the township of Tumahole since 1985 include “a clinic, a bursary programme for young students, and the Lehlohonolo (Lucky) Day Care Centre for orphaned and vulnerable children”.<sup>151</sup>

Figure 48 represents a photograph of children and caregivers with the mountain bikers who took on the winter cold and long roads from Parys to Clarens 2018 in aid of the “Lehlohonolo Day Care Centre in Tumahole”.<sup>152</sup>

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<sup>151</sup> L. Scheepers, “An epic adventure while spreading a little cheer”, *Parys Gazette*, 19 July 2018.

<sup>152</sup> L. Scheepers, “An epic adventure ...”, *Parys Gazette*, 19 July 2018.

Figure 50 – Lehlohonolo Day Care Centre children, caregivers and mountain bikers preparing for the trip from Parys to Clarens by mountain bike (Tumahole, 2018)



Source: Parys Gazette, July 2018.

In 1994 Father Balink was awarded the Nelson Mandela Peace Award. He passed away on 24 June 2007. A memorial stone that was erected at the Roman Catholic Church premises in Tumahole and the renamed Father Balink street, running from Mimosa Gardens on the banks of the Vaal River into the heart of Tumahole, carry the everlasting narrative and legacy of his contribution.

Figure 51 – Father Lewis Balink’s monument at the Roman Catholic Church in Tumahole (2017)



Source: Parys Gazette, November 2017.

It is hoped by community that Father Balink Street will serve as a symbol of some of the ideals for which he stood for, such as ‘caring for and serving the poor and vulnerable people of Tumahole and Schonkenville townships’.<sup>153</sup> All these cultural heritage sites in and around the township of Tumahole could provide an excellent opportunity for teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

Flowing from the short exposure to the origin and development of Tumahole Township, the last part of Chapter Three will explore how the Coloured community of Parys got Schonkenville Township, which was their rightful land, back.

### ***3.5 Land is returned to the Coloured community of Parys, Schonkenville Township, 1938–2019***

The Coloured community which was established in the town of Parys used to occupy the area next to the water canal. Their area was known as “Cape stands”.<sup>154</sup> As mentioned earlier, both Black and Coloured children attended the Parys United Native School together between the years 1924 and 1938. It was only in 1938 when a separate school for Coloured children, namely, Parys Coloured School and currently Schonkenville Intermediate School, was established at Cape stands.<sup>155</sup>

Except for the records of the establishment and growth of a separate school for Coloured children from 1938, very few written records of the history of the Coloured people in the town of Parys are available. The first separate school officially started on 3 August 1938 with only 16 learners on the school roll. The first principal-teacher was Mr Phillip Mdluli (1938-1947). Due to the poor provision of education for both Black and Coloured children in those years the newly established Parys Coloured School had no proper infrastructure or teaching and learning materials.<sup>156</sup>

The school pupils of the newly-founded Parys Coloured School were accommodated in a church hall. Furniture for the school, consisting of eight double desks, was only

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<sup>153</sup> L. Scheepers, “An Epic adventure ...”, *Parys Gazette*, 19 July 2018.

<sup>154</sup> E.T. Martins (Compiler), “The history of Old Location”, *Tumahole, Yesterday, Today and Tomorrow*, 2007.

<sup>155</sup> Parys Coloured School, “School Logbook Entry, Schonkenville Intermediate School”, 3 August 1938.

<sup>156</sup> Parys Coloured School, “School Logbook ...”, 18 September 1938.

delivered to the school from Cape Town on 22 September 1938.<sup>157</sup> There was also a notable difference as far as the management of education between the Coloured and Native communities in South Africa. This was also the case in Parys. While the education of the Native children was solely in the hands of the different mission societies or churches, at Parys Coloured School, a “School Committee of four members was appointed on 18 September 1938”.<sup>158</sup>

On the 6 of May 1947, Parys Coloured School was placed under the leadership of Mr A. Moses as the acting principal due to Mr Mdluli’s illness. Mr P.J. Senosi was appointed as a permanent principal of Parys Coloured School from 6 April 1948; a position which he held until 1962. It was during Mr Senosi’s tenure in 1951 that the National Party came to power in South Africa and the blueprint for “Bantu Education was drawn up, so to speak”.<sup>159</sup> On 26 January 1951 the principal, Mr Senosi received a letter from the Bantu Commission instructing him to “deregister the 41 Native pupils who were enrolled at Parys Coloured School”.<sup>160</sup> For the duration of the apartheid period (1948-1990), schools such as the Parys Coloured School “were one of the system’s most stark symbols of the past”.<sup>161</sup>

As a result of the instruction from the Bantu Commission, the meeting of 29 November 1951, resolved that all Native school children must be de-registered from Parys Coloured School at the end of that year (1951).<sup>162</sup> In short, the Bantu Commission’s instruction was the start of the enforcement of the National Party’s apartheid policy of separate development, especially in education among the different race groups in South Africa. Unlike the mission school in the township of Tumahole which received no teaching materials from the government, Parys Coloured School was provided with “library books by the Orange Free State Administration”.<sup>163</sup>

On the 1 August 1962, Mr Michael de Lange was appointed as the principal of Parys Coloured School. A year after his appointment at Parys Coloured School, “a separate

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<sup>157</sup> Parys, Parys Coloured School, “School Logbook ...” 22 September 1938.

<sup>158</sup> Parys, Parys Coloured School, “School Logbook...” 18 September 1938.

<sup>159</sup> P. Bonner, P. Delius, & D. Posel (eds.), *Apartheid's Genesis: 1935 -1962*, p. 397.

<sup>160</sup> Parys Coloured School, “School Logbook...” 26 January 1951.

<sup>161</sup> W. E. Morrow, “Aims of Education in South Africa”, *International Review of Education*, 36, 1990, pp. 171-181.

<sup>162</sup> Parys, Parys Coloured School, “School Logbook...” 26 December 1951.

<sup>163</sup> Parys, “Orange Free State Provincial Administration, Receipt of school library books” Parys, 9 June 1953.

education system for the Coloureds was set up in South Africa in 1963”.<sup>164</sup> The Coloured person’s Education Act of 1963 put control of coloured education under the department of Coloured Affairs. Although Coloured education was made compulsory in South Africa, it was also effectively separated from both white and black schooling.

The GAA was fully enforced through the establishment of separate residential areas and educational institutions in 1980 when the Coloured community of Parys was relocated to new and exclusive area along the Koppies-Heilbron road, today known as Schonkenville Township. On the photo is the ‘turning of the sod’ for the establishment of Schonkenville Township in 1980.

Figure 52 – On the photograph Mr. Preller spit the first sod at Schonkenville, 1980

***The first sod dug or sod turning – Schonkenville Township***



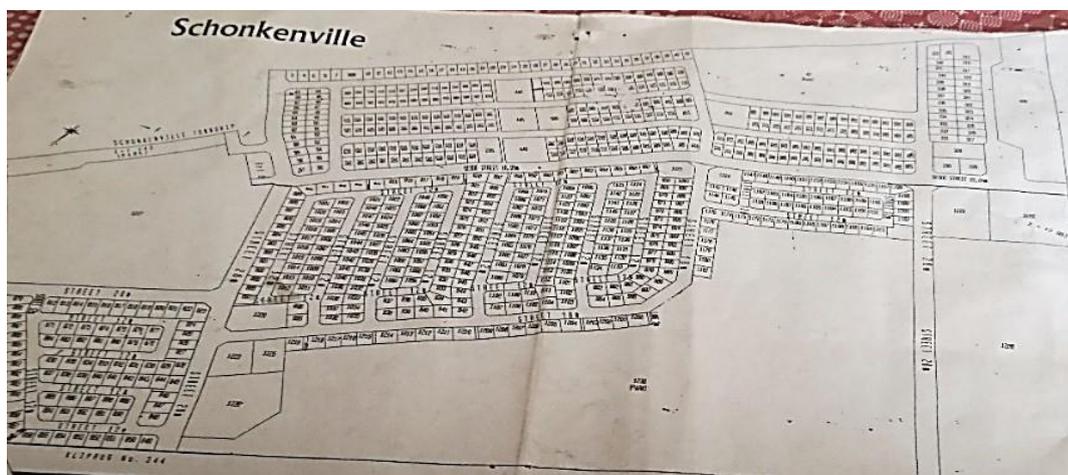
Other participants from left to right: Mrr Boet Botha, Pienaar Schonken (to which the neighbourhood was baptized), Michael de Lange (School Principal), George Thogoane (Treasury Coloured Liaison Committee), Nick de Lange (Chair of the Coloured Liaison Committee) and Petrus McKlopper (Secretariat of the Coloured Liaison Committee).

Source: Me L. de Lange, daughter of Michael de Lange, 2020.

<sup>164</sup> W.E. Morrow, “Aims of Education in South Africa”, *International Review of Education*, 1990, 36, pp. 171-181.

The area was named after Mr Pienaar Schonken who was the Town Clerk of Parys in the 1960s. He owned the piece of land, which he donated to the Coloured community of Parys in 1980 for them to have their separate and rightful place of residence. As a token of appreciation for Mr Schonken's goodwill and humanitarian gesture of donating land to the Coloured community of Parys; the newly-established Coloured Township was named Schonkenville Township. The Parys Coloured School was also relocated from Cape Stands between the town of Parys and Tumahole Township, and renamed "Schonkenville Intermediate School from 23 September 1983 to date (2019)".<sup>165</sup>

*Figure 53 – Map of the Schonkenville Coloured Township near Parys (1984)*



Source: Schonkenville Township Public Library, 2019.

As previously indicated, there is no unique history of the Coloured community of Parys because they, as a Coloured community, never regarded themselves as separate from the Black people of Tumahole. Although it was the aim of the apartheid government to have separate residential areas, socio-economic, and educational activities among the three race groups in South Africa, it did not materialise in the case of Tumahole and Schonkenville townships.

The socio-economic, historical, and cultural ties between the Coloured and Black communities of the town of Parys were too deeply rooted and intertwined to be severed through a piece of paper such as "the Reservation of Separate Amenities Act, Act No.

<sup>165</sup> Parys, Parys Coloured School, "School Logbook ...", 23 September 1983.

49 of 1953”.<sup>166</sup> In fact, the history, culture, and experiences of the people of Tumahole and Schonkenville townships are not different from each another.

Therefore, the historical experiences and cultural heritage of the township of Schonkenville will be in many ways similar to that of Tumahole Township.

### **3.6 Reflection**

The chapter briefly outlined a historical background of the origin and early history of the Vredefort Dome area on the banks of the Vaal River near the town of Parys. In addition, the chapter is also answering the secondary research question about the tracing of the existence of tangible and intangible histories found in and around Parys to help teachers and learners to reconstruct the lives and doings of the people as part of a “history-is-all-around-us” activity. Apart from tracing the many interesting historical pieces in and around Parys and its townships of Tumahole and Schonkenville, other interesting features such as the emphasis on socio-cultural inclusivity also received attention.

Furthermore, from the histories recorded in the Parys region, also known as the Vredefort Dome region, one could also observe the impact of the country’s colonial history in the establishments and among the communities. All these colonial legacies serve as local examples of what learners of history also will be exposed to as some historical “event” having happened elsewhere, instead of that observation all around them are considered.

The significance of the Vaal River as a resource and source of human and livestock for settlement purposes is highlighted. First, the bitter clashes about territory and natural sources between the Voortrekkers and the Ndebele warriors of Mzilikazi in the mid-1830s took place in this area. Second, there were the two Boer Wars of Independence against the British, the “first war between 1880 and 1881, and the second war from 1899 to 1902”.<sup>167</sup>

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<sup>166</sup> South African History Archives (SAHA), “15 October marks 22 years since the Reservation of Separate Amenities Act was repealed”, SAHA, available at: [www.saha.org.za](http://www.saha.org.za), [Accessed 8 October 2013].

<sup>167</sup> F. Pretorius, “The Boer Wars”, BBC – History the Boer Wars; [www.bbc.co.uk](http://www.bbc.co.uk), last updated, 29 March 2011, [Accessed 15 May 2020].

The origin and growth of the town of Parys in 1876 – from Klipspruit farm owned by the Van Coller brothers and its townships of *Diperekising* to Tumahole, and from *Cape Stands* to Schonkenville – was due to, amongst other factors, the attractive and ever-flowing waters of the Vaal River. The role of different church bodies in their scramble for the souls of people living in this also received attention.

The tracing of the remains of many quaint old buildings in and around the town of Parys, such as the Van Coller house of 1853, the Dutch Reformed Church building, which became a British fortress during the South African War (1899-1902), and others also received attention. The 1838 Great Trek centenary celebrations, which took place in and around Parys between 29 October and 2 November 1938, and the erection of the two Voortrekker monuments as symbol of their legacy were also discussed. This chapter also looked at the involvement of the Parys servicemen in global events such as the First and Second World Wars (1914-1918 and 1939-1945), and the recognition for the sacrifices made by fallen heroes through memorials erected next to the Parys Town Hall by the M.O.T.H.S.

All the cultural heritage sites paint a picture and a story about the origin, growth, and the long bumpy road travelled by the San and Sesotho/Setswana-speaking people, the Voortrekkers, and the British in and around the town of Parys and its townships of Tumahole and Schonkenville. The numerous historical and cultural legacies in and around the Vredefort Dome region, along the banks of the Vaal River, can be useful in practicalising the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history of this region.

The establishment of giant industries, such as ARWA and BASA in the 1950s due to the abundant and reliable water supply from the Vaal River running through the town of Parys was also acknowledged. The history of the rise and the fall of many industries in Parys, as well as the old buildings and memorabilia are excellent resources to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

Boland claims that the historical sites can provide both an emotional connection, which creates interest and excitement among the learners, as well as an “intellectual gateway

into investigating and understanding people and events in history”.<sup>168</sup> These historical cultural sites can be found all around us, in the towns, townships, and cities where we live. In this regard, the origin and early history of the modern town of Parys and its townships of Tumahole and Schonkenville are no exception.

Of more importance, the “history is all around us” research with particular focus on Parys and its townships, also accentuated the ongoing presence of British colonial time establishments in post-colonial Parys, South Africa. Yet, after 1994, in a role of initiator of sustainability in a poverty depressed or poverty challenged environment such as Tumahole and Schonkenville Townships, we cannot let this one pass and just narrate events as if nothing has happened.

Therefore, an in-depth exploration and application of the tangible and intangible cultural, local, and regional remains of the Vredefort Dome area, on the banks of the Vaal River, next to the town of Parys will receive more attention in Chapter Six. Through the professional learning communities (PLCs) model, which is the focus of Chapter Six, teachers will be exposed to the application of practicalising the significance of the “history-is-all-around-us” approach in the teaching and learning of the local and regional history of Parys.

Flowing from Chapter Three are discussions about the contextual location, place, and grounding of this research study, while Chapter Four will give attention to the research design and methodology applied in the current research study.

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<sup>168</sup> B.M. Boland, “Historic places: Common ground for teachers and historians”, *OAH Magazine of History*, 16 (2), 2002, pp. 19-21.

## Chapter Four

### Research design, methodology, and historical contextualisation

#### 4.1 Introduction

Chapter four describes and explains in detail the process, rationale, and purpose of the mixed methods research design for this study. The mixed methods research design was applied to acquire an experiential overview of the extent to which identified schools in the town of Parys, South Africa, practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history within their diverse circumstances.

Maxwell claims that a substantial amount of current research that combines qualitative and quantitative methods and data, in both the natural and social sciences, “is ignored, despite its potential relevance for the field of mixed methods research”.<sup>1</sup>

Thomson believes a subtle difference exists between the quantitative and qualitative research methods, saying that whereas quantitative research often focuses on “measuring the parts in an issue, qualitative studies prefer to create a picture which covers the whole image in it”.<sup>2</sup> Therefore, mixed methods research is viewed as the third methodological movement, and as an approach it has much to offer in health and social science research. The purpose of mixing approaches, as noted by Creswell and Plano Clark, is to “afford the researcher an opportunity to gain a more complete understanding of research problems”.<sup>3</sup>

The main goal of doing research is for the researcher to “describe and understand a field, practice, or activity being investigated”.<sup>4</sup> McMillan and Schumacher regard educational research to be “imperative, as it provides valid information, knowledge, and principles to guide the decision-making, thinking, and discussion process in

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<sup>1</sup> J.A. Maxwell, “Expanding the history and range of mixed methods research”, *Journal of Mixed Methods Research*, 2016, 10(1), pp. 12–27.

<sup>2</sup> C. Thomson, “Phenomenology in Teacher Education contexts: Enhancing Pedagogical insight and critical reflexive capacity”, *The Indo-Pacific Journal of Phenomenology*, 2008, 8(9), pp. 1-9.

<sup>3</sup> J.W. Creswell & V.L. Plano Clark, *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage, 2007, p. 5.

<sup>4</sup> A. Brown & P. Dowling, *Doing Research/Reading Research*. London: Falmer Press, 2001, p. 7.

education”.<sup>5</sup> The aim of this study is to determine the extent to which teachers and learners in the public primary and secondary schools in the town of Parys, South Africa experience and make practical the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

A historical contextualisation in this instance is also encompassed within an educational empirical inquiry approach in order to appropriately answer the research questions. The second half of the chapter will engage with the methodology adopted for the study, research paradigm, population and sampling, collection of data, and analysis. Lastly, the validity and reliability, ethical considerations, limitations of the study, as well as the reflection of the chapter will also receive attention.

In this research study, a multiple method approach is adopted for an in-depth understanding of the phenomena under investigation and so that rich data may be obtained. The term “mixed methods”, refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of both quantitative and qualitative data within a “single investigation to understand a research problem”.<sup>6</sup> The basic premise of this methodology is that such integration permits a more complete and synergistic utilisation of data than do separate quantitative and qualitative data collection and analysis. Mixed methods are useful in highlighting complex research problems, such as disparities in education, and can also be transformative in addressing issues for vulnerable, or marginalised populations, or research, which involves community participation.<sup>7</sup>

The main instruments used in the mixed method research consist of “questionnaires, interviews, and classroom or participatory observations to collect data”.<sup>8</sup> Questionnaires can be an effective means of measuring the behaviour, attitudes, preferences, and opinions of relatively “large numbers of respondents more cheaply

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<sup>5</sup> J.H. McMillan & S. Schumacher, *Research in Education. A Conceptual Introduction (5<sup>th</sup> ed.)*, New York: Longman, 2001, pp. 5-6.

<sup>6</sup> J.W. Creswell, *Research design: Qualitative, Quantitative and Mixed Method Approaches (4<sup>th</sup> ed.)*. London: Sage, 2014, p. 185.

<sup>7</sup> M. Zohrabi, “Mixed Method Research: Instruments, Validity, Reliability and Reporting findings”, *Theory and Practice in Language Studies*, 3(2), 2013, pp. 254-262.

<sup>8</sup> M. Zohrabi, “Mixed Method Research...”, 3(2), 2013, pp. 254-262.

and quickly than other methods”.<sup>9</sup> Often, questionnaires capture both open-ended and close-ended data at the same time, which is beneficial as it means both qualitative and quantitative data can be obtained.

An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views ... and behaviours of the participant”.<sup>10</sup> In qualitative research there are three types of interviews, namely open-ended (sometimes known as unstructured), semi-structured, and structured interviews. A classroom observation is the purposeful examination of teaching and learning events through the systematic “processes of data collection and analysis”.<sup>11</sup> During the process of classroom observation, the study of documents and material sources or relics from the identified schools, and learners’ homes will also be explored.

## **4.2 Historical contextualisation**

The main aim with historical contextualisation in this research study is to alert learners to the value of a present-oriented perspective and experience when reflecting on the past. Learner involvement and their own practicalising experiences can also enhance the discovery and reconstruction of a specific historical context such as Parys, South Africa (see previous chapter a historical narrative).

### 4.2.1 Meaning and purpose

In this research study, historical contextualisation is encompassed within an educational empirical inquiry method in order to satisfactorily answer the research questions. A brief meaning, purpose, and relevance of historical context are key in this investigation to better understand how teachers, and learners in the town of Parys, South Africa make practical the significance of the “history-is-all-around-us” approach in the teaching and learning of local history.

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<sup>9</sup> S.A. McLeod, “Questionnaires: Definition, examples, design and types”, *Simple Psychology*, 2018, <https://www.simplypsychology.org/questionnaires.html>. (Accessed on 2019 July 20).

<sup>10</sup> J. Nieuwenhuis, “Qualitative Research designs and data gathering techniques”, in K. Maree (ed.), *First Steps in Research ...*, p. 87.

<sup>11</sup> Essays, UK. (November 2018). Definition and overview of classroom observation. Retrieved from <https://www.ukessays.com/essays/education/definition-and-overview-of-classroom-observation-education-essay.php>? (Accessed on 2019 July 20).

Historical contextualisation is defined as the ability to “situate phenomena and the actions of people in the context of time, historical location, long-term developments, or particular events to give meaning to these phenomena and actions”.<sup>12</sup> Without historical contextualisation, many scholars claim that historical agents’ actions cannot be explained and historical events cannot adequately be interpreted. It concerns a temporal sense of difference that includes deep understanding of the social, political, and cultural norms of the period under investigation, as well as the knowledge of events leading up to the historical situation, and other relevant events.<sup>13</sup>

Historical contextualisation, therefore, is a complex skill because it not only requires historical factual knowledge and a sense of chronology from the learners. It plays a central role in historical methodology because it is through the placement of reconstructed events and actions in “temporal context that they are given sense and significance”.<sup>14</sup> Historical practice emphasises contextualisation of sources in time and place as a way of deriving the relationship between events or phenomenon and what happened before and after an event. In short, contextualisation is the most basic way in which historical research establishes explanation, or causation.

According to Kipping *et al.*, historical epistemology and methods more typically acknowledge that historical perspective shapes historical knowledge claims and employs “methodological practices designed to deal with evidence, explanation, understanding, and evaluation reflexively”.<sup>15</sup> Therefore, in historical practice, contexts are interpreted conditions that place an event or action into a causal or semantic relationship in time. It is by recounting linked and related developments that preceded a focal event in the flow of time that the event’s complex and contingent causes, significance, and consequences are established. Therefore, the way in which different

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<sup>12</sup> C Van Boxtel & J. Van Drie, “That’s in the time of the Romans!’ Knowledge and Strategies students use to Contextualize Historical images and documents”, *Cognition and Instruction*, 30, 2012, pp. 113-145.

<sup>13</sup> J.L. Endacott & S. Brooks, “An updated theoretical and practical model for promoting historical empathy”, *Social Studies Research & Practice*, 8, 2013, pp. 41-58.

<sup>14</sup> M. Kipping, R.D. Wadhvani, & M. Bucheli, “Analyzing and interpreting historical sources: A basic methodology”, in M. Bucheli & R.D. Wadhvani (eds.), *Organizations in Time: History, Theory, Methods*. Oxford: Oxford University Press, 2014, pp. 305–329.

<sup>15</sup> M. Kipping *et al.*, “Analyzing and Interpreting Historical Sources...”, in M. Bucheli & R.D. Wadhvani (eds.), *Organizations in Time...*, pp. 305-329.

historians contextualise the same events or processes are subject to scholarly debate and often have theoretical implications.

Kipping *et al.*, further argue that historical researchers often rely on multiple sources to establish a pattern of facts related to the research question, a process sometimes “referred to as “triangulation”.<sup>16</sup> The process of triangulation often refers to “using multiple types of data in order to converge on an objective account of what happened”.<sup>17</sup> It is typically used because no single source can provide an adequately complete account of the actors, actions, and events involved in addressing an empirical question. Therefore, triangulation is employed in history research as a means to establish a plausible pattern of facts that can address the research question as a whole.

### **4.3 Research design**

A research design refers to the overall strategy that a researcher chooses to integrate the different components of the study in a “coherent and logical way to answer the research questions”.<sup>18</sup> The mixed methods research design collecting predominantly qualitative data and using quantitative data to a lesser extent in support of the qualitative data will be applied in this research study to acquire an experiential overview of the extent to which the “history-is-all-around-us” approach is made practical in a group of identified schools.

While quantitative research focuses on the measurement of variables, and generalising the results to the population, qualitative research focuses on “exploring and documenting human experiences through descriptive means and applying the findings to the immediate setting”.<sup>19</sup>

In this research study, a qualitative research design is followed to explore and understand the ways individuals (teachers and learners) interpret and attribute

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<sup>16</sup> M. Kipping *et al.*, Analyzing and Interpreting Historical Sources...”, in M. Bucheli & R.D. Wadhvani (eds.), *Organizations in Time...*, pp. 305-329.

<sup>17</sup> K. Maree & C. Van der Westhuizen, “Planning a Research proposal” in K. Maree (ed.), *First Steps in ...*, p. 39; R. Healer & D. Forbes, “Understanding triangulation in research”, *Evid Based Nurs*, 16, (4), 2013, p. 98.

<sup>18</sup> J. Nieuwenhuis, “Qualitative Research designs and data gathering techniques” in K. Maree (ed.), *First Steps ...*, p. 70.

<sup>19</sup> S.B. Merriam, *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass, 2009, p. 13.

meaning to their daily lived experiences in the teaching and learning of history. Creswell notes that the up-close information gathered by actually talking directly to people and seeing them behave and act within their “context is a major characteristic of qualitative research”.<sup>20</sup> Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents rather than rely on a single data source. Both qualitative and quantitative sources of data collection will be reviewed, made sense of, and organised into categories or themes that will cut across all the data sources.

The data gathered will be about the experiences and practices of the “history-is-all-around-us” approach in the teaching and learning of local history, and the perceptions and opinions of history teachers, subject advisors, and school principals. The purpose is to determine the level of awareness, protection, and preservation of cultural heritage sites by parents, community leaders, and history learners, as well as the role of the professional learning communities (PLCs) of history in the public schools of Parys, Tumahole, and Schonkenville.

In the literature review in chapter two, it was also discovered that local and regional history teaching and learning are not getting the attention that it deserves. Through this research study, the extent to which teachers and learners in the public primary and secondary schools in the town of Parys make practical the significance of the “history-is-all-around-us” approach will be determined. Another aim is to come up with recommendations and strategies to promote the “history-is-all-around-us” approach and to strengthen the PLCs of history in public schools.

Creswell notes that, in the entire qualitative researcher process, researchers keep a focus on learning the meaning that participants hold about the problem or issue not the “meaning that the researchers bring to the research”.<sup>21</sup> It is therefore, anticipated that stakeholders including teachers, decision makers at the public schools, and policy makers in education will be interested in the findings of this research study. The reason for their interest is that cultural heritage sites in and around Parys, Tumahole, and

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<sup>20</sup> J.W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (4<sup>th</sup> ed.), London: Sage, 2014, p. 185.

<sup>21</sup> J.W. Creswell, *Qualitative Inquiry and Research Design: Choosing among five traditions*. London” Sage, 2007, pp. 37-39.

Schonkenville townships will be used to enhance the teaching and learning of local and regional history in the primary and secondary schools in the country.

Generally, qualitative research designs are organised by focusing on individual lived experiences as seen in “phenomenology, and some critical participatory action research studies; as defined by ethnography and some critical studies”.<sup>22</sup> With regard to this research study, both applied and exploratory approaches will be utilised. According to Fouché and De Vos, exploratory research is used to “gain insight into a situation, phenomenon, community, or individual”.<sup>23</sup> It is mainly used to respond to a “what” question, for example, to what extent are history teachers able and/or willing to embrace and make practical the significance of the “history-is-all-around-us” as a teaching and learning approach.

In the context of this study, exploratory research is also relevant, as it will explore a new area of interest, such as the recommendation for a new teaching and learning approach. The envisaged approach is to make practical the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history in public schools in the town of Parys, and its townships of Tumahole and Schonkenville.

The applied research approach is another method to be explored in this research study, and it is concerned with the application and development of research-based knowledge about a given field. A research that takes place in an everyday context to solve specific problems such as, the teaching and learning of history of individuals in this case history teachers and learners in the classrooms, is called applied research. Baimyrzaeva accentuates that, the main goal of applied research approach is to simply generate answers to solve specific down-to-earth problems that history teachers and learners face everyday in their history classrooms”.<sup>24</sup>

In the context of this research study, the development and nurturing of sustainable PLCs for history teachers for empowerment purposes is also envisaged, and as such,

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<sup>22</sup> J.H. McMillan & S. Schumacher, *Research in Education: Evidence-based inquiry* (7<sup>th</sup> ed.), Boston: Pearson, 2010.

<sup>23</sup> C.B. Fouché & A.S. De Vos, “Formal formulations”, in A.S. de Vos *et al.*, *Research at Grassroots* (4<sup>th</sup> ed.). Pretoria: Van Schaik, 2011, pp. 95-96.

<sup>24</sup> M. Baimyrzaeva, “Beginner’s Guide for Applied Research Process: What is it, and Why and How to do it”? *Graduate School of Development*, Occasional paper #4, 2018, pp.1-42.

the applied method will be more practical and relevant. In addition, the applied research approach will use the available knowledge of both history teachers and learners and consider its extension in order to solve the problems of history teaching and learning.

On the other hand, applied research method is also original investigation undertaken in order to acquire new knowledge. Fouché and Delpont view and regard the applied research as directed at “shedding light on, or providing possible solutions to practical problems”<sup>25</sup>, such as the teaching and learning of history. The applied research method is also relevant in this study, as it is the researcher’s ultimate aim to identify aspects and formulate guidelines for the development of PLCs for history teachers and inspire them to make practical the significance of the “history-is-all-around-us” as a teaching and learning approach.

Case study has also become a major research approach in the social sciences and education setting recently. Despite its prevalence in the literature, the “phrase is not used in any standard way”.<sup>26</sup> Stake argues that the main aim with case study is to “understand, in a meaningful and nuanced way, the views of those within the case”.<sup>27</sup> In the context of this research study, teachers and learners who are “doing” history as one of their school subjects are best situated to enable the researcher to understand, and answer in a meaningful and nuanced manner the research question. Stake’s perspective is closely aligned with an interpretive approach that emphasises creating thick descriptions of social life from the viewpoints of participants to understand meaning from their perspectives.

Stake’s recommendation is relevant in this regard because a case study is less of a “methodological choice than a choice of what is to be studied”.<sup>28</sup> The aim with this research is to study the extent to which teachers and learners make practical the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. Therefore, an interpretive case study is followed in this study

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<sup>25</sup> C.B. Fouché & C.S.L. Delpont, “Formal formulations”, in A.S. de Vos *et al.*, *Research at Grassroots...*, p. 98.

<sup>26</sup> M. Hammersley & R. Gomm, “Introduction”, in M. Hammersley, R. Gomm & P. Foster (eds.). *Case Study Method*. Thousand Oaks, CA: Sage, 2000, pp. 1-16.

<sup>27</sup> R.E. Stake, “Qualitative Case Studies”, in N.K. Denzin & Y.S. Lincoln (eds.). *The Sage Handbook of Qualitative Research (3<sup>rd</sup> ed.)*. Thousand Oakes: Sage, 2005, pp. 443-466.

<sup>28</sup> R.E. Stake, “Qualitative Case studies”, in N.K. Denzin & Y.S. Lincoln (eds.). *The Sage Handbook ...*, p. 445.

to investigate a contextualised contemporary phenomenon within specific boundaries, in which multiple sources of evidence will be explored.

From an interpretative perspective, the typical characteristic of case studies is that they strive towards a “holistic understanding of how participants relate and interact with each other in a specific situation, and how they make meaning of a phenomenon under study”.<sup>29</sup> In the case of this study, the participants are teachers, learners, principals, and subject advisors involved in the teaching or learning of history as a school subject in selected public schools in the town of Parys.

In most instances, case studies offer a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation. It opens the possibility of giving a voice to the powerless and voiceless, such as learners, teachers, and even parents who are always marginalised groups when it comes to curriculum-related issues.

By using a mixed approach, a researcher understands that the data received from different participants will not be the same; there are similarities and differences that will emerge. As such, nothing will be neutral, nor would the experiences be the same. Merriam notes that specific boundaries might be a programme, an event, a process, or a social group ... and through the case study, what is important is for the researcher to say “something at the end of the study”.<sup>30</sup> In other words, Merriam suggests the researcher brings a construction of reality to the research situation, which interacts with other people’s constructions or interpretations of the phenomenon being studied.

Qualitative case studies also share similar characteristics with other qualitative approaches, in particular, searching for meaning and understanding. In this regard, the researcher as the primary instrument of data collection and analysis uses an inductive investigative strategy to make the end product richly descriptive.

According to Nieuwenhuis, a key strength of the case study method is its use of “multiple sources and techniques in the data gathering process”.<sup>31</sup> The process of

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<sup>29</sup> J. Nieuwenhuis, “Qualitative Research Designs ...”, in K. Maree, *First Steps in Research*, p. 75.

<sup>30</sup> S.B Merriam, *Case Study Research in Education: A Qualitative Approach*. San Francisco, CA: Jossey-Bass, 1988, p. 13.

<sup>31</sup> J. Nieuwenhuis, “Qualitative Research Designs ...”; in K. Maree, *First steps ...*, p. 76.

conducting a case study begins with the purposeful selection of a particular group of teachers, learners, principals, subject advisors, parents, and community leaders. In the context of this research study, schools, a programme, or a process are selected because they are of interest to the researcher in terms of the “history-is-all-around-us” approach and the establishment of functional PLCs of history in the public schools of Parys and its townships of Tumahole and Schonkenville.

The issue of generalisation also looms larger in case studies than with other types of qualitative research methods. Nevertheless, case study research is more than simply conducting research on a single individual or situation. It enables the researcher to answer “how” and “why” type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated.

In the same vein, Yin considers case study generalisation as “an effort to generalise from a small number of cases to a larger population of cases”.<sup>32</sup> It is an attempt “...to learn from one [case] and understand many [cases]”, says, Campbell.<sup>33</sup> Ruddin comments that “without generalisation, we could not interact with our world in a coherent manner...”<sup>34</sup> Robinson and Norris also claim that generalisation is part of our “cognitive capabilities, and, it is therefore, ineluctable”.<sup>35</sup>

The case study approach is therefore relevant in this research study because of the significance of the “history-is-all-around-us” approach as well as the value of PLCs for history teachers in the teaching and learning of local and regional history. Many scholars, such as Merriam also strongly argue that “much can be learned from a particular case study”.<sup>36</sup> Therefore, case studies concentrate on the way particular groups of people such as history teachers confront specific problems like the teaching and learning of history by taking a holistic view of the situation.

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<sup>32</sup> R.K. Yin, “Validity and Generalization in future Case study evaluations”, *Evaluation*, 19(3), 2013, pp. 321-332.

<sup>33</sup> S. Campbell, “Case Studies in Planning: Comparative Advantages and the Problem of Generalization”, *Urban and Regional Research Collaborative*, 2003, pp. 1-18.

<sup>34</sup> L. P. Ruddin, “You Can Generalize Stupid! Social Scientists, Bent Flyvbjerg, and Case Study Methodology”, *Qualitative Inquiry*, 12(4), 2006, pp. 797-812.

<sup>35</sup> J. E. Robinson & N. F. J. Norris, “Generalisation: The Linchpin of Evidence-Based Practice”? *Educational Action Research*, 9(2), 2001, pp. 303-310.

<sup>36</sup> S.B. Merriam, *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Inc, 1998, p. 29.

Eisner elaborates that the colourful description in a case study can create an image, “a vivid portrait of excellent teaching that can become a prototype that can be used in the education of teachers, and/or for appraisal of teaching”.<sup>37</sup> Case study has proven particularly useful for studying educational innovations, evaluating programmes, and informing policy.

Since the general lies in the particular, what people learn in a particular case study can be easily transferred to similar situations. The critical qualitative research approach, which draws from “Habermas’s theory of knowledge”<sup>38</sup> to uncover, examine, and critique the social setting will also be explored in this study in the form of collaboration or participatory learning and action (PLA). McNiff notes that PLA is a “particular way of looking at one’s own practice to check whether it is as you feel it should be”.<sup>39</sup> For this reason, PLA is suitable and relevant in this research study.

In this research study, PLA will provide history teachers with a unique inquiry to observe, to collect data, and to dialogue about their teaching practice. PLA is a form of self-reflective inquiry that is now being used in school-based curriculum development, professional development, and school improvement schemes among others. As a result, McNiff suggests that, PLA “actively involves teachers as participants in their own educational process”.<sup>40</sup>

Therefore, through PLA, history teachers will be able to critically reflect on their own practice of teaching and learning of local and regional history, and/or as a response to a particular development review, such as the establishment of history PLCs. PLCs of history at schools start from a simple idea, namely, learners learn more when their teachers work collaborately together. A proven way for schools to build a functional and sustainable PLC is by creating a culture that is focused on continuous improvement by linking the learning needs of learners with the professional learning and practice of teachers.

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<sup>37</sup> E.W. Eisner, *The Enlightened eye: Qualitative Inquiry and the Enhancement of Educational Practice*. Old Tappan, NJ: Macmillan, 1991, p. 199.

<sup>38</sup> J. Habermas, *Knowledge and Human Interests*. Portsmouth, NJ: Heinemann, 1972.

<sup>39</sup> J. McNiff, *Action Research: Principles and Practice*, (3<sup>rd</sup> ed.). London: Routledge, 2013, p. 23.

<sup>40</sup> J. McNiff, *Action Research: Principles and Practice* (2<sup>nd</sup> ed.). Chatham, Kent: Mac Kays of Chatham, 1997, p. 1.

The ultimate objective of this type of critique in this study is to free history teachers from their constraints (not able and/or willing to practice the “history-is-all-around-us” approach), and to become empowered to change their social context and themselves (using PLCs for personal empowerment). In this study, PLA will be used as a form of on-the-job research undertaken by teachers from selected schools to “improve their own practice, regardless of their status, position, age, or even previous experience”.<sup>41</sup>

Kemmis and McTaggart, writing about education, said that “PLA is a form of collective, self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justify their own social or educational practices understanding of these practices and the situations in which these practices are carried out”.<sup>42</sup> PLA was selected as the preferred design because change lies at the heart of this research study. It can be understood as an overarching term for what goes on in the classroom when the teacher decides to change previously accepted situations.

That is the “history-is-all-around-us” approach in the teaching and learning of local and regional history. Scholars such Simmons also acknowledges the significance of the impact of PLAs on teachers’ “capacity building and empowerment”.<sup>43</sup> Teacher research, according to McNiff, is an approach that improves teaching and learning through change by empowering teachers to be aware of their own practice to be critical of that practice, and to be equipped to change it where necessary. Likewise, Simmons wrote that the PLA process affects participants’ perspectives of continued professional development and empowerment.

The approach is similar to the dimensions of an action research. Definitions of action research draw attention to its collaborative or participative dimension and to the focus on a practical problem experienced by participants for which a practical solution is sought. After considering a number of ways in which a PLA approach could be conceptualised, McNiff concludes that it is a “spontaneous, self-recreating system of enquiry”.<sup>44</sup> Later, she provides more details to the positive effects of the approach on

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<sup>41</sup> J. McNiff, *Action Research: ...*, p. 23.

<sup>42</sup> S. Kemmis & R. McTaggart, *The Action Research Planner*. Geelong, Deakin University Press, 1988, p. 6.

<sup>43</sup> J. M. Simmons, “Exploring the relationship between Research and Practice: The Impact of assuming the role of Action Researchers in one’s own classroom”. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL, 1985, March 31-April 4, pp. 1-26.

<sup>44</sup> J. McNiff, *Action Research: ...*, p. 56.

teachers by stating that “PLA is a powerful method of bridging the gap between the theory and practice of education; for here, teachers are encouraged to develop their own personal theories of education from their own class practice”.<sup>45</sup> Similarly, the intention of this study is to “bridge” the gap between the teachers’ theory of history teaching and the practice of history in the classroom by practicalising the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

Kemmis and McTaggart describe the PLA process as more systematic and more rigorous than those used in everyday life. They recommend that the “relationships between these moments in the process [be used] as a source of both improvement and knowledge”.<sup>46</sup> The objective in this study is to evaluate a real-life problem, such as practicalising the “history-is-all-around-us” approach, to seek, and systematically plan a solution to close the theory-practice gap, and for teachers and learners to implement the suggested approach. Sparks and Simmons believe that PLA is a form of staff development that encourages and develops the skills of teachers to become more “reflective practitioners, more methodical problem solvers, and more thoughtful decision makers”.<sup>47</sup>

The basic idea of PLA is to collaboratively engage history teachers in seeking solutions, sharing best practices, and promoting professional growth for development within the education sector. It may seem a daunting endeavour but practitioners (teachers) should not be dismayed as action research is very similar to what they are already doing in their classrooms every day. According to Dick, it may just require a little more careful, systematic, and critical planning and review as it “builds upon natural skills and processes”.<sup>48</sup> Put simple, action research plan is be viewed as a form of disciplined inquiry that teachers can utilise to better understanding their learners’ learning needs and teacher effectiveness in classrooms.

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<sup>45</sup> J. McNiff, *Action Research: ...*, p. 1.

<sup>46</sup> S. Kemmis & R. McTaggart, *The Action Research Planner*. Geelong: Deakin University Press, 1988, p. 10.

<sup>47</sup> G.M. Sparks, & J. Simmons, “Inquiry-Oriented Staff Development: Using Research as a Source of Tools, not Rules”, in S. Caldwell (ed.), *Staff Development: A Handbook of Effective Practices*. Oxford, OH: National Staff Development Council, 1989, pp. 126-139.

<sup>48</sup> B. Dick, “What can Action Researchers Learn from Grounded Theorists”? Paper prepared for the Research Symposium at the Australia and New Zealand ALARPM/SCIAR Conference, Gold Coast, 2003, May 4-5, pp. 60-64.

In the context of this study, the researcher shares the sentiments of Sagor who believes that the important purpose of PLA is building the reflective practitioner. Sagor explains that when “reflections on the findings from each days’ work inform the next days’ instruction, teachers cannot miss the opportunity to develop greater mastery of the art and science of teaching”.<sup>49</sup>

PLA, in this study, will not provide all answers to the questions about the learners’ learning or pedagogical practical problems of history teaching and learning in the Parys, Tumahole, and Schonkenville schools. However, through the PLA approach, it is believed that history teachers will be empowered to take leadership roles in their local teaching and learning contexts. History teachers in public primary and secondary schools in the town of Parys, Tumahole, and Schonkenville townships might be willing and skilled to embrace and make practical the “history-is-all-around-us” approach through their participation and engagement in the PLCs of history.

#### **4.4 Research paradigms in multidisciplinary contexts**

A research paradigm is a set of assumptions or beliefs about fundamental aspects of reality that gives rise to a particular world-view. Lincoln and Guba explain that paradigms represent what we “think about the world, but cannot prove”. The researcher has chosen an interpretive paradigm in this study in order to understand the experiences and perceptions of teachers and learners in making practical the significance of the “history-is-all-around-us” approach. The interpretive paradigm will allow the gathering of experiential knowledge from teachers on how they practicalise the “history-is-all-around-us” approach with their history learners in the teaching and learning of local and regional history in their schools.

Both history teachers and learners have the necessary exposure and practical experiences of the teaching and learning of history in their schools, and the researcher can acquire the information through different data gathering instruments. The main objective of interpretivism is to develop a greater understanding of how participants, in this case history teachers and learners, make meaning of contexts in which the teaching and learning of local and regional history is taking place. Merriam confirms

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<sup>49</sup> R. Sagor, *Guiding School Improvement with Action Research*. Alexandria, VA: Association of Supervision and Curriculum Development, 2000, p. 7.

that learning how people experience and interact with their social world, the meaning it has for them, is considered an “interpretive qualitative approach”.<sup>50</sup> The interpretive qualitative approach will therefore help the researcher to uncover, discover, and understand a phenomenon, a process, the perspectives, and worldviews of the participants involved.

In this research study, things are investigated in their natural settings, attempting to “make sense of, or to interpret, phenomena in terms of the meanings people bring to them”.<sup>51</sup> The intention is to penetrate to the deeper significance that the subject of the research ascribes to the topic being researched. It involves an interpretive, naturalistic approach to its subject matter, and gives priority to what the data contribute to important research questions or existing information. Researchers spend extended periods “interviewing participants and observing them in their natural settings in an effort to reconstruct the constructions participants use to make sense of their worlds”.<sup>52</sup>

Interpretive approaches are associated with the hermeneutic tradition that involves seeking deep understanding by interpreting the meaning of interactions, actions, and objects. The hermeneutic principles are used to guide researchers’ interpretive co-constructions of participants’ perspectives. Hesse-Biber states that interpretive perspective posits that the only way to “understand social reality is from the perspective of those enmeshed within it”.<sup>53</sup> Phenomenology and symbolic interactionism will also inform this interpretive qualitative research study. In the world of phenomenologists, people interpret everyday experiences from the perspective of the meaning it has for them.

A qualitative interpretative approach (supported by quantitative data) is chosen to explore, and understand the experiences of history subject advisors, principals, teachers, learners, parents, and community leaders using questionnaires, semi-structured group interviews, class observation, and document analysis. The aim is to

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<sup>50</sup> S.B. Merriam, “Introduction to Qualitative Research”, in S. B. Merriam (ed.), *Qualitative Research ...*, pp. 3-16.

<sup>51</sup> N.K. Denzin, “The Art and Politics of Interpretation”, in N. K. Denzin & Y. S. Lincoln (eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA; Sage, 1994, pp. 500-515.

<sup>52</sup> J.A. Hatch, *Doing Qualitative Research ...*, p. 15.

<sup>53</sup> S.N. Hesse-Biber, *The Practice of Qualitative research: Engaging Students in the Research process* (3<sup>rd</sup>). Thousand Oakes: Sage, 2017, p. 23.

understand their experiences and the practice of the “history-is-all-around-us” approach, as well as the role of history PLCs as a key structure for the professional development of teachers. The above processes can best be accomplished through qualitative research method. The behaviours, beliefs, opinions, and relationships of the participants, as explained by McMillan and Schumacher, will normally “occur naturally”.<sup>54</sup>

The researcher’s goal is to understand the experiences and attitudes of all identified participants with regard to the “history-is-all-around-us” approach, and the role PLCs of history can play to improve the teaching and learning of local and regional history in public schools. The researcher seeks to provide rich descriptions that cannot be achieved by reducing pages of narration to numbers, but rather, according to Denzin and Lincoln and others, through data that has “richness, depth, nuance, context, multi-dimensionality, and complexity”.<sup>55</sup>

#### **4.5 Study population and sampling**

The criteria for the selection of participants develop from different assumptions depending on the research paradigm and the kind of study being undertaken. Hatch maintains that constructivists think of their participants as “co-constructors of the knowledge generated by their studies”.<sup>56</sup> As a result, deciding exactly who the participants will be is determined in part by the context and the unit of analysis selected for the study. Participants were selected because they are directly involved with, and have a keen interest in the teaching and learning of social sciences (history) in Grades 7-9 and history in Grade 10 -12, as school subjects in their different schools.

Both these subjects make learners the holders of the data needed for this study, and participants are “sampled for the explicit purpose of obtaining the richest possible source of information to answer the research questions”.<sup>57</sup> Other participants, not within the school context, such as parents and community leaders are also holders of

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<sup>54</sup>J.H. McMillan & S. Schumacher, *Research in Education: Evidence-Based Inquiry* (7<sup>th</sup> ed.). Boston: Pearson, 2010, pp. 321-322.

<sup>55</sup> N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research* (2<sup>nd</sup> ed.). New York: Sage, 2000, p. 10; U. Flick, E. Von Kardorff & I. Steinke, *A Companion to Qualitative Research*. London: Sage, 2004, p. 3; J. Mason, *Qualitative Researching* (2<sup>nd</sup> ed.), London: Sage Publications, 2002, p. 1.

<sup>56</sup> J.A. Hatch, *Doing Qualitative research* ..., p. 49.

<sup>57</sup> J. Nieuwenhuis, “Qualitative Research designs” ... in K. Maree (ed.), *First Steps in Research...* p. 79.

the data needed to answer the research question because of the significance of history as a subject in the lives of people beyond school. Tables 4.1 and 4.2 provide the names and numbers of participating schools and number of learners, principals, teachers, subject advisors, parents, and community leaders per school.

In order to comply with ethical considerations, the five public schools in this research study will be identified as, Schools A to E, where school A is AM Lembede Primary, B is HF Verwoerd Primary, C is Schonkenville Intermediate, D is Parys High and E representing Barnard Molokoane Comprehensive school.

*Table 4.1 Number and names of participating schools and learners*

<b>School</b>	<b>Type</b>	<b>Residential area</b>	<b>Grade</b>	<b>Roll</b>	<b>No of participants</b>
1. School A	Primary	Tumahole	7	30	13
2. School B	Primary	Parys	7	36	17
3. School C	Intermediate	Schonkenville	8	29	8
4. School D	Secondary	Parys	9	35	9
5. School E	Secondary	Tumahole	10	24	8

In most instances, the number of learners per grade, per school did not take part in the research study, as the study was optional for interested learners, dependent on the permission of their parents or guardians. Some parents did not give permission for their children to be part of the research study. In addition, some learners also declined to take part in the research study.

Table 4.2 shows the number of principals, teachers, subject advisors, parents, and community leaders who were involved in this research study.

Table 4.2 Category, number, and classification of other participants

Category of participants	Number	Classification and number of participants
1. Principals	5	2 x primary, 2 x secondary, 1 x intermediate
2. Teachers	6	2 x Parys Secondary, 1 x Schonkenville Intermediate, 1 x HF Verwoerd (Parys), 2 x Barnard Molokoane
3. Subject advisors	2	1 x GET, 1 x FET
4. Parents	38	10 x HF Verwoerd (Parys), 8 x Barnard Molokoane, 13 x Schonkenville, 3 x Parys secondary, 4 x AM Lembede
5. Community leaders	5	1 x Parys town, 4 x Tumahole township

Qualitative research is also based on a naturalistic approach that seeks to understand phenomena in context, or real-world settings, and in general. In the context of this study, the focus will be the recording of what is taking place at these schools (teachers, principals, learners, subject advisors and parents) through interviews, as well as distribution of questionnaires with open and closed ended questions. The researcher will not attempt to manipulate the phenomenon on interest. Consequently, unobtrusive data gathering techniques, such as interviews and observations are dominant in the naturalist interpretive paradigm.

Qualitative research approaches, such as the current study, are based on non-probability and purposive sampling rather than probability or random sampling approaches. Purposive sampling simply means that participants (teachers, learners, principals, etc.) are selected because of some “defining characteristic that makes them the holders of the data needed for the study”.<sup>58</sup> Purposive sampling decisions are not restricted to the selection of participants, but involve the settings, incidents, events, and activities to be included for data collection. For the purpose of this study, Patton’s

<sup>58</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research...*, p. 79.

most commonly used strategies are “stratified purposeful sampling and criterion sampling approaches”.<sup>59</sup>

Stratified purposive sampling means selecting participants according to preselected criteria relevant to a particular research question, for example, teachers who teach social sciences and history to predefined grades (Gr. 7-10) in a specific region, such as the Greater Parys area. With regard to criterion sampling, the criteria might include age, place of residence (Parys, Tumahole, and Schonkenville), use of a particular teaching strategy, a specific learning barrier, etc. Patton also offers a variety of “purposeful sampling” strategies, such as “homogenous, maximum variation, and intensity sampling that are useful for thinking about selecting participants in any kind of qualitative study”.<sup>60</sup>

Purposeful homogenous samples are made up of participants who share common characteristics. These selection strategies are useful for studying small groups in depth. A sample is defined by Strydom as the “elements of a population considered for actual inclusion in a study”.<sup>61</sup> The purpose of studying the sample is to gain an understanding of the population from which it comes, in the context of this study, the identified public schools, history teachers, and grade 7-10 learners as participants in the town of Parys and the Tumahole and Schonkenville townships.

Sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. Sampling in qualitative research is flexible and often continues until no new themes emerge from the data collection process. This is known as “data saturation”. Data saturation is the point where “no new ideas and insights are brought to the fore”.<sup>62</sup>

For the purpose of this qualitative, interpretive case study, stratified purposive sampling criteria are deemed relevant and will be applied in order to answer the research questions. Merriam emphasises that “purposeful sampling is based on the assumption that the researcher wants to discover, understand, and gain insight and

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<sup>59</sup> M.Q. Patton, *Qualitative Research and Evaluation Methods*. Newbury Park, CA: Sage, 1990, pp. 169-186.

<sup>60</sup> M.Q. Patton, *Qualitative Research...*, pp. 169-186.

<sup>61</sup> H. Strydom & C.S.L. Delpont, “Sampling and Pilot Study in Qualitative Research”, in A.S. Dde Vos *et al.*, *Research at Grassroots ...* pp. 390-394.

<sup>62</sup> J. Nieuwenhuis, “Qualitative Research Designs” ..., in K. Maree (ed.), *First Steps in Research*, p. 79.

therefore must select a sample from which the most can be learned”.<sup>63</sup> She elaborates further and explains that the logic and power of purposeful sampling “lies in selecting information-rich cases for in-depth study”.<sup>64</sup>

Purposive sampling, according to Mason, will also help to generate “meaningful and relevant data that will enable the researcher to address the research question and form grounded arguments to support findings”.<sup>65</sup> Participants in this study were selected because they have particular characteristics that will enable a detailed description and exploration in this study. Diversity is another aspect considered in this study where participants are drawn from the three previously segregated residential areas. They are Parys town (previously educationally advanced and well resourced) and Tumahole and Schonkenville (Black and Coloured townships respectively that were educationally disadvantaged before 1994).

Drawing participants from the three previously unique, diverse, and formerly segregated residential areas was necessary as they have their own unique conditions, such as location, infrastructural development, and provision of education resources. To cite an example, there is a vast difference between the former well-resourced Model C schools in the town of Parys, compared to the poorly resourced townships schools in the townships of Tumahole and Schonkenville. However, it should be noted that although these public schools are still situated in different residential areas, since 1994, the admission of learners is open and cuts across these former segregated residential areas.

Ritchie and Lewis recommend the use of diversity as another key feature through which the “impact of the characteristics of different participants can also be explored”.<sup>66</sup> All of these examples of different contextual factors and explanations might add more value and better understanding to the study when the research data is interpreted. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. Therefore, diversity in

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<sup>63</sup> S.B. Merriam, *Qualitative Research and Case Study ...*, p. 61.

<sup>64</sup> S.B. Merriam, *Qualitative Research and Case Study...*, p. 61.

<sup>65</sup> J. Mason, *Qualitative Researching* (2<sup>nd</sup> ed.), p. 121.

<sup>66</sup> J. Ritchie & J. Lewis, *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London: Sage, 2003, p. 79.

this purposive sampling method was also preferred to obtain more representative elements that are relevant and unique to this study.

The benefit of purposive sampling, as seen by Patton, is that any common patterns that emerge from great variation are of “particular interest and value in capturing the core experience and central, shared dimensions of a setting or phenomenon”.<sup>67</sup> Nieuwenhuis also suggests that purposive sampling is most successful when “data review and analysis are done in conjunction with data collection”.<sup>68</sup> Therefore, based on Nieuwenhuis’s suggestion, data review and analysis will be done in conjunction with data collection in this research study.

The aim with the next paragraphs is to give attention to the data collection instruments used in this qualitative research study.

#### 4.5.1 Data collecting instruments

Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables the researcher to “answer stated research questions, test hypotheses, and evaluate outcomes”.<sup>69</sup> The mixed method approaches have recently risen to prominence. The reason that more researchers are opting for these types of research is that both “qualitative and quantitative data is simultaneously collected, analysed, and interpreted”.<sup>70</sup> Mixed methods encompass multifaceted approaches that combine to capitalise on the strengths and reduce weaknesses that stem from using a single research design. Using a mixed approach to gather and evaluate data may also assist in increasing “the validity and reliability of the research”.<sup>71</sup>

Quite often, quantitative designs use tests and closed-ended questionnaires while the qualitative methods mostly make use of interviews, diaries, journals, classroom observations, and open-ended questionnaires to gather, analyse and interpret the

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<sup>67</sup> M.Q. Patton, *Qualitative Research. ....*, p. 34.

<sup>68</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research, ....*, p. 81.

<sup>69</sup> J.A. Maxwell, “Understanding and Validity in Qualitative Research”, *Harvard Educational Review*, 62(3), 1992, pp. 279-298.

<sup>70</sup> M. Zohrabi, “Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings”, *Theory and Practice in Language Studies*, 3(2), 2013, pp. 254-262.

<sup>71</sup> J.W. Creswell, M.D. Fetters & N. Y. Ivankova, “Designing a Mixed Methods Study in Primary Care”, *Annals of Family Medicine*, 2(1), 2004, pp. 7–12.

data. On the other hand, mixed method approaches usually use “closed-ended questionnaires (numerical data), open-ended questionnaires, open-ended or semi-structured interviews, as well as classroom observations of practices (text data) to collect information, analyse and interpret the data”.<sup>72</sup>

The important issue in open-ended questions is that the responses to these types of questions “will more accurately reflect what the respondent wants to say”.<sup>73</sup> Therefore, it is better that any questionnaire includes both closed-ended and open-ended questions to complement each other, such as the Likert scale. Brown divides the administering of the “questionnaires into two methods”.<sup>74</sup> The first is the self-administered questionnaire, which is usually mailed out to the indented respondents, and the second is the group-administered questionnaire.

In the case of the second procedure, the questionnaire is administered to the groups of individuals (learners and parents) at the same time and place (schools). It is believed that this method of administering the questionnaire is preferable to the self-administered one. That is, the return rate is higher, the researcher is present to explain any unclear questions, and the researcher knows the conditions under which the questionnaires were filled out. The historical method, together with a method covering aspects of social, cultural, and educational foundations, have guided the fieldwork questions in which several participants participated in this research study.

It is believed that using different types of procedures for collecting data and obtaining that information through different sources (learners, teachers, principals, etc.) can “augment the validity and reliability of the data and their interpretation”.<sup>75</sup> The mixed methods way of thinking rests on assumptions that there are “multiple legitimate approaches to social inquiry, and any given approach to social inquiry is inevitably partial. A historical contextualisation, in this instance, is also encompassed within an

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<sup>72</sup> M. Zohrabi, “Mixed Method Research: Instruments, Validity...”, *Theory and Practice in Language Studies*, 3(2), 2013, pp. 254-262.

<sup>73</sup> D. Nunan, *Research Methods in Language Learning*, (8<sup>th</sup> ed). Cambridge: CUP, 1999, p. 143.

<sup>74</sup> J.D. Brown, *Using Surveys in Language Programs*. Cambridge: CUP, 2001, p. 6.

<sup>75</sup> M. Zohrabi, “Mixed Method Research:...”, *Theory and Practice in Language Studies*, 3(2), 2013, pp. 254-262.

educational empirical inquiry approach in this research study to appropriately answer the main research questions. (See Chapter One, section 1. 4).

Qualitative research is an umbrella term used to refer to the theoretical perspective designs as “narrative, phenomenology, grounded theory, action research, case study, ethnography, historical research, and content analysis”.<sup>76</sup> Narrative analysis is used when the study has a specific contextual focus, such as classrooms, and learners or stories about a school, when the subject is biographical, a life history, or an oral history of personal reflections from one or more individuals. It may give unique insight into procedural and impalpable aspects of participant experience, informing project design, and illuminating context-based impacts that give greater power to local people (teachers, parents, etc.).

In order to triangulate the data, the researchers can obtain information through different procedures to heighten the dependability and trustworthiness of the data and its interpretation. Other data sources usually include “notes from interviews with informants, and unobtrusive data, such as artefacts from the research site or records (teachers’ lesson plans) related to the social phenomenon under investigation”.<sup>77</sup> The purpose of data collection is to show the situation as it is now, and as it emerges, and offer descriptions according to what the data shows.

The purpose with this research study is to gain greater insight and understanding of the dynamics of how teachers and learners can make practical the significance of the “history-is-all-around-us” approach through local and regional history. In the context of this study, the concept local and regional history refers to the “study of history in a geographically local context which concentrates on the local community”.<sup>78</sup> The concepts “material sources” or “relics from the past” refer to one of the sources that may be studied by the history learners as young historians to know more about the past. Material sources or relics are the remains of people and their activities especially in and around their known local and regional environment. These include architectural

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<sup>76</sup> J.W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (3<sup>rd</sup> ed.), Los Angeles: SAGE Publications, 2009.

<sup>77</sup> J.A. Hatch, *Doing Qualitative Research ...*, p. 7.

<sup>78</sup> P. Sauvin, *Skills for Standard Grade History*. Cheltenham: Stanley Thornes, 1998, p. 50; E.S. Van Eeden, “Regional, Local, Urban and Rural History as nearby spaces ....”, *Special Edition, New Contree*, 63, January 2012, pp. 1-33.

sources in the form of public buildings, schools, churches, and general everyday objects, such as cemeteries and tombstones, and are also known as “artefacts”.<sup>79</sup>

Studying material sources or relics from the past at a site, such as a museum, can be a useful way of backing up what learners know about local and regional history from other historical sources, such as textbooks. Written sources or documentary material is evidence that can be found and read today. It includes material written by people of the time who experienced or witnessed events, also known as oral history. Examples of written sources or documentary evidence can be newsletters from different schools, school magazines, and official documents, such as a curriculum and assessment policy statement (CAPS), teachers’ lesson plans, and school’s logbook entries.<sup>80</sup>

Through such different original documents from schools, learners will be able to trace, and also have better understand the history of their different schools, which is usually captured in the documents of different schools. A constructivist approach in the teaching and learning of local and regional history as set out and prescribed in the CAPS document where the learners are exposed to a “doing history” experience can be easily implemented. Teachers’ lesson plans will also enable the researcher to get a sense of how far history teachers from different schools practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

More than one data collecting instrument will be utilised in this study because scholars such as Merriam suggest that “multiple methods enhance the validity of the research study”.<sup>81</sup> The first instrument used is questionnaires. A mixture of closed-ended and open-ended questionnaires were completed by grade 7-10 learners and their parents, in the presence of the researcher. The important aspect regarding open-ended questions is that the responses to these types of questions “will more accurately reflect what the respondent wants to say”.<sup>82</sup>

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<sup>79</sup> E.S. Van Eeden, “Exploring Local Histories in the use and appreciation of Heritage ....”, *Yesterday & Today*, 5, October 2010, pp. 23-50.

<sup>80</sup> J. Matthews, *et al.*, *Discover History: A pupil centred approach ....*, p. 25.

<sup>81</sup> S.B. Merriam, “Introduction to Qualitative Research”, in S.B. Merriam & Associates ..., pp. 3-16.

<sup>82</sup> D. Nunan, *Research Methods in Language .....*, p. 143.

Teachers, principals, subject advisors, and community leaders also completed a mixture of both closed-ended and open-ended questionnaires, but in the absence of the researcher. It was important for these questionnaires to include both closed-ended and open-ended questions to complement each other. Participants were required to answer a set of predetermined questions in order for the researcher to identify new emerging lines of inquiry that are directly related to the phenomenon under study.

The researcher also used the “*in vivo codes*”, which are codes that “employ the language and terms used by the participants themselves”.<sup>83</sup> In vivo coding is a form of qualitative data analysis that emphasises the actual spoken words of the participants. It is championed by many researchers for its usefulness in highlighting the thoughts of participants and for its “reliance on the participants themselves for giving meaning to the data”.<sup>84</sup>

The second main type of data collection in this mixed method design was structured open-ended interviews with history teachers from AM Lembede, HF Verwoerd, and Schonkenville schools. This method typically consists of a dialogue between researcher and participant “guided by a flexible interview protocol and supplemented by follow-up questions, probes, and comments”.<sup>85</sup> As a two-way conversation between the researcher and teachers, it was used to learn more about the ideas, beliefs, views, opinions, and behaviours of different teachers from different schools”.<sup>86</sup>

The method allows the researcher to collect open-ended data to explore teachers’ thoughts about the significance of functional professional learning community (PLC) of history. During the interviews, teachers were also encouraged to propose practical strategies with regard to the establishment of functional PLCs of history that can be used to enhance the “history-is-all-around-us” approach in the teaching and learning of local and regional history. The main aim with these interviews is to see the world through

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<sup>83</sup> S.J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, (2<sup>nd</sup> ed.), New York: John Wiley & Sons, 2012, p. 11.

<sup>84</sup> J. Manning, “In Vivo Coding”, in J. Matthee, (ed.), *The International Encyclopaedia of Communication Research Methods*. New York, NY: Wiley-Blackwell, 2017. Retrieved from, <https://doi.org/10.1002/97811189173.iecrm0270>, 14 March 2019.

<sup>85</sup> M. De Jonckheere & L. M. Vaughn, “Semi-structured Interviewing in Primary Care Research: A Balance of Relationship and Rigour”, *Family Medicine & Community Health*, 7, 2019, pp. 1-8.

<sup>86</sup> J. Nieuwenhuis, “Qualitative Research...”, in K. Maree (ed.), *First Steps in Research...*, p. 87.

the eyes of the history teachers and interviews are regarded as a valuable source of information to answer the research questions.

Therefore, interviews in this study were a means to obtain rich descriptive data that will help the researcher to understand the participant's (teachers and subject advisors') construction of knowledge, and their social reality. Open-ended interviews were used because they could provide an insight into the events and their own "perceptions of the phenomenon being studied".<sup>87</sup>

Follow-up data gathering through semi-structured interviews with learners from AM Lembede and Schonkenville schools also took place in order to "corroborate data emerging from other data sources".<sup>88</sup> The focus was on the learners' knowledge and their daily encounter with, and experience of both tangible and intangible cultural heritage remains in and around their homes, schools, and town or townships.

The last major source of collection data in this study was participatory or classroom observation of school records and documents, and artefacts, or relics analysis for clues of the practice of the "history-is-all-around-us" approach. Flick contends that observation is an attempt to "observe events as they naturally occur".<sup>89</sup> The classroom observation approach can also be combined with questionnaires, and interviews to collect "relatively objective first-hand information".<sup>90</sup> As an approach, it allows the researcher to "hear, see, and begin to experience reality as participants (teachers and learners) do".<sup>91</sup>

Documents, such as history teachers' lesson plans (Schools B and C) a history educational tour plan for 2016 (school E) a copy of a school anthem, and a 2019 newsletter to parents (school C) also received attention. A mixed method is an orientation towards social inquiry that actively invites us to participate in dialogue about "multiple ways of seeing and hearing, multiple ways of making sense of the social

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<sup>87</sup> J. Nieuwenhuis, "Qualitative Research ...," in K. Maree (ed.), *First Steps in Research...*, p. 87.

<sup>88</sup> J. Nieuwenhuis, "Qualitative Research ...," in K. Maree (ed.), *First Steps in Research...*, p. 87.

<sup>89</sup> U. Flick, *An Introduction to Qualitative Research*. London: Sage, 2006, p. 219.

<sup>90</sup> B. Johnson & L. A. Turner, "Data Collection Strategies in Mixed Methods Research", in A. Tashakkori & C. Teddie (eds.), *Handbook of Mixed Methods in Social and Behavioural Research*. Thousand Oaks, CA: Sage, 2003, pp. 297-319.

<sup>91</sup> J. Nieuwenhuis, "Qualitative research designs ...," in K. Maree (ed.), *First Steps in Research...*, p. 84.

world, and multiple standpoints on what is important, and to be valued and cherished”.<sup>92</sup>

In this study, classroom observation was found to be an essential data gathering technique as it holds the possibility of providing the researcher with an insider perspective of the group dynamics and behaviours of both history teachers and learners. The undertaking of participation observation as a data gathering technique is two-fold in this study. Firstly, it is to observe any activities at the schools, which suggest that teachers and learners are practicalising the significance of the “history-is-all-around-us” approach in their teaching and learning of local and regional history.

It also allows for the investigation of the availability of functional and viable school-based PLCs of history as well as the participation levels of teachers in structures such as PLCs of history through a participant observer. As explained in the design section, the researcher adopted the status of an active participant observer as part of a case study and participatory action research. Because participant observation in this study is used in conjunction with interviewing, the term “fieldwork or field study is also utilised.”<sup>93</sup>

The importance of field notes in ethnographic research is described by Fetterman as “the brick and mortar of an ethnographic structure”.<sup>94</sup> Field notes provide an opportunity for the researcher to record and comment on his thoughts about the setting, the participants, and activities. According to Ritchie and Lewis, such data can “contribute to further steps in subsequent fieldwork and issues relevant during the analysis phase”.<sup>95</sup>

Ary, Jacobs, and Razavieh further indicate that field notes have two components, namely the descriptive and the reflective field notes”.<sup>96</sup> The descriptive includes a complete description of the setting, the people and their reactions and interpersonal

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<sup>92</sup> H. Mohajan, “Qualitative Research Methodology in Social Sciences and Related Subjects”, *Journal of Economic Development, Environment and People*, 7(1), 2018, pp. 23-48.

<sup>93</sup> S.B. Merriam, “Introduction to Qualitative Research”, in S.B. Merriam & Associates, *Introduction to...*, pp. 3-16.

<sup>94</sup> D.H. Fetterman, *Ethnography: Step by Step*. Newbury Park, CA; Sage, 1989, p. 107.

<sup>95</sup> J. Ritchie & J. Lewis, *Qualitative Research Practice. A Guide for Social Science Studies* ....., p. 133

<sup>96</sup> D. Ary, L. C. Jacobs, & A. Razavieh, *Introduction to Research in Education (6<sup>th</sup> ed.)*, Belmont: Wadsworth, 2002, p. 431.

relationships, and accounts of events; and the reflective includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis. In this research study, both descriptive and reflective field notes will form part of the data gathering instruments.

During a participant as observer data gathering process, the researcher becomes a participant in the situation being observed and, where necessary, may intervene in the dynamics of the situation and even try to alter it. Therefore, the approach is considered the best technique in this study as the activities (practicalising the significance of the "history-is-all-around-us approach" and the revival of PLCs of history) will be observed first-hand at schools, for the purpose of "designing and developing intervention strategies".<sup>97</sup>

The participatory observation technique will help the researcher to capture the perspectives that history teachers and learners use as a basis for their actions in specific social settings, such as the teaching and learning of local and regional history in different schools. The logic behind the researcher-as-instrument approach is key, as the human capacities are necessary to enable qualitative researchers to make sense of the actions, intentions, and understandings of history teachers and learners. According to Hymes, "Our ability to learn ethnographically is an extension of what every human must do, that is, learn the meanings, norms, and patterns of a way of life".<sup>98</sup>

The ethnographic qualitative research approach also informs this study because it will help to describe culture or parts of culture from the point of view of cultural insiders, such as history teachers and learners, principals, parents, and community leaders. Hatch defines ethnography as a "classic form of qualitative research that was developed by anthropologists who spent extended periods of time doing fieldwork within cultural groups".<sup>99</sup> In the same vein, Neuman classifies sources from which data can be collected by ethnographers into "primary or secondary sources".<sup>100</sup> Primary

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<sup>97</sup> J. Nieuwenhuis, "Qualitative Research ...." in K. Maree (ed.), *First Steps in Research...* p. 85.

<sup>98</sup> D. Hymes, "What is Ethnography?", in P. Gilmore & A. Glatthorn (eds.), *Children in and Out of School: Ethnography and Education*. Washington, DC: Centre for Applied Linguistics, 1982, pp. 22-32.

<sup>99</sup> J.A. Hatch, *Doing Qualitative Research ...*, p. 21.

<sup>100</sup> W.L. Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, (4<sup>th</sup> ed.). Boston: Allyn & Bacon, 2000, p. 395.

sources of data are eyewitness accounts, which are reported by an actual observer or participant in an event.

Secondary sources of data are usually of limited value for research purposes due to the errors that may result when information passes from one person to another. Documents that will be used in this research study are CAPS, PLC, social sciences and history lesson plans, learners' assignment books, history field trips plans, and feedback reports as they are regarded as primary sources of data collection from schools. The strength of these documents as a data source lies in the fact that they already exist in the situation, they are not "dependent upon the whims of human beings whose cooperation is essential for collecting data through interviews and observations".<sup>101</sup>

Participants in this study, especially learners kept dairies or notebooks of their daily activities relevant to the teaching and learning of local and regional history. Photographs taken during educational field trips and their tangible and intangible family remains will also form part of the data gathering sources. Documents in many instances provide insights and clues into the phenomenon. For this study, an effort to locate and examine all available documents in the identified schools will be a priority.

Flowing from data collecting instrument discussion, data analysis, and interpretation will receive attention in the next paragraphs.

#### 4.5.2 Data analysis and interpretation

In the previous paragraphs, discussions were mainly based on a mixture of qualitative and quantitative research designs and data collecting instruments and techniques. The design in this research study is a mixed approach; therefore, a combination of descriptive and statistical report forms will be presented. In line with Brown's recommendation, this research study design report will be "qualitative in nature, with some statistics"<sup>102</sup>, that will be summarised and presented by means of bar charts.

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<sup>101</sup> S.B. Merriam, "Introduction to Qualitative Research"; in S.B. Merriam & Associates, *Introduction to Qualitative...*, pp. 3-16.

<sup>102</sup> J.D. Brown, *Using Surveys in Language Programs*. Cambridge: CUP, 2001, p. 253.

Although the research study using the mixed method, the data collected was predominantly of a qualitative nature. The quantitative data is only in the questionnaires (using scales) where it is at times in combination with the collection of qualitative data. In fact, the use of numerical values is to support the qualitative data collected for analysis and interpretations. Therefore, the quantitative data analysis and interpretation only applies to the close-ended questionnaires.

The following paragraphs will explore the analysis and interpretation of the data collected from different sources. Most qualitative studies, such as the current one, do not treat data collection and data analysis as two separate processes, but see them as an “ongoing, cyclical, and non-linear process”.<sup>103</sup> In general, with data analysis and interpretation the intent is to make sense of the text and image of collected data.

Creswell notes that the process involves “segmenting and taking apart the data like peeling back the layers of an onion as well as putting it back together”.<sup>104</sup> Put differently, qualitative data analysis is usually “based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data”.<sup>105</sup> Data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, feelings, and experiences in an attempt to approximate their construction of the phenomenon.

Nieuwenhuis also captures the essence of data analysis that serves as a good working definition. He notes that “... qualitative data analysis tends to be an ongoing and iterative process, implying that data collection, processing, analysis, and reporting are intertwined, and not necessarily a successive process”.<sup>106</sup> He further states that data analysis grounds theory in “accounts and observations of everyday life”.<sup>107</sup>

The aim with the grounding approach is to try to make meaning of the experiences of the people in that phenomenon. The grounded theory approach therefore claims to be inductive rather than deductive. Through the grounded theory, the researcher is

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<sup>103</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research...*, p. 81.

<sup>104</sup> J.W. Creswell, *Research Design: ...*, p. 194.

<sup>105</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research...* p. 99.

<sup>106</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research ...*, pp. 99-100.

<sup>107</sup> J. Nieuwenhuis, “Qualitative Research ...”, in K. Maree (ed.), *First Steps in Research ...*, p. 77.

provided with opportunities for increasing the density and saturation of recurring categories, as well as for following up on unexpected findings.

For the purpose of this study, therefore, a grounded theory of data analysis and interpretation is followed. Strauss and Corbin define a grounded theory as “inductively derived from the study of the phenomenon it represents... it is discovered, developed and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon”.<sup>108</sup> The approach, therefore seeks to develop a theory that is grounded in data, systematically gathered and analysed from the five identified public schools in the town of Parys, and Tumahole and Schonkenville townships.

Therefore, grounded theory procedure will enable the researcher to examine topics and related behaviours of participants from different angles; it will help in “developing comprehensive explanations”.<sup>109</sup> The grounded theory approach will be used to gain new insights, such as the ‘history-is-all-around-us’ approach, as well as to study new and emerging areas in need of investigation, such as the role of history PLCs and PLAs.

The approach will further be used to uncover the beliefs and meanings that underlie action to examine rational as well as non-rational aspects of behaviour among history teachers. Corbin and Strauss also believe that it could help to demonstrate how logic and emotion combine to influence how people respond to events or “handle problems through action and interaction”.<sup>110</sup>

However, qualitative research is also based on the assumption that social settings are unique, dynamic, and complex. Therefore, following Hatch’s explanation, the “social context must be examined as a whole without breaking it down into isolated, incomplete, and disconnected variables”.<sup>111</sup> In the context of this study, the approach considers the individual learner and the interactions with the social environment as central to understanding the process of teaching and learning. For teachers this

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<sup>108</sup> A. Strauss & J. Corbin, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park: Sage, 1990, p. 23.

<sup>109</sup> J. Corbin & A. Strauss, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4<sup>th</sup> ed.). Washington, DC: Sage, 2015, p. 11.

<sup>110</sup> J. Corbin & A. Strauss, *Basics of Qualitative Research: ...*, p. 11.

<sup>111</sup> J.A. Hatch, *Doing Qualitative Research ...*, p. 9.

approach encourages them to look at the learning environment and the social context in which the teaching and learning they design for their learners is taking place and present a fuller and more accurate picture of children's learning and development.

Therefore, history teachers will be encouraged to consider Vygotsky's understanding that all learning is social in nature, and assist their learners to learn effectively by consciously grounding their teaching within their learners' zone of proximal development. The approach implies that, teaching and learning must start right in that area or environment and where learners are ready to learn and provide assistance, or other learners provide assistance in that social context. Again in this research study, content analysis, which is a systematic approach to qualitative data analysis that identifies and summarises message content, will be followed.

It will be used to analyse qualitative responses to open-ended questions from teachers, subject advisors, and learner questionnaires, as well as parents' and community leaders' responses. Nieuwenhuis notes that content analysis is an inductive and iterative process where researchers look for "similarities and differences in text that would corroborate or disconfirm theory".<sup>112</sup>

The inductive process illustrates working back and forth between the themes and the database until the researcher has established a comprehensive set of themes. Then deductively, the researchers will look "back at the data from the themes to determine if more evidence can support each theme or whether they need to gather additional information".<sup>113</sup> During the process of data analysis, the researcher will "winnow" the data, which is a process of focusing in on some of the data and disregarding other parts of it. According to Creswell, the impact of this process is to "aggregate data into a small number of themes, something like five to seven themes".<sup>114</sup>

A typical content analysis example in this study would be to examine the content of learner's portfolio to see whether the "history-is-all-around-us" approach in the teaching and learning of local and regional history is taking place. Schools and

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<sup>112</sup> J. Nieuwenhuis, "Qualitative Research ...", in K. Maree (ed.), *First Steps in Research*, p. 101.

<sup>113</sup> J.W. Creswell, *Research Design: ...*, p. 186.

<sup>114</sup> J.W. Creswell, *Research Design: ...*, p. 194.

classrooms are rich sources of what Gay, Mills, and Airasian call “artefacts”.<sup>115</sup> Artefacts are written or visual sources of data that contribute to our understanding of what is happening in the classrooms and schools. For example, schools have tended to move towards what administrators refer to as authentic assessment techniques, which include the use of learner portfolios.

Authentic assessment techniques are defined as an approach that is used to measure learner performance in a direct, and relevant way to see if the teaching and learning objectives of a subject like history, were met. Examples of such an approach in the context of this study might include, amongst others, a project about the learners’ family histories, or the origins of their local school, church and or town and township, and interviews with learners to measure their understanding of the local and regional history.

A learner portfolio is a presentation of work that captures an individual learner’s work samples over time to demonstrate the relative experience of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. Portfolios from history learners can provide the researcher with valuable outcome data that get at the heart of the qualitatively different samples of work. Such documents are considered a valuable data source that qualitative researchers may use as a “starting point for conversation with research participants”.<sup>116</sup>

In line with Ritchie and Lewis’s assertion, document analysis, which involves the study of existing documents, either to “understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage, will also receive attention”.<sup>117</sup> A thematic coding process will be followed to analyse the data because it is easier to make sense of the data when it is divided into themes or patterns.

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<sup>115</sup> L.R. Gay, G. E. Mills, & P. Airasian, *Educational Research: Competences for Analysis and Application* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson, 2012, pp. 390-391.

<sup>116</sup> L.R. Gay, G. E. Mills & P. Airasian, *Educational Research: .....*, pp. 390-391.

<sup>117</sup> J. Ritchie & J. Lewis, *Qualitative research practice: ....*, p. 35.

I will make use of the coding process in all qualitative data, including questionnaires and interviews. It is also noted by Rivas that, “thematic coding reduces the volume of the original data and turns these into something meaningful and easy to digest”.<sup>118</sup>

Thematic coding will begin before all the data is collected in a process of iterative data gathering and analysis, which has been aptly labelled the zigzag approach. The zigzag approach is a procedure used for early analysis to inform further “data gathering so as to fill gaps, and/or unpack any new and unexpected themes”.<sup>119</sup> Ideally, the process ends when no new themes emerge from the data. This is called saturation of themes. Creswell believes that the process of qualitative data analysis and interpretation can best be represented by a spiral image, a data analysis spiral, in which the researcher “moves in analytic circles rather than using a fixed linear approach”.<sup>120</sup>

Stated differently, qualitative data analysis suggests a linear, hierarchical approach, building from the bottom to top. However, the approach is interactive in practice, and steps are interrelated and always visited in a specific and prescribed order.

#### **4.6 Validity and reliability**

Validity and reliability Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. In qualitative research, validity is also defined by Gay and Mills as the degree to which “qualitative data accurately gauge what we are trying to measure”.<sup>121</sup> Nieuwenhuis notes that the validity of qualitative design includes the degree to which the “interpretations and concepts used have mutual meaning for both the participants and the researcher”.<sup>122</sup> Due to the fact that, human behaviour is never static in nature, the concept of reliability is always problematic in most social sciences research studies.<sup>123</sup>

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<sup>118</sup> C. Rivas, “Coding Quantitative data”, in C. Seale (ed.), *Researching Society and Culture* (3<sup>rd</sup> ed.), London: Sage, pp. 366-392.

<sup>119</sup> C. Rivas, “Coding Quantitative data”, in C. Seale (ed.), *Researching Society* ..., pp. 366-392.

<sup>120</sup> J.W. Creswell, *Qualitative Inquiry and Research design: Choosing among five approaches* (3<sup>rd</sup> ed.), Thousand Oaks, CA: Sage, 2013, pp. 182-188.

<sup>121</sup> L.R. Gay & G. E. Mills, *Educational research: Competences for Analysis* ..., p. 391.

<sup>122</sup> J. Nieuwenhuis, “Qualitative Research:....”, in K. Maree (ed.), *First Steps* ....., p. 38.

<sup>123</sup> S.B. Merriam, *Qualitative Research*....., p. 205.

For the purpose of this research study, the researcher will actively incorporate the following strategies for validity purposes, crystallisation, long-term observation, collaborative research, triangulation, and member checking. Crystallisation refers to the practice of validating results by using multiple methods of data collection and analysis. Lincoln and Guba's suggestion to consider "multiple and conflicting voices, differing and interacting interpretations to facilitate triangulation and crystallisation" will be utilised.<sup>124</sup> Therefore, care will be taken to attend to participants' opinions – especially those that differ from those of the researcher to enable the full study of multiple constructed realities from different schools.

A long-term observation approach will also be followed to validate this study. Long-term observation is a mechanism that involves data gathering over an "extended period of time until data becomes saturated".<sup>125</sup> Fetterman contends that "working with people day in and day out for long periods of time is what gives ethnographic research its validity and vitality".<sup>126</sup> Being in the field over time solidifies evidence because researchers can examine the data, test their theories, and compare interview data with observational data. Constructivists also recognise that the longer they stay in the field, the more the pluralistic perspectives will be heard from participants, and the better the understanding of the context of participant's views.

In order to comply with the participatory learning and action (PLA) element of this research study, a collaborative research approach will be another means to validate this study. The collaborative research approach will involve the full participation of participants, in particular history teachers, in the PLA research process. This validity lens is one of building the history teachers' view into the study. According to Creswell and Miller, it belongs to a critical paradigm perspective because the intent of the process is to "respect and support participants in a study, not further marginalise them".<sup>127</sup>

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<sup>124</sup> Y.S. Lincoln & E. G. Guba, *Naturalistic Inquiry*. London: Sage, 1985, p. 114.

<sup>125</sup> J.W. Creswell & D. Miller, "Determining Validity in Qualitative Inquiry", *Theory Into Practice*, 39(3), 2000, pp. 124-130.

<sup>126</sup> D. M. Fetterman, *Ethnography: Step by step* (Applied Social Research Methods Series), No. 17. Newbury Park, CA: Sage. 1989, p. 46.

<sup>127</sup> J.W. Creswell & D. Miller, "Determining Validity...", *Theory into Practice*, 39(3), 2000, pp. 124-130.

History teachers will be involved from the identification of issues, reflection, collection, and analysis of data, implementation of practical changes based on their findings to the evaluation of the PLCs of history from different schools. By actively involving history teachers as participants in their studies, qualitative inquirers add further credibility to their narrative accounts.

Another strategy to validate this research will be to triangulate different data sources of information by “examining evidence from the sources, and use it to build a coherent justification for themes”.<sup>128</sup> Triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross-check information. The researcher will engage in informal observations in the natural settings (schools A and B), and conduct an in-depth interview with history teachers at the same schools to look for common themes that appear in the data gleaned from both methods.

Triangulation will therefore enable the researcher to establish themes based on converging several sources of data, or perspectives from participants, and that process will add to the validity of the study. Member checking in order to determine the accuracy of the findings will be another approach of validating this study. Lincoln and Guba describe member checking as the “most crucial technique for establishing credibility in a study”.<sup>129</sup> The process consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account.

It involves conducting follow-up interviews with teachers (schools A, B and C), as well as learners from schools A and C to provide an opportunity for them to comment on the findings. The benchmark of validating this research study will be based on Struwig and Stead’s suggestion that validity of the data is determined by ascertaining that the “data has been collected and reported with care and precision”.<sup>130</sup>

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<sup>128</sup> J.W. Creswell, *Research Design: ...*, p. 201.

<sup>129</sup> Y.S. Lincoln & E. G. Guba, *Naturalistic inquiry*. Newbury Park, CA: Sage. 1985, p. 314.

<sup>130</sup> F.W. Struwig & G.B. Stead, *Planning, Designing and Reporting Research*. Cape Town: Pearson, 2001, pp. 80-81.

The reliability of questionnaires was inferred by a second administration of the instrument with a small subsample to compare the responses with those of the first participants. During the open-ended interview process with the teachers from schools A, B and C, reliability will be evaluated by restating a question in a slightly different form at a later stage in the interview and comparing participants' responses. Repeating the interview at another time will provide an additional estimate of the consistency of participants' responses. There are many terms in the qualitative literature, which address validity, such as "trustworthiness, authenticity, and credibility".<sup>131</sup>

#### 4.6.1 Transferability of the study

Transferability is described as the manner in which the researcher can demonstrate that the findings of the research study are applicable to other contexts. In this study, PLCs of history influence the practicalisation significance of the "history-is-all-around-us" approach in other schools. The researcher will use thick descriptions to show that the findings of the research can be applied to other contexts, circumstances, and situations (classrooms, schools, towns, district, *and etcetera*).

Lincoln and Guba argue that there is a "broad range of related cases where conclusions derived in one context might be relevant to another context".<sup>132</sup> Based on Cronbach's term "working hypotheses",<sup>133</sup> Lincoln and Guba suggest that the term, working hypotheses, produced out of one case study can be used to understand other cases. All participants in this PLA will be urged to produce what is called "thick descriptions" of case studies probably to be able to transfer conclusions from one case study to many other contexts based on the degree of what is known as "fittingness".

Fittingness, as defined by Lincoln and Guba, is the "degree of congruency between sending and receiving context"<sup>134</sup>, in the context of this research study, the different schools in Parys and its townships of Tumahole and Schonkenville. The fittingness in this research study will practicalising the significance of the "history-is-all-around-us"

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<sup>131</sup> J.W. Creswell & D. Miller, "Determining Validity in ...", *Theory into Practice*, 39 (3), 2000, pp. 124-130.

<sup>132</sup> Y.S. Lincoln & E.G. Guba, "The Only Generalization is: There is no Generalization", in R. Gomm, M. Hammersley & P. Foster, (eds.), *Case Study Method: Key Issues, Key Texts*. London: Sage, 2000, p. 38.

<sup>133</sup> L. Cronbach, "Beyond the two disciplines of Scientific Psychology", *American Psychologist*, 30 (2), 1975, pp. 116-127.

<sup>134</sup> Y.S. Lincoln & E.G. Guba, "The Only Generalization...", in R. Gomm, M. Hammersley & P. Foster, (eds.), *Case study method: ...* p. 40.

approach in the teaching and learning of local and regional history as well as the role and impact of PLCs of history in public schools in the town of Parys, South Africa.

#### 4.6.2 Conformability of the study

Conformability in the case of the research study is defined as the degree of neutrality in the findings of the research study. In short, conformability means that the findings are “based on participants’ responses, and not any potential bias or personal motivations of the researcher”.<sup>135</sup> To establish conformability in this study, the researcher will provide an audit trail, and highlight every step of the data analysis to provide a rationale for the decisions made. Through conformability, it could help establish that the research findings are accurately portraying participants’ responses.

#### **4.7 Ethical considerations**

As some participants in this research study are learners who are younger than 18 years of age, the researcher had to obtain written, informed consent from the minor participants' parents and/or legal guardians for their children to participate in the research. In addition, participants themselves had to agree to this request by signing a written undertaking that they were willing to be part of the research study.

The public nature of educational institutions means that permission to conduct research had to also be obtained from the Free State Department of Education. Here too, an application, dated 13 January 2017, was submitted together with a research proposal, ethics clearance number, as well as copies of the questionnaires and interview schedule.

Included in this application were participant’s consent forms in the case of parents and learners, and a letter of introduction to selected schools’ principals requesting permission to conduct research at their schools. The application was successful and permission to conduct the research at those five public schools was granted by the education department. Ethical issues that had to be addressed involved the establishment of the procedures of the research, focus groups, interviews, and anything that the participant will be asked to do as part of the research. The idea is

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<sup>135</sup> J.W. Creswell & D. Miller, “Determining Validity ...”, *Theory Into practice*, 39(3), 2000, pp. 124-130.

that the potential participant is fully informed as to what to expect in the research process.

According to the Belmont Report, researchers have to adhere to two general rules: “do no harm, and “maximise the possible benefits and minimise possible harms”.<sup>136</sup> The following measures were taken into consideration while planning and conducting the research study to ensure that the rights and welfare of each participant would be protected and that nobody is harmed or hurt in any way during the research procedures:

#### 4.7.1 Informed consent

The researcher received informed consent, in writing, from each participant before conducting the research at the schools. All participants were duly informed about the “purpose, nature, data collection methods, and extent of the research, prior to its commencement”.<sup>137</sup> In this research study, the researcher guaranteed that no participants would be put in a situation where they might be harmed (physically or psychologically) as a result of their participation.

#### 4.7.2 Privacy, confidentiality, and anonymity

In this study, the researcher ensured that the confidentiality and anonymity of all participants would be maintained through the removal of any identifying characteristics before widespread dissemination of the final report. The collecting of data was also anonymous and treated with confidentiality.

#### 4.7.3 Voluntary participation

In addition to the above-mentioned precautions, it was made clear to the participants that the research was only for academic purposes and their participation was absolutely voluntary. According to Rubin and Babbie, participation should at all times

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<sup>136</sup> United States of America, “National Commission on the International Year of the Child”, *Executive Order*, 1979, p. 6.

<sup>137</sup> D. Ary, L.C. Jacobs & A. Razavieh, *Introduction to Research in Education* (6<sup>th</sup> ed.), Belmont: Wadsworth, 2002, p. 438; N.K. Denzin & Y. S. Lincoln, *The Sage Handbook of Qualitative Research* ..., pp. 138 -139; J. Ritchie & J. Lewis, *Qualitative research practice. A Guide for Social Science Students...*, pp. 66 - 67; C. Seale, G. Gobo, J.F. Gubrium, & D. Silverman, *Qualitative Research Practice*. London: SAGE Publications, 2004, pp. 231 - 232.

be “voluntary and no one should be forced to participate in a project”.<sup>138</sup> Maree also emphasises the fact that the participants should be reminded that they may “withdraw from the study at any time, without giving any reason(s), and that this will not have any adverse consequences”.<sup>139</sup> Finally, the researcher will also ensure that the research findings are made available to all participants from all five identified schools in the town of Parys.

The researcher is ethically responsible for protecting the rights and welfare of the people who participate in this study. The researcher applied for ethical clearance to the North-West University Ethics Committee in 2016. The application was approved, and the researcher was able to begin with data collection at the five identified schools as per agreed schedule. Lastly, all the principals were approached and permission to conduct the study at their different schools was requested. Approval was also obtained from the Free State Education department.

#### 4.7.4 Ethical clearance

Ethical clearance was obtained from the North-West University ethical committee:

- *Number: NWU – HS - 2016-0198*
- *Approval date: 2017/03/23*

#### **4.8 Study limitations**

As in most qualitative research studies, there may be inhibiting factors in carrying out this quantitative research study. Merriam states that the “human instrument is as fallible as any other research instrument.”<sup>140</sup> The researcher, as human instrument, is limited by being human, mistakes are made, opportunities are missed, and personal bias interferes. McMillan and Schumacher point out that an “institution, such as a school, is a public enterprise and is influenced by the external environment”.<sup>141</sup> The institutions themselves change; legislative mandates, such as the implementation of

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<sup>138</sup> A. Rubin & E. Babbie, *Research Methods for Social work*, (5<sup>th</sup> ed.). Australia: Thomson Brookes/Cole, 2005, p. 71.

<sup>139</sup> K. Maree & J. Pietersen, “Sampling”, in: K. Maree, *First Steps in Research*, pp. 191-202.

<sup>140</sup> S.B. Merriam, *Qualitative Research...*, p. 20.

<sup>141</sup> J. H. McMillan & S. Schumacher, *Research in Education: ...*, pp. 23-24.

CAPS and PLCs and other judicial orders, change, the structure of schools change, and programmes are continuously added or deleted.

Likewise, the selected purposive sample may be compromised because not all possible participants have an equal chance of being selected to participate, implying that the results may not be generalised to a broader population. In addition, different participants (history teachers and learners, school principals, subject advisors, parents, and community leaders) also process ideas differently and the situational elements of the schools should be considered, which illustrates the complexity of this research study.

In-depth observation and a full PLA model experience will only take place at two public schools, namely AM Lembede Primary and Schonkenville Intermediate schools. In these two schools, participatory observation, document collection and analysis, revival of the history PLC, and history learners' families, as well as their different schools' histories will be explored. Although qualitative studies and PLA provide a rich, thick description and analysis of action and change, researchers may not always have the time and energy to engage in such an undertaking.

Like all other qualitative research studies, this particular study is also limited by the "sensitivity and integrity of the researcher himself".<sup>142</sup> As a result, the researcher's subjective bias will be a constant threat to objective data gathering and analysis. Another limitation could be access to the different schools' documents, participants (teachers, principals, etcetera.) and settings can lead to ethical considerations, such as confidentiality on the part of participants (official documents).

Lastly, it is also difficult for qualitative researchers to achieve their aim of investigating situations as they naturally occur without any effect arising from their presence. Therefore, observer effects will be taken into account by the researcher during the entire process of data collection and analysis.

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<sup>142</sup> S.B. Merriam, *Qualitative Research ...*, p. 20.

#### **4.9 Reflection**

Chapter four described and explained in detail the process, rationale and purpose of the mixed methods research design. The mixed methods research design was applied to acquire an experiential overview of the extent to which the “history-is-all-around-us” approach in the teaching and learning of local and regional history is taking place in a group of identified schools in the town of Parys, South Africa, in accordance with their diverse circumstances.

For this study, the most commonly used qualitative research approaches are interpretive and critical participatory. The chapter also explored and highlighted some qualitative research designs, such as basic ethnographic study, phenomenological, grounded theory, as well as critical constructivist participatory genres.

The chapter further highlights the key element. Common to all qualitative research approaches is the fact that they search for meaning and understanding together with participants. The researcher is the primary instrument of data collection and analysis, it is always an inductive and deductive process, and the product has a rich description of the phenomenon. A purposeful sample of public schools in the town of Parys, and Tumahole and Schonkenville townships is the context and the social setting from which to explore the teachers’ ability and willingness to practicalise the significance of the “history-is-all-around-us” approach at their respective schools.

The three primary sources of data collection instruments for analysis and interpretation in mixed methods research study are open-ended and close-ended questionnaires, structured and semi-structured interviews, and classroom or participatory observation. Van Maanen suggests close observation, and studying of “experiential descriptions in literature and art ... for insight into the nature of the phenomenon under investigation found from different schools”.<sup>143</sup>

Data analysis and interpretation processes were also outlined, especially the fact that data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge,

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<sup>143</sup> M. Van Maanen, *Researching Lived Experiences: Human Science for an Action Sensitive Pedagogy*. Albany: State University of New York Press, 1990, pp. 62-67.

feelings, and experiences in an attempt to approximate their construction of the phenomenon.

The question of the validity and reliability that increase transparency and decrease opportunities to insert researcher bias in qualitative research was also deliberated. Consideration of the importance of issues of transferability and conformability of this research study were briefly discussed in this chapter. Lastly, the ethical considerations and the limitations of this research study were also discussed in this chapter.

In chapter five, the focus will be on the analysis and interpretation of the data collected. The data for this research study was collected from the history teachers, learners, principals of the five identified schools, history subject advisors (Fezile Dabi Education district), parents, and community leaders in the town of Parys and its townships of Tumahole and Schonkenville. In the researcher's view, these are considered the main participants who could provide relevant data in order to answer the research questions.

## Chapter Five

### Towards exploring the status of historical consciousness of learners and other role players in the Parys region

#### 5.1 Introduction

Chapters One and Four described and explained in detail the process, rationale, and purpose of this research study.<sup>1</sup> As outlined in Chapter Four, a combination of qualitative and quantitative research methodologies was employed to gather comprehensive responses from the identified participants.

In this chapter, the captured data from the limited quantitative and more focused qualitative research is presented, analysed, described, and interpreted.

Chapter Five, therefore, can be viewed as the practical field analysis structured from the theory gained from the literature research. Interpreting and evaluating the fieldwork data for use as part of this research study should contribute to some refreshed insight towards practicalising the significance of the “history-is all-around-us” approach in the teaching and learning of local and regional history.

Chapter Five relates to the sub-question “What is the status of historical consciousness (and perspectives) of Grade 7-10 learners, teachers, principals, subject advisors, parents and community leaders in the town of Parys and the townships of Tumahole and Schonkenville”?, as introduced in Chapter One. The focus is on a knowledge of and exposure to the teaching of the construct “history-is-all-around-us” in their respective schools. The documentation and analysis process are aimed at presenting data in an intelligible and interpretable form in order to define the levels of “historical consciousness” of learners and other role players involved in the education of learners.

Seixas accepts historical consciousness as “the area in which collective memory, the writing of history, and other modes of shaping images of the past in the public mind merge”.<sup>2</sup> In context of this research study, the German scholars argument that

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<sup>1</sup> See Chapter One, Section 1, especially subsections 1.6.2.1 and 1.6.2.2; Chapter Four, Section 4, subsections 4.2 and 4.3.

<sup>2</sup> P. Seixas (ed.), *Theorizing Historical Consciousness*. Toronto: University of Toronto Press, 2004, p. 10.

historical consciousness and historical culture are intrinsically related is has relevance. They conceptualise historical consciousness as an individual (learner) and mental process, which is expressed by learners in the construction of a shared, collective historical culture. Basically, for the purpose of this research study, historical culture and historical consciousness will be viewed by both teachers and learners as two sides of the same coin.

In addition, one of the most important applications of historical consciousness, offered by Karlsson, is that it helps learners to understand that they are both “created by history and creators of history”.<sup>3</sup> Through nurturing their historical consciousness, learners could gain insight that they are part of social and cultural communities with historical dimensions and that they have a role to fulfil in these communities.

The essence of being informed in this regard is to complement the main research question, namely to articulate the extent to which the practicalising of the concept “history-is-all-around-us” in and outside the classroom is practised and is possible. In this chapter, a brief analysis of learners’ quantitative responses together with a detailed analysis of qualitative responses is analysed, with particular emphasis on their home and family history, school, and other aspects of their town and/or township history.

Furthermore, the responses of other role players in the teaching and learning of learners, namely teachers, principals, subject advisors, parents, and community leaders will also be analysed and interpreted. The chapter will close with a brief reflection on the learners’ and other role players’ quantitative and qualitative responses and how the information can help learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

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<sup>3</sup> K.G. Karlsson, “Historical Consciousness: The Fundament of Historical Thinking and History Teaching”, in P. Eliasson, C. Rönqvist, & K. Nordgren (eds.), “The Processes of History Teaching: An International Symposium held at Malmö University”, Sweden, 5-7 March 2009. Karlstad: Karlstads Universitet, 2011, pp. 35-36; R. Thorp, “Deconstructing Karlsson, Part 1: Historical Consciousness. Historical Encounters”, *A Journal of Historical Consciousness, Historical Cultures, and History Education*, 4(2), 2017, pp. 1-10.

## **5.2 Analysis and interpretation of data**

Marshall and Rossman describe quantitative and qualitative data analysis of questionnaires used as the process of “sense-making with regard to the mass of collected data”.<sup>4</sup> For this study, a combination of a less quantitative and a more qualitative approach was followed for gathering, analysing, and interpreting data relating to oral history, as the study deals mostly with history but is also a historically-driven educational enquiry. Therefore, the little that is gained from the quantitative analysis, as guided by the use of the 4-point Likert scale, will be acknowledged. However, the approach is mostly based on qualitative analysis in the manner that historians analyse oral history.

Oral history, as explained by Given, is one of the “oldest, best known and most often used methods in qualitative research”.<sup>5</sup> Oral history predates written history and has been used for centuries as a way of passing down and sharing memories of the past across cultures. There has not always been consensus amongst social science researchers concerning the reliability of oral history as a data collection method or its ability to serve as a rigorous research method.

However, in spite of these periodic reservations, oral history has been systematically collected and analysed for the past two centuries. This informal method of preserving information about past events emerged, with the advent of the tape recorder during the 1940s, as an important methodological tool of social science and historical research. Oral historians ask people to talk about their overall life experiences or to discuss specific experiences and events in a narrative form. This information is recorded using either audio or video equipment. The aim of using the oral history method in this study is to gain first-hand knowledge from participants who have lived through different social, historical, and political periods and events. This methodology will allow the researcher to document what the participants (learners and other education role players) have experienced and to analyse this information for underlying meanings and

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<sup>4</sup> C. Marshall & G.B. Rossman, *Designing Qualitative Research*, (3<sup>rd</sup> ed.). London: Sage, 1999, p. 150.

<sup>5</sup> L.M. Given (ed.), *The SAGE Encyclopaedia of Qualitative Research Methods*, Vol. 1 & 2. Thousand Oaks, California: Sage, 2008, p. 583.

significance that practicalising the “history-is-all-around-us” approach in and outside the classroom has for the informant.

Oral history, in this context, will provide information that cannot be obtained from any other sources. It will give a voice to ordinary and often marginalised people whose stories might “never have been documented otherwise”.<sup>6</sup> Oral history is of importance to qualitative research since it forms the basis for many other studies. As one of the foremost open-ended techniques for gathering information about people, it has had a major impact on other types of qualitative interviews. Interviewing modes such as open-ended interviews, life story interviews, and semi-structured interviews often draw upon the oral history tradition.

Oral history also cuts across disciplines in the humanities and the social sciences, making it a research method that is used by scholars, educators, writers, and folklorists working from diverse backgrounds and interests.

One of the scholars and folklorists well known for his innovative work in oral history is Portelli, a professor of American literature in Italy. Portelli has recorded stories of “people living in Rome’s slums, Kentucky coal miners, and veterans of World War II and the Vietnam War, and student activists from around the world”.<sup>7</sup> His contributions extend to the theory and practice of oral history by drawing connections between personal memories and history by looking at dialogue and narrative and generally linking historical analysis to literary theory, linguistic theory, and anthropology.

As a rule, as the interviewee proceeds with the story, the interviewer attempts to elicit more and more detail about personal memories and experiences without disrupting the narrative flow. Therefore, a successful oral historian must develop excellent listening and nonverbal behavioural question and skills that encourage the participant to continue with the testimony. In order for the researcher to collect rich material, oral historians must demonstrate interpersonal and cultural sensitivity and refrain from asking judgmental questions that can make the interviewee feel uncomfortable.

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<sup>6</sup> See also Chapter Two, section 2.3.2.

<sup>7</sup> A. Portelli, “The Peculiarities of Oral History”, *History Workshop Journal*, 12(1), 1981, pp. 96-107.

Flowing from the above background with regard to the application of oral history methodology in this study, an analysis, interpretation, and historical observation are mostly presented in the sections to follow. Firstly, an analysis of both quantitative and qualitative data drawn from the learners' questionnaire, as indicated in table 5.1, will receive attention. For ethical purposes, the five participating schools will be referred to as, school A (AM Lembede Primary), school B (HF Verwoerd Primary), school C (Schonkenville Intermediate), school D, (Parys High), and school E, (Barnard Molokoane Comprehensive).

### 5.2.1 Analysis and interpretation of learners' questionnaire

As indicated in section 5.2, the following discussion will be a brief analysis and interpretation of quantitative data but will in essence focus more on the qualitative approach to assess the historical consciousness and understanding of the "history-is-all-around-us" approach in the teaching and learning of local and regional history. A brief analysis and interpretation of quantitative data collected from learners by means of a closed-ended 4-point Likert scale is shown in Table 5.1.

### 5.2.2 Quantitative analysis with qualitative elements

Table 5.1 Learners questionnaire (quantitative)<sup>8</sup>

Participating schools	School A (14 Gr. 7s)	School B (19 Gr. 7s)	School C (13 Gr. 8s)	School D (8 Gr. 9s)	School E (8 Gr. 10s)
1. Knowledge and attitude towards the study of history as a school subject	Most learners are not sure of the importance of the subject and its future prospects	Most learners have some knowledge and positive attitude towards the subject and its future prospects	Most learners are not sure of its importance, and its future prospects	Most learners display positive attitude towards the subject	Most learners strongly agree about its importance and its future prospects
2. Awareness and understanding of the study of local and regional history	Most learners claim awareness and understanding of the local and regional history	Some learners illustrate examples of awareness and understanding ( <i>diketo/dibeke</i> ), Zange and Shilbach streets	Most learners show their awareness and understanding	Most learners display their awareness and understanding	Some learners value their local and regional history
3. Learners' experience and exposure to the "history-is-all-around-us" construct	Most learners agree they experience history around them, but with no examples	Heritage sites, such as Mandela House, Vredefort Dome, Dutch Reformed Church building and Parys museum,	Buildings and photos teach us about what happened in the past locally	Most learners claim to have experienced the "history-is-all-around-us" construct	Most learners claim to have experienced the "history-is-all-around-us" approach

<sup>8</sup> See Annexure -A (Learners' Questionnaire).

		songs, like <i>Nkosi Sikelela iAfrica</i> and <i>Dien en Offer</i> , examples			
4. Preferred teaching and learning method	No mention of a preferred teaching and learning method	Most learners prefer outside the classroom method, like at Parys museum, Vredefort Dome, Mandela House, NG Kerk, at home	No mention of a preferred teaching and learning method	Most learners prefer outside the classroom, but without examples	No preferred teaching and learning method

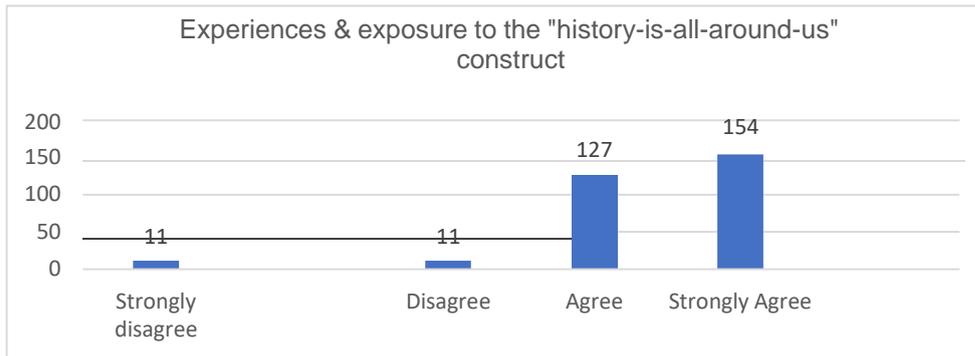
The main aim with the learners' closed-ended questionnaires was to assess the level of their historical consciousness, knowledge, and understanding with regard to the study of social sciences and/or history in general, and local and regional history in particular, the learner's experience and exposure to the "history-is-all-around-us" approach in the teaching and learning of history, as well as their preferred methods of the teaching and learning of local and regional history.

### **5.3 Knowledge and attitude towards the study of history as a subject**

With regard to the first question, namely learners' knowledge and attitude towards the study of history as a school subject, the indication, as shown in figure 5.1, is that most learners agree or strongly agree that they have knowledge and a positive attitude towards history as a school subject. Considering the learners' combined high scores displayed in the graph as per the 4-point Likert scale, there is sufficient evidence that most learners in this study seem to enjoy the teaching and learning of history in their schools.

What is still not fully understood and practised by teachers is how to embrace in full the "history-is-all-around-us" approach in and outside the classroom in the teaching and learning of local and regional history in some schools in the Parys region.

Figure 5.1: Knowledge and attitude towards the study of history as a school subject

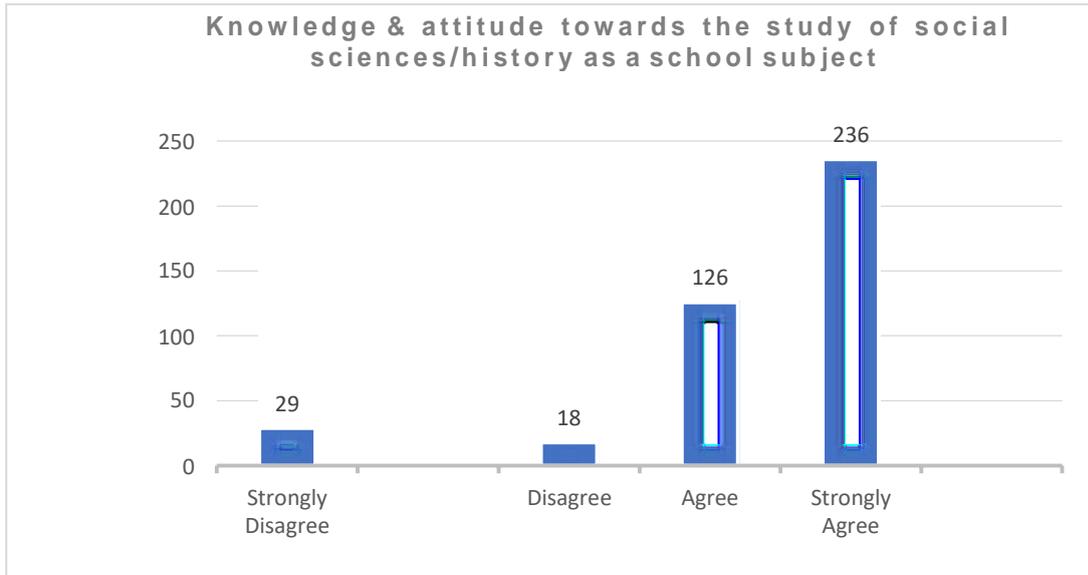


#### **5.4 Learners' experiences and exposure to the "history-is-all-around-us" construct**

The second and third subquestions to the learners concerned their specific experiences and exposure to the "history-is-all-around-us" construct in the teaching and learning of local and regional history from their different schools. The graph in Figure 5.2 indicates that the majority of learners either agree or strongly agree that they have experience with and exposure to the "history-is-all-around-us" construct from their different schools.

To substantiate their experience and exposure some learners from HF Verwoerd Primary School suggested traditional games such as "diketo and dibeke" as examples of their history. Other learners referred to streets named after Schilbach and Zange as forming part of the history of the town of Parys and Tumahole township respectively, while heritage sites such as Vredefort Dome, the Dutch Reformed Church (DRC) building, and the Parys Museum, and songs like *Nkosi Sikelela iAfrica* and *Dien en offer* are also regarded by learners as part of their history.

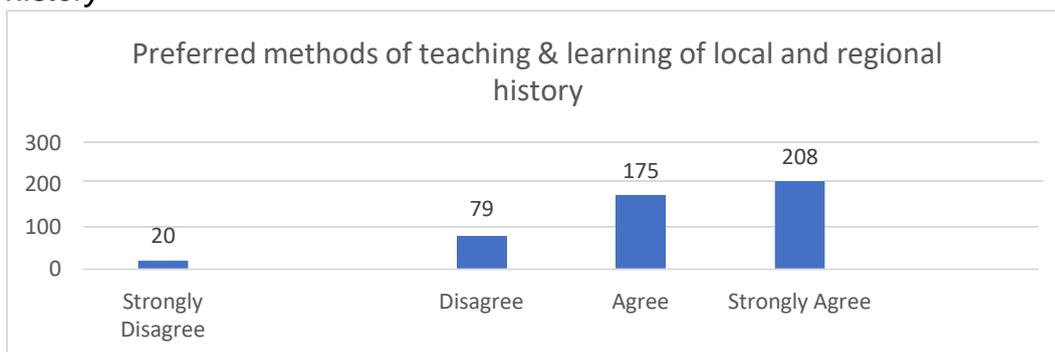
Figure 5.2: Experiences and exposure to the “history-is-all-around-us” construct



#### 5.4.1 Preferred methods of teaching and learning of local and regional history

In the fourth and the last question, learners were asked about their preferred methods of teaching and learning of local and regional history at their different schools. As figure 5.3 shows, most of the learners indicated a preference for the outside the classroom teaching and learning method with regard to local and regional history.

Figure 5.3: Preferred methods in the teaching and learning of local and regional history



The majority of learners from school B, seem in most instances to substantiate their responses with excellent examples to illustrate their better understanding of the subject as compared to learners from other schools.

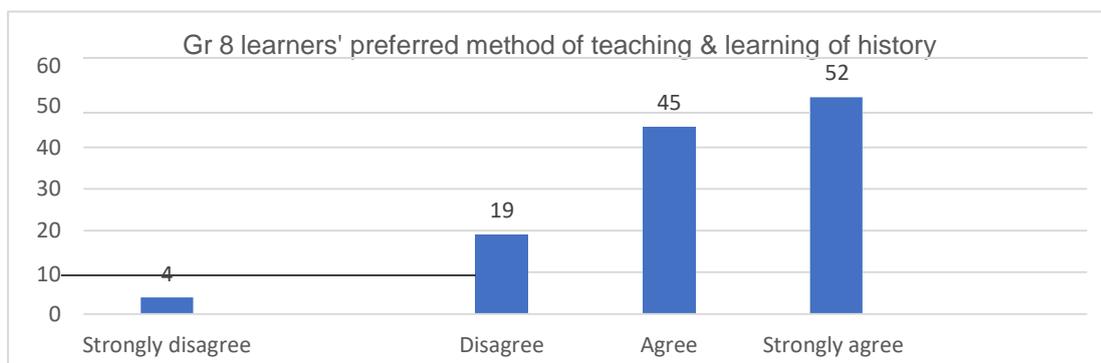
Despite the majority of learners from all schools preferring an outside the classroom method in the teaching and learning of history, it is only school B learners who

mentioned places like Parys Museum<sup>9</sup>, the Vredefort Dome<sup>10</sup>, Mandela House<sup>11</sup>, DRC building, and home<sup>12</sup>, as excellent places to visit and experience the outside of the classroom approach.

Therefore, it could be possible that the majority of learners from other schools do not have experience and/or exposure to this practical and advanced method in the teaching and learning that brings local and regional history to life and makes it a more interesting experience for the 21<sup>st</sup> century learners.

Closer analysis and comparison of Grade 7 to 10 learners' experiences and exposure to different methods in the teaching and learning of local and regional history further reveals more disparities amongst different learners from different schools. As the graphs in figure 5.4 to figure 5.6 show, Grade 8 learners' preferences display a better understanding and exposure to the outside the classroom teaching and learning method of local and regional history than those of the Gr. 9 and Gr. 10 learners.

*Figure 5.4: Preferred method of teaching and learning of Gr. 8 learners*



<sup>9</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent A, Parys, 10 May 2017.

<sup>10</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent B, Parys, 10 May 2017.

<sup>11</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent C, Parys, 10 May 2017

<sup>12</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent D, Parys, 10 May 2017.

Figure 5.5: Preferred method of teaching and learning of Gr. 9 learners

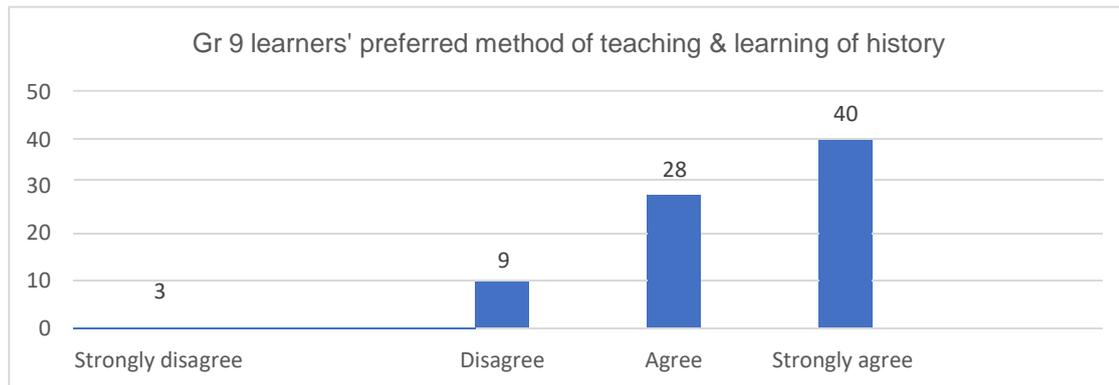
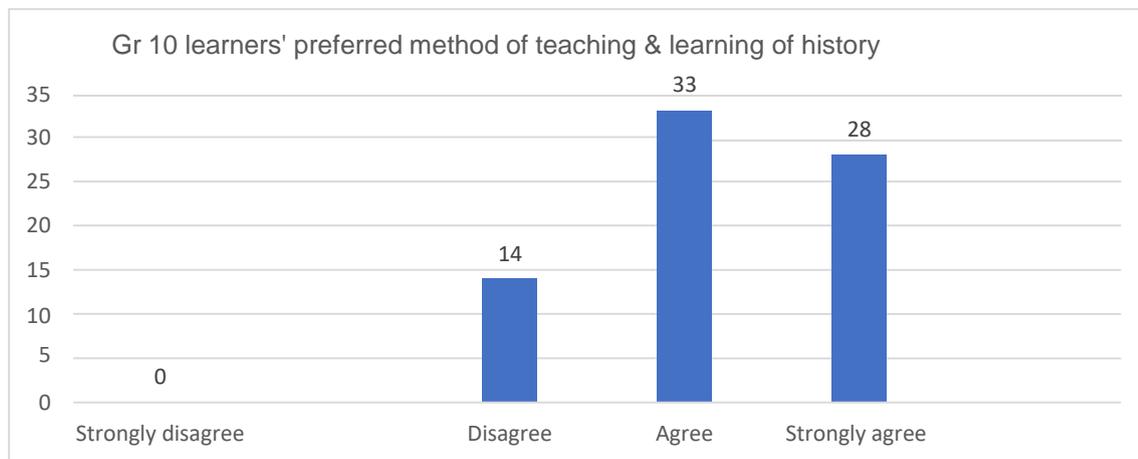


Figure 5.6: Preferred method of teaching and learning of Gr. 10 learners



Based on the brief analysis and interpretation of the learners' quantitative data with some qualitative elements, a more detailed and elaborate qualitative analysis of the learners' questionnaire follows

Through the learners' questionnaire it was also the aim of this research study to explore the extent to which learners are aware of, and/or appreciate and value their home and family histories including the tangible and intangible remains that are found in and around their schools, town, and/or townships. Table 5.2 is a summary of the learners' questionnaire and their responses relating to their home and/or family history as well as their school and town and/or township history. The learners' responses with regard to their home and/or family history will be analysed and interpreted, followed by their schools' history, and finally the cultural heritage remains found in and around their town (Parys) and townships (Tumahole and Schonkenville).

Table 5.2: Learners' questionnaire (qualitative)<sup>13</sup>

Participating schools	School A (14 Gr. 7s)	School B (19 Gr. 7s)	School C (13 Gr. 8s)	School D (8 Gr. 9s)	School E (8 Gr. 10s)
1. Home and/or family history	Family photos, customs and traditions, Setswana dance, traditional Tswana food ( <i>ting</i> and tripe)	Family photos, such as great-great grandma Ouma Rampa, grandmothers Bolly, and Mamajoro, granny Saney, and traditional games, such as <i>diketo</i>	Grandmother pioneered the establishment of Phehellang Secondary School in Tumahole in 1971, seeing family photos and gravesites makes me cry	Most learners do not think there is any history in their families	Most learners seem not to have any knowledge or understanding of their family history
2. School history	School buildings, staff photos show previous principals and teachers who were teaching our parents, classrooms where my parents and former Free State premier, Ace Magashule went to school	School buildings that have existed since 1928, school hall and sports grounds (important events and memories, win or lose), where the school history was made, they will tell the new children	Pictures (such as staff photos) are part of our school history teach us about what happened in the past, buildings remind us about the time we were in that building	Photos are reminders of achievements of the school; It shows who came to this school before us.	Most learners again show a lack of knowledge about the history of their school
3. Town/township history	Street names such as Mtimkulu, Makgoe, and Schilbach. Brown street was changed to Father Lewis Balink street in 2017. Some buildings have been there since our forefathers, such as ARWA, the Dutch reformed Church building, etc. Heritage sites, Fezile Dabi stadium, Sisulu and Mandela sections, Lister Skosana Primary School, all named after people who fought for freedom, like Mandela in prison for 27 years.	Streets are named after heroes or legends, e.g., Makgoe street, after people who came from Germany, like Schilbach street, after founders of this town, Van Coller street, people who made a difference in our town such as Schonkenville township, AM Lembede school named after a brave strong man who came from Natal as the first qualified principal of the school.	Street names hold most of our history and what happened in the past, buildings like ARWA where most of our grandparents worked, Mandela section named after him because he fought and was imprisoned for 27 years.	Vuka section and others are part of township history, leisure activities unite people even today, and photos of leaders at heritage sites are of those who brought peace and harmony. Celebrations like Tumahole Day remind us where we come from.	Fezile Dabi fought for us, memory of Fezile Dabi is always celebrated by people, Fezile Dabi made many things for us, and farm animals help us experience our cultures, Schonkenville name of person from history, recreation where people release stress.

#### 5.4.2 Appreciation of home and family history

In response to the question about the learners' acknowledgement and appreciation of their home and family history, the finding is that the majority from all the schools agree with the statement. The learners' responses to the question confirm Huhta and

<sup>13</sup> See Annexure – A (Learners' Questionnaire)

Hankis's suggestion that the appreciation and conservation of all aspects of a community include "historic sites, landscapes, cemeteries, photographs, *etcetera*".<sup>14</sup>

In addition, there were some practical examples that involved references to traditional food like "*ting* and *mala mogodu*"<sup>15</sup> that make a complete traditional Setswana family meal<sup>16</sup>, as well as mention of "*samp*, [dried corn kernels] and *beef stew*".<sup>17</sup> This finding is in line with the CAPS social sciences heritage education's requirement that learners share their social experiences with regard to a culture group's "food, clothing, games, music, dance, and works of art".<sup>18</sup> In addition, the impact of photos of the learners' grandparents' and/or their gravesites indicate a deep-rooted and emotional connection to them as part of their home and family history.

That deep-rooted link between learners and their grandparents is shown in reference to their names. For example, "photos of my great grandmother, *Rampa*,<sup>19</sup> and my "grandmother *Mamajoro* is part of the history of our family",<sup>20</sup> while "grandmother Bolly is also regarded as family history",<sup>21</sup> and "granny Saney"<sup>22</sup> are some more examples given by the learners.

Another interesting phenomenon emerged from the learners' responses. This is that almost all examples given by these learners, especially learners from school B, relate to their grandmothers. A closer analysis also reveals that, the majority of these learners are coming from the townships of Tumahole and Schonkenville. There can only be one explanation for this unique phenomenon, namely that, the socio-economic

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<sup>14</sup> J.K. Huhta & J.S. Hankis, "Approaching Heritage Education from Every Angle", *The Journal of Museum Education*, 13(2), 1988, pp. 13-15; See also Chapter Two, section 2.2.3.

<sup>15</sup> "*Ting*" refers to fermented porridge from sorghum meal, and "*Mala*" is the intestines especially of mammals such as cow or sheep, "*Mogodu*" is a derivative of tripe served as a stew with hot pap or dumpling.

<sup>16</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School, Respondent A, Tumahole Township, 8 May 2017.

<sup>17</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School, Respondent B, Tumahole Township, 8 May 2017.

<sup>18</sup> DoE, Revised National Curriculum Statement (RNCS), Grade R-9 (Schools), policy, Social Sciences, 2002, pp. 10-11; See also Chapter Two, section 2.2.3.

<sup>19</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent B, Parys, 10 May 2017.

<sup>20</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent C, Parys, 10 May 2017.

<sup>21</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent D, Parys, 10 May 2017.

<sup>22</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent E, Parys, 10 May 2017.

circumstances in most townships like Tumahole and Schonkenville are as such that most, young (primary school) children are left in the care of their grandparents while their “real” or biological parents either work in big cities, are deceased, or are absent for other reasons.

The majority of learners from school C, also explained that, looking at the photos and/or gravesites of their family members who have passed on, evokes mixed feelings and emotions. Such mixed feelings as exemplified by learners with statements such as, “When I see the photo ... I feel like I am with them, and, I wish I was there with them”<sup>23</sup> and, “When I see those graves, and those photos, they make me cry, I feel heartbroken, because I want those people to come back because we miss them and we want them to tell us about the history of long ago (sic)”.<sup>24</sup>

Furthermore, they mention that when they see their grandparents’ gravesites and photos, it “reminds us of their old memories. We cry and imagine life with them”<sup>25</sup> and “When I look at the pictures of my family, I feel [as if] I was with them that time, and I miss them too”.<sup>26</sup> This finding confirms the notion that collective memory, history, and oral history overlap to a considerable extent. Thus, any attempt to define their conceptual content by “isolating them from each other is rather the result of abstractization process”.<sup>27</sup>

Regarding the importance of their home and family history, most learners express a strong sense of empathy when they talk about the photos, memories, and gravesites of their late grandparents. Historical empathy is regarded as one of the six critical historical skills. It is a “tool which can be used for historical understanding that needs to be nurtured amongst the future citizens of any country”.<sup>28</sup> Brooks suggests that historical empathy is more fully realised as a dual-domain construct; one in which the

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<sup>23</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary, Respondent A, Schonkenville Township, 9 May 2017.

<sup>24</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary, Respondent B, Schonkenville Township, 9 May 2017.

<sup>25</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary, Respondent C, Schonkenville Township, 9 May 2017.

<sup>26</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary, Respondent D, Schonkenville Township, 9 May 2017.

<sup>27</sup> M.S. Rusu, “History and Collective Memory: The Succeeding incarnations of an evolving relationship”, *Philobiblon*, XVIII (2), 2013, pp. 260-282.

<sup>28</sup> See also Chapter Two, section 2.1.2.

“historical investigator both examines the thoughts of historical figures and connects with the affective dimensions of their situations”.<sup>29</sup>

Historical empathy essentially involves understanding how people from the “past thought, felt, made decisions, acted, and faced consequences within a specific historical and social context”.<sup>30</sup> The importance of historical empathy is supported by scholars such as Edinger who postulates that by examining primary historical sources, learners may have a “better grasp of what it may have been like to live during that time”.<sup>31</sup>

However, this kind of emotional attachment shown by some learners is not observable in all schools. It is selectively observable in the primary schools, especially from the township children who are traditionally more inclined to grow up with their grandparents than children from the towns, such as Parys. The appreciation and importance of the learners’ home and/or family history in the form of family photos as a finding also relates to the notion of “doing history”. Erikson suggests that a box of old photographs or antiques are examples of “key primary historical sources that can help learners to realise that there is a rich history found in every home”.<sup>32</sup>

As a sign of appreciating of their traditional songs and dance as part of their family history, “Setapa”, a famous traditional song and dance of the Setswana-speaking people<sup>33</sup> “associated with the Bangwaketsi tribe of Botswana”<sup>34</sup> was used as an example. The response with regard to the presence and influence of the San and Setswana-speaking people’s cultural song and dance in this region confirms Reimold and Gibson’s finding that they have “lived as farmers in this region for centuries”.<sup>35</sup>

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<sup>29</sup> S. Brooks, “Historical Empathy as Perspective Recognition and Care in one Secondary Social Studies Classroom”, *Theory & Research in Social Education*, 39(2), 2011, pp. 166-202.

<sup>30</sup> J. Endacott & S. Brooks, “An Updated Theoretical and Practical Model for Promoting Historical Empathy”, *Social Studies Research and Practice*, 8(1), 2013, pp. 41-58.

<sup>31</sup> M. Edinger, *Seeking History: Teaching with Primary Sources in Grades 4-6*. Portsmouth, NH: Heinemann, 2000, p. viii.

<sup>32</sup> K.A. Erikson, “Putting History Teaching in its Place”, *The Journal of American History*, 2011, pp. 1067-1077.

<sup>33</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School, Respondent A, Tumahole Township, 8 May 2017.

<sup>34</sup> Taste of Southern Africa, “Setapa” a Traditional Dance from Botswana, March 2019. *Setapa* comes from the Setswana phrase, “go tapa tapa, and is performed by both boys and girls singing and dancing together.

<sup>35</sup> W.U. Reimold & R. L. Gibson, *Meteorite impact! The Danger from Space and South Africa’s Mega Impact the Vredefort Structure*. Pretoria: Chris van Rensburg Publications, 2005, pp. 197-209.

In reference to their family's traditional games as part of their history, learners mentioned a game called "*diketo*".<sup>36</sup> This resonates with some historians' notion that "history-is-all-around-us", whether we notice it or not. Indeed, it is in the "songs we sing, the games we play".<sup>37</sup> Another historian, Counce expresses a similar sentiment that "every family and every place has a history of its own; one that can contribute detailed knowledge to the study of wider themes".<sup>38</sup>

In addition, the recognition of the home and/or family history by learners was highlighted through the recognition of the significance of oral history and especially the value of storytelling by grandparents as part of preserving the family history. The observation is informatively captured as follows: "When I see my grandfather, I gather more information from the past..."; "My grandmother was one of the pioneers for the establishment of Phehellang Secondary School in 1971 in the township of Tumahole".<sup>39</sup> The establishment of Phehellang Secondary School is regarded as one of the significant events in the history of the provision of secondary education and a history-making event in the township of Tumahole.

Due to this history-making event, it is possible that some learners display a better understanding of the concept of historical significance. The teaching and learning of history have always been "concerned with significance; with teaching young people about significant events and people from the past".<sup>40</sup>

Flowing from the finding that learners' knowledge is connected to their homes and/or family's cultural remains, the learners' homes can be viewed as a perfect archive. In essence, the learners' home and/or families could provide ready access to aging witnesses (family members), historical photographs, toys, and furniture, among many others. Even a home and/or a house itself can be placed within a historical context.

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<sup>36</sup> Project Questionnaire, KTM Private collection, HF Verwoerd Primary School, Respondent B, Parys, 2017; "*Diketo*" is a coordination game where ten small stones or marbles and one bog stone are made available for each player, it is also one of the ten recognised indigenous games in South Africa and Lesotho.

<sup>37</sup> P. Travers, "History in Primary School: A Future for Our Past?", *Contemporary History*, 4(3), n.a. ;I. Machin, *et al.*, *History is around us, Std. 2. ...*, 1988, Introduction; W.H. Burston, *Principles of History...*, p. 3; A. Kitson, *et al.*, *Teaching and Learning...*, p. 5.

<sup>38</sup> S. Counce, *Oral History and the Local ...*, p. 8.

<sup>39</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary, Respondent B, Schonkenville Township, 9 May 2017; See also Chapter Three, section 3.3.1.

<sup>40</sup> A. Kitson, *et al.*, *Teaching and Learning History ...*, p. 84

“With its efficient and delightful modern appliances, kitchen, and bathrooms, a home or house has a past, and it can also tell a story”.<sup>41</sup>

Considering the level of appreciation of the home and/or the family history of learners from different schools, there is evidence that if provided with appropriate guidance from parents and teachers and with regular practice, most learners might be more able, and/or willing to practicalise the “history-is-all-around-us” approach in the teaching and learning of local and regional history. After acknowledgement and appreciation of their home and family history, the learners will be in a better position to do the same with their school history.

The following sections is an analysis and interpretation of learners’ responses to the historical consciousness of their school to determine whether they are able and/or willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom.

#### 5.4.3 Acknowledging the history of the school

The learners’ questionnaire assesses their historical consciousness about cultural remains found in and around their schools as forming part of their school history. Local and regional history is also seen by Mathews *et al.* to refer to the immediate environment of the school and the learner. In this instance, a learner’s locality may be only a “few streets, the park or the playground, or the home itself, but the focus is primarily on the neighbourhood”.<sup>42</sup>

Most of the learners’ responses display understanding, practical experience, and interaction with the history of their different schools, in particular staff photos and school buildings. The significance of the staff photos as part of the school’s history is that “new learners can know about the history of their school, who the leaders of the school were in the past”.<sup>43</sup> In addition, school staff photos show the new generation the previous principals and teachers who used to teach their parents<sup>44</sup>. Photos are

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<sup>41</sup> K.A. Erikson, “Putting History Teaching ...”, *The Journal of American History*, 2011, pp. 1067-1077.

<sup>42</sup> J. Mathews, *Discover History: A Pupil-centred Approach...*, p. 88.

<sup>43</sup> Project Questionnaire, KTM Private Collection, AML Primary School Respondent A, Tumahole Township, 8 May 2017.

<sup>44</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School Respondent B, Tumahole Township, 8 May 2017.

evidence for children in later years of the people who were here in the past, and “People in those photos, have taught some of the successful people in this town [Parys]”.<sup>45</sup>

In addition, photos of the school principals and teachers “show or remind us about them (the principals and teachers)”<sup>46</sup> and photos are seen as a historical evidence. We can “know who the people who took part in our school [were]; they are the legends of the school”.<sup>47</sup> The finding about the historical nature of school photos is that they are part of our school history. They “teach us about what happened in the past”<sup>48</sup> and photos are “reminders of achievement of the school. They show “who came to this school before us”.<sup>49</sup>

The majority of learners also acknowledged and recognised the significance of their school buildings as primary historical sources that can also be used to tell and complete the history of their schools. The finding regarding the significance of school buildings as historical sources is captured as follows, “AM Lembede Primary School classrooms are where my parents and former “Free State Premier, Ace Magashule were taught”.<sup>50</sup>

School buildings are also seen as concrete evidence of the heritage remains of their school by the learners. For example, the HF Verwoerd Primary School buildings have existed since 1928, therefore the school buildings “are part of the memory of our

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<sup>45</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School Respondent C, Parys, 10 May 2017.

<sup>46</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary School Respondent A, Schonkenville Township, 9 May 2017.

<sup>47</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary School Respondent B, Schonkenville Township, 9 May 2017.

<sup>48</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary School Respondent C, Schonkenville township, 9 May 2017

<sup>49</sup> Project Questionnaire, KTM Private Collection, P/H School Respondent A, Parys, 11 May 2017.

<sup>50</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School Respondent C, Tumahole Township, 9 May 2017; J. Etheridge, “Free State Welcomes ‘Dr Ace’ after Premier Awarded an Honorary Doctorate”, *News24*, 2 October 2017; T. Lodge, “Pioneer of Black Consciousness”, *The Journal of African History*, 2000, 41(1), pp. 131-172; T. Lodge, *Black Politics in South Africa Since 1945*. London: Longman, 1945, p. 21; See also Chapter Three, section 3.3.1.

school”<sup>51</sup>, and the school hall and sports grounds are where “important events and memories such as winning or losing in the school’s history were made”.<sup>52</sup>

The finding therefore, is that school buildings are also considered important as objects that can also be used to provide information about the history of the school because school buildings “remind us about the time we were in that building”.<sup>53</sup>

Again, the use of buildings for the teaching and learning of local and regional history has the potential of making history come “alive with their stories”. It will also help teachers to “explain the attitude of people who lived in the past”.<sup>54</sup> The power of buildings to tell stories is also emphasised by Brand who holds that “buildings tell stories if their past is exhibited, rather than hidden”.<sup>55</sup> Exploring real places, such as buildings where history happened, can make learners excited about the past and help them to appreciate the value of cultural resources in their own communities and beyond.

Furthermore, local and regional cultural historic places, such as school buildings can be used by teachers and learners as objects of inquiry, in the same way that written primary sources are used in the classroom. The most important goal of the appreciation of school buildings (cultural heritage) is to encourage learners in intelligible and creative ways to take “ownership of historic monuments, artefacts, and traditions”.<sup>56</sup>

Teachers should endeavour to make learners aware that buildings can play an important role in the contextuality and continuity of history. Encouraging learners to use their historical places and heritage sites, such as school buildings, as objects of historical inquiry, allows for an excellent opportunity for learners to practicalise the

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<sup>51</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent A, Parys, 10 May 2017; See also Chapter Three, section 3.2.2.

<sup>52</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent B, Parys, 10 May 2017.

<sup>53</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediate School Respondent C, Schonkenville Township, 9 May 2017.

<sup>54</sup> B.K. Olio, “Creating Place-Based Classroom Resources: Teaching with Historic Places Lesson Plans”, *CRM Online*, 23(8), 2000, pp. 10-11.

<sup>55</sup> S. Brand, *How Buildings Learn: What Happens after they’re Built*. New York: Penguin, 1994.

<sup>56</sup> C.C. Yesilbursa & K. C. Barton, “Preservice Teachers’ attitude towards the Inclusion of Heritage Education in Elementary Social Studies”, *Journal of Social Studies Education Research*, 2(2), 2011, pp. 1-21.

significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

As mentioned at the beginning of this section, only learners from four of the five schools reported to be conscious of the history of their schools. These schools are in the FET band (Grade 10). Currently, there can only be speculation regarding the comparably poor understanding of the history of their school by the learners of the fifth school.

The first reason may be that the school is in the process of gradually phasing out of subjects like history, geography, and biblical studies from its curriculum in order to focus more on technical subjects. Maybe teachers and learners have lost interest in the study of history.

Another possibility is the current status of history. As it is not considered a compulsory subject in the FET band most schools tend to encourage academically poor performing learners to choose subjects like history and biblical studies instead of mathematics and science.

On the other hand, it might be a question of history teachers in this school not making an effort to encourage learners to experience history or to expose them to recent and globally recommended methods in the teaching and learning of history. This finding emphasises concerns raised by historians like Van Eeden that although much is made of heritage as a compulsory section of the revised history curriculum, “educators most of the time battle in putting theory into practice”.<sup>57</sup>

The final aspect of the learners’ questionnaire was to assess the extent to which they recognise and appreciate their town and/or township history in order to determine whether they would be able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom.

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<sup>57</sup> ES van Eeden, “Transcontinental Reflections in the Revised South African History Curriculum on Globalism and National Narratives (and its Reflection in Grade 12 Textbooks)”, *Yesterday&Today*, 3, 2008, pp. 11- 27.

#### 5.4.4 Recognition of town and township history

The last part of the learners' questionnaire was to explore their level of exposure to and recognition of and their experience in the history of the town and/or township in the teaching and learning of local and regional history. The finding was that most learners recognise some objects and features as part of their town and/or township's history and that these could be used to facilitate the "history-is-all-around-us" approach in and outside the classroom. Features include street names, public buildings, and/or the names of some residential sections that learners regard and experience as forming part of the history of their town and/or townships.

In the township of Tumahole, an example is streets like "Mtimkulu and Makgoe streets that are named after heroes and legends",<sup>58</sup> while Schilbach Street, which is named after a person who came from Germany,<sup>59</sup> is also considered part of the history of the town of Parys".<sup>60</sup> In addition, some learners remarked that Brown Street had been changed to Father Lewis Balink Street in 2017".<sup>61</sup> Therefore, there is a notion that street names "hold most of our history and what happened in the past".<sup>62</sup>

Another finding is that some learners also recognise local history in the places that were named for people who made a difference in their town and/or township. For example, "AM Lembede Primary School that is named after a brave, strong man from Natal".<sup>63</sup> Another local person who is regarded by learners to have made history in the township of Tumahole is Fezile Dabi who "fought for us", "the memory of Fezile Dabi is always celebrated by people", and "Fezile Dabi did many things for us".<sup>64</sup> In addition,

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<sup>58</sup> Project Questionnaire, KTM Private Collection, AM Lembede Primary School, Respondent A, Tumahole Township, 8 May 2017.

<sup>59</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School Respondent A, Parys, 10 May 2017; See Chapter Three, section 3.2.

<sup>60</sup> Project Questionnaire, KTM Private Collection, AML Primary School, Respondent B, Tumahole Township, 8 May 2017; See Chapter Three, section 2.3.

<sup>61</sup> Project Questionnaire, KTM Private Collection, AML Primary School, Respondent B, Tumahole Township, 8 May 2017; See Chapter Three, section 3.3.1.

<sup>62</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediary School, Respondent A, Schonkenville Township, 9 May 2017.

<sup>63</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent B, Parys, 10 May 2017; See Chapter Three, section 3.3.1, & Figure 41.

<sup>64</sup> Project Questionnaire, KTM Private Collection, BMC School, Respondent A, Tumahole Township, 12 May 2017; L. Schuster, "The Making of a young radical. At murdered youth's funeral, blacks in Tumahole Township vow to continue fight. South Africa: Anti-apartheid activism", *The Christian Science Monitor*, 28 February 1989; See Chapter Three, section 3.3.2.

photographs of leaders at heritage sites are of those who brought peace and harmony while celebrations like “Tumahole Day remind us where we come from”.<sup>65</sup>

Other heritage sites in the township of Tumahole include the Fezile Dabi stadium, the Sisulu and Mandela sections, and Lister Skosana Primary School.<sup>66</sup> Some public buildings that are also associated with the history or are viewed as heritage sites in the region of Parys like “ARWA, DRC, and others have been there since our forefathers”,<sup>67</sup> and factory buildings such as “ARWA are where most of our grandparents worked”.<sup>68</sup> Sadly, ARWA hosery factory was forced to close down in the town of Parys due to the fact that, stockings were no more a global fashionable item.

Most of the learners’ positive responses about their town and/or township history as found in street names and buildings, there is sufficient evidence most learners can practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history. This finding correlates with Edinger’s idea that the natural landscapes and the manmade features of the town and township can all provide exceptional examples of “local primary sources that all communities can utilise to show learners that history is all around them”.<sup>69</sup>

Furthermore, some learners’ recognition of their town and/or township history surprisingly addresses key concerns raised by Spies that the history of South Africa is “lacking in colour and flavour, ...it fails to mirror the richness and the complexity of the South Africa we discover everyday around us, ...it fails to tell us about “*shebeens*”<sup>70</sup> and dagga, rugby and soccer”.<sup>71</sup>

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<sup>65</sup> Project Questionnaire, KTM Private Collection, P/H School, Respondent A, Parys, 11 May 2017; See Chapter Three, section 3.3.1.

<sup>66</sup> Project Questionnaire, KTM Private Collection, AML Primary School, Respondent D, Tumahole Township, 8 May 2017.

<sup>67</sup> Project Questionnaire, KTM Private Collection, AML School, Respondent C, Tumahole Township, 8 May 2017.

<sup>68</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediate School, Respondent B, Schonkenville Township, 28 May 2017.

<sup>69</sup> M. Edinger, *Seeking History*:..., p. viii.

<sup>70</sup> A shebeen was originally an illicit bar or club where excisable alcoholic beverages were sold without a licence. However, in modern South Africa, many *shebeens* are now fully legal.

<sup>71</sup> S.B. Spies, “The Historian’s Net”, Inaugural Lecture, University of South Africa, 1981, pp. 15-16.

In reply to the concerns raised by Spies, one learner argues that “soccer reminds me of Senzo Meyiwa”.<sup>72</sup> Closer to home, Tokelo Rantie, former Bafana Bafana striker, played for Dangerous Darkies soccer club in the township of Tumahole.<sup>73</sup> The historical value of sport, its contribution to the history of people, and the upliftment of the spirit of togetherness in the community in general is that sport makes us one family.<sup>74</sup> The finding echoes Nelson Mandela’s notion about the impact of sport on the people that “sport has power to change the world... it has the power to unite people in a way that little else does... it is more powerful than government in breaking down racial barriers”.<sup>75</sup>

The finding is that given the necessary motivation and guidance, learners would be able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom. The learners’ ability and/or increased willingness to practicalise the significance of the “history-is-all-around-us” approach is strongly emphasised by the following: “I never thought, or realised that we [learners] also have a history, or [a] story to tell about ourselves”.<sup>76</sup>

These learners’ responses support the argument of Mathews *et al* that just like “trained historians, learners are able to follow and recognise traces of historical events that took place in and around their local environment”. According to these historians, these traces or remains are found in the form of “objects, as well as in words, and images”.<sup>77</sup> As the learners are seeking the truth about past events, they should not only focus on books written by historians but also on what the past has left behind in the form of

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<sup>72</sup> Project Questionnaire, KTM Private collection, HF Verwoerd Primary School, Respondent C, Parys, 10 May 2017; (Meyiwa is the late South African National Soccer Team, and Orlando Pirates Football Club captain and goalkeeper, who was said to have been “brutally” murdered at his girlfriend’s house, at Vosloorus township, in 2014); See also M. Wa Africa & K. Ngoepe, “Inside Senzo Meyiwa Murder Cover-up”, *Sunday Independent*, 2019, November 10.

<sup>73</sup> M. Gleeson, “Personal Problems Sideline Former Bafana star “Tokelo Rantie”, *Business Day*, 10 March 2020; Tokelo Rantie, is a soccer player who hails from Tumahole Township, near Parys, Played for a “Turkish Soccer Club until 2017, and is a former Bafana Bafana striker.

<sup>74</sup> Project Questionnaire, KTM Private Collection, HF Verwoerd Primary School, Respondent C, Parys, 2017.

<sup>75</sup> P. Edwards, “For Nelson Mandela, Sports were Major Weapon Against Racism”, *CNN: Breaking US & World News*, 6 December 2013.

<sup>76</sup> Project Questionnaire, KTM Private Collection, Schonkenville Intermediate School, Respondent A, Schonkenville Township, 9 May 2017.

<sup>77</sup> J. Mathews, *et al.*, *Discover History: A Pupil-centred Approach to History....*, p. 88.

cultural landscapes. The environments that surround us consist of “buildings, roads, bridges, monuments, and artefacts”, which are an important part of our heritage.<sup>78</sup>

In addition, most history teachers emphasise the importance of “starting from where the learners are” by exploring “what learners already know”, through developing their family history, local sites, monuments, and drama, amongst others. The idea is also supported by Kitson *et al.* who argue that “history is all around us and not just in the classroom. It can be learnt from other people and not just those in school”.<sup>79</sup> Slater expresses a similar opinion and claims that most primary sources are found in “buildings, in street and pub names, in the memories of old people, and on archaeological digs”.<sup>80</sup>

Therefore, to dismiss these practical approaches as myth, popular, and/or as unworthy history or propaganda for that matter, is to dismiss the ways in which most learners learn. Therefore, the rich cultural landscape and manmade heritage objects that are found in the town of Parys and its townships of Tumahole and Schonkenville, seen through the eyes of the learners, can be read as historical documents. If they can be read as historical documents, they could best be used by teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.

Flowing from the intensive qualitative analysis of the learners’ findings there is evidence that most learners are aware of, attach meaning to, and have a visible connection with the rich tangible and intangible remains in and around their town of Parys and the Tumahole and Schonkenville townships as part of “the local and regional spaces”.<sup>81</sup> However, this research study not only focussed on learners and their experiences and responses but also on those of other valued education role players in the educational structure. This will be shared in the next section.

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<sup>78</sup> G. Magro, J. Ramos de Carvalho & M.J. Marcelino, “Improving History Learning Through Cultural Heritage, Local History and Technology”, 10th International Conference Mobile Learning, 2014, pp. 34-40.

<sup>79</sup> A. Kitson & C. Husbands, & S. Steward, *Teaching and Learning History.....*, p. 122.

<sup>80</sup> J. Slater, *Teaching History in the New Europe*. London: Cassell, 1995, p. 38.

<sup>81</sup> See Chapter Two, section 2.1.3.

### **Qualitative analysis of educational role players' findings**

In the following section, consideration will be given to the qualitative analysis of education role players' responses and perceptions with regard to the possibility of practicalising the significance of the "history-is-all-around-us" approach in and outside the classroom in the teaching and learning of local and regional history in the Parys schools.

#### **5.4.5 Teachers**

The first question regarding the other critical role players in this research study explores history teachers' ability and/or willingness to practicalise the significance of the "history-is-all-around-us" approach in their teaching and learning of local and regional history. Table 5.3 is the summary of the outcome of the responses from participating teachers in the five identified schools numbered as "School A" to "School E".

*Table 5.3: Teachers' questionnaire* <sup>82</sup>

<b>Participating schools and teachers</b>	<b>(1 x teacher) – School A</b>	<b>(1 x teacher) – School B</b>	<b>(1 x teacher) – School C</b>	<b>(2 x teachers) – School D</b>	<b>(2 x teachers) – School E</b>
1. Highest qualification in social sciences/history	Grade 9 (Science trained teacher)	Bachelor of Arts Degree (languages) social sciences up to Grade 9 as learner	Bachelor of Arts Degree	Social sciences/ history only up to Grade 9 but (Geography up to Honours level)	Bachelor of Arts Degree also professionally trained to teach history
2. How many years of teaching history	6 years teaching social sciences	4 years teaching social sciences	7 years teaching social sciences	10 years teaching social sciences	15 years teaching history
3. Awareness of available resources for teaching and learning of local and regional history	No awareness	No awareness	No awareness	No awareness (both teachers)	<i>iNkosi Albert Luthuli</i> oral history, South African history project and South African History Online
4. Protection and preservation of historic and cultural resources	People must maintain and preserve their cultures	Walk with your "eyes peeled"	Help community to grow and connect with one another	People must not destroy monuments or historical memorials	Distinguish communities and creates its legacy
5. Value of teaching and learning history in and outside the classroom	Made learners aware of their changing local environment	Learners historical consciousness	Learners learn more and explore history on their own	Learners will definitely understand history better	History is not bound by classroom walls, and it creates

<sup>82</sup> See Annexure - B (Teachers' Questionnaire).

		to be developed by teachers			more enthusiasm
6. Utilisation of local and regional history opportunities	Historic events bring element of pride amongst learners, Parys museum	Vredefort World Heritage Museum, Klipspruit Museum, Parys Museum and ARWA Museum	Vredefort World Heritage museum	Vredefort World Heritage site and Parys museum	Klipspruit Heritage museum, ARWA museum
7. Significance of local and regional history practices	Build a sense of belonging history amongst learners	It will make learners more curious	More interested to be part of history making	Central place like Museum	History is all around them and can do something to change it
8. Importance of oral history in the teaching and learning of local and regional history	Learners know their origin and encourages them to preserve their culture and traditions	Older people have a treasure of stories to tell	Learners learn more when they hear, and they will be eager to learn	Family stories are easy to remember because they seem trustworthy	Readily available method to learners at no cost
9. The role of history PLCs in enhancing history practices	Teachers come together to discuss teaching methods and close gaps	Some teachers are not committed, and some don't give inputs	Different points of view, and make history fun subject for learners	No response	Allows for sharing of common experiences, place for new ideas

The main focus of the question as per outfall in Table 5.3 was to explore their knowledge, orientation, and the status of their historical consciousness (qualifications and experience in the teaching of the subject). It was also to determine their level of awareness and their practical experience with the latest and globally recommended place-based and learner-centred approaches in the teaching and learning of local and regional history.

As far as the qualifications of teachers are concerned, especially for the teaching of history, three teachers (school A, B, & D) are not professionally trained to teach history. All three of them have done social sciences (with part of history) only up to Grade 9, while one teacher is trained to teach science subjects. However, the teacher from school D is in possession of an honour's degree in geography, which might be of advantage in the teaching and learning social sciences in comparison to the other two.

The above finding about the history teachers' lack of training confirms one of the century's challenges with regard to non-implementation of social studies and history in Africa, namely the "lack of instructional materials and the lack of professionally trained

and experienced teachers for the subject”.<sup>83</sup> In addition, most of the teachers in this study also claim that they are not aware of available resources for the teaching and learning of local and regional history – except for one who is aware of “*iNkosi* Albert Luthuli’s oral history, South African history project, and South African History Online”.<sup>84</sup> This finding further confirms some study reports that many history teachers in South Africa are not yet fully equipped and/or able to engage with critical discourses in dealing with the past, especially, issues of “cultural heritage education (CHE) within their history classrooms”.<sup>85</sup>

With regard to the question regarding the “value of teaching and learning history in and outside the classroom”, the finding is that almost all teachers support the approach. Some of the reasons for their support include “teaching and learning outside the classroom makes learners aware of their changing local environment”,<sup>86</sup> and the value of teaching and learning outside the classroom will help “learners’ historical consciousness to be developed by teachers”.<sup>87</sup>

In addition, the value of teaching and learning history outside the classroom is that it makes “learners learn more and explore history on their own”,<sup>88</sup> while the outside the classroom teaching and learning environment is viewed as a space where “learners will definitely understand history better”.<sup>89</sup> Furthermore, through such an approach, history is “not bound by classroom walls and it creates more enthusiasm among the learners”.<sup>90</sup> The emphasis of the outside the classroom approach resonates with

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<sup>83</sup> C. Twala, “Teaching History Beyond the Categories of Race and Ethnicity: Echoes of the Past”. Paper read at the South African Society for History Teachers (SASHT) Conference at Rand Afrikaans University, Johannesburg, 5 September 2003; E.S. van Eeden, *Didactical Guidelines for Teaching History in a Changing South Africa*. Potchefstroom: Keurkopie, 1999; G. Mautle, “Social Studies in Botswana”, in M.B. Adeyemi (ed.), *Social Studies in African Education*. Gaborone: Pyramid, 2000, pp. 157-168.

<sup>84</sup> Project Questionnaire, KTM Private Collection, BMC School, Respondent E, Tumahole Township, 2017.

<sup>85</sup> B.B. Moreeng, “Reconceptualising the Teaching of Heritage in Schools”, *South African Journal of History Education*, 28(3A), 2014, pp. 767-786; See also, E.S. van Eeden & P.G. Warnich (eds.), *Teaching ...* 2018.

<sup>86</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017.

<sup>87</sup> Project Questionnaire, KTM Private Collection, School B Respondent, Parys, 10 May 2017.

<sup>88</sup> Project Questionnaire, KTM Private Collection, School C Respondent, Schonkenville Township, 9 May 2017.

<sup>89</sup> Project Questionnaire, KTM Private Collection, School D Respondent, Parys, 11 May 2017.

<sup>90</sup> Project Questionnaire, KTM Private Collection, School E Respondent, Tumahole Township, 12 May 2017.

Moreeng and Twala's recommendation that monuments and tangible artefacts be used to "supplement, and support what is done in the classroom".<sup>91</sup>

The other question to teachers required them to provide reasons and examples of places and opportunities where they can practically facilitate the teaching and learning of local and regional history with their learners. The finding is that most teachers are aware of the availability of rich local and regional history opportunities that can be practically utilised for teaching and learning purposes. The finding is that historic events bring an element of "pride amongst learners. Parys Museum,<sup>92</sup> Vredefort World Heritage Museum, Klipspruit Museum, and ARWA Museum,<sup>93</sup> are some of the examples provided by some history teachers.

However, it was not within the scope of the research study to include the frequency of the utilisation of the identified historic sites by different schools. It could however be an interesting enquiry for future research projects. Teachers were also asked to share their practical experiences and perceptions about the importance of oral history in the teaching and learning of local and regional history at their different schools. Again, the finding is that the majority of teachers support the approach, stating for example that "oral history could help learners to know their origin and encourages them to preserve their culture and traditions",<sup>94</sup> because "older people have a treasure of stories to tell".<sup>95</sup>

In addition, the oral history approach helps learners to "learn more when they hear and see, and they will be eager to learn",<sup>96</sup> and the oral history method is important as "family stories are easy to remember because they seem trustworthy".<sup>97</sup> Finally, the oral history approach is a readily "available method to learners, at no cost".<sup>98</sup> Slater

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<sup>91</sup> B.B. Moreeng & C. Twala, "Monuments as Spaces for Enhancing Social Justice and Sustainable Learning in History Teaching: A Case of the Voortrekker Monument". *Mediterranean Journal of Social Sciences*, 5 (7), 2014, pp. 491-497.

<sup>92</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017.

<sup>93</sup> Project Questionnaire, KTM Private Collection, Schools B, C, D, & E Respondents, Parys, 9, 10, 11 & 12 May 2017.

<sup>94</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017.

<sup>95</sup> Project Questionnaire, KTM Private Collection, School B Respondent, Parys, 10 May 2017.

<sup>96</sup> Project Questionnaire, KTM Private Collection, School C Respondent, Schonkenville Township, 9 May 2017.

<sup>97</sup> Project Questionnaire, KTM Private Collection, School D Respondent, Parys, 11 May 2017.

<sup>98</sup> Project Questionnaire, KTM Private Collection, School E Respondent, Tumahole Township, 12 May 2017.

also expresses the same sentiment that most primary sources are found in the “memories of old people and on archaeological digs”.<sup>99</sup>

The view of most teachers resonate with the ideas of public folklorists, such as Thompson and Jones, who argue that oral history interviews with local residents help learners to “understand and record their local and regional history”.<sup>100</sup> This finding is also associated with Wahlberg’s proposal about the introduction of an oral history project (OHP) to address the issue of inadequate resources in less affluent township schools such as Tumahole and Schonkenville.

According to Wahlberg, the introduction of an OHP helps to close the gap between well-resourced and less-resourced schools in South Africa for example by “conducting interviews with elderly people from a particular local community”.<sup>101</sup>

The final question to the teachers was set to assess their perceptions and opinions with regard to the role of professional learning communities (PLCs) for history teachers as a viable structure that can enhance the teaching and learning of local and regional history in schools. The majority of the teachers seem to attach great value to the role of PLCs for history teachers as they view the PLC as a structure where teachers come together to “discuss teaching methods and close gaps”.<sup>102</sup> PLCs for history are viewed as places and spaces where “different points of view meet and make history a fun subject for learners”.<sup>103</sup> PLCs for history teachers are regarded as an avenue that allows “sharing of common experiences and are places for new ideas”.<sup>104</sup>

However, PLCs for history teachers and teaching are also viewed differently by some teachers, for example. For example, PLCs were referred to as places where “some teachers are not committed and some don’t give inputs”.<sup>105</sup> This negative perception regarding the role of PLCs is supported by Mainstry’s suggestion that more studies

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<sup>99</sup> J. Slater, *Teaching History...*, p. 38.

<sup>100</sup> H.E. Weltin, *New York Folklore Society Records (NYFS), 1950-1998*: New York State Library, 2006, August.

<sup>101</sup> B. Wahlberg, “An Investigation into the Implementation of Oral History in the FET Phase Based on the Views of First Year History Education University Students”, *Yesterday&Today*, No. 3, October 2008, pp. 41-58.

<sup>102</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017.

<sup>103</sup> Project Questionnaire, KTM Private Collection, School C Respondent, Schonkenville Township, 9 May 2017.

<sup>104</sup> Project Questionnaire, KTM Private Collection, School E Respondent, Tumahole Township, 12 May 2017.

<sup>105</sup> Project Questionnaire, KTM Private Collection, School B Respondent, Parys, 10 May 2017.

need to be conducted for history teachers to better understand the conditions that could “enhance and sustain collaborative structures in their schools, especially in a developing country like South Africa”.<sup>106</sup>

School principals are the second category of key role players in the education of the children who could also assist teachers and learners to be able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom.

#### 5.4.6 Principals

The main aim of the principals’ questionnaire (Annexure C) was to assess their historical consciousness (such as years of experience as history teachers – if applicable – and years of experience as school principal). In addition, principals were asked about the importance that they attach to the teaching and learning of history and their role in making available teaching and learning resources (time and space for PLCs) and providing support or encouraging history teachers to practicalise the significance of the “history-is-all-around-us” approach. Respondents are identified as school A principal in the case of the first school up to school E principal for the fifth and last the school.

*Table 5.4: Principals’ questionnaire*<sup>107</sup>

<b>Participating school principals</b>	<b>School A principal</b>	<b>School B principal</b>	<b>School C principal</b>	<b>School D principal</b>	<b>School E principal</b>
1. Highest qualification in history	Bachelor degree	Bachelor degree	Bachelor degree	Bachelor degree	Bachelor degree
2. Years of experience as principal	Between 5-10	More than 21 years	More than 21 years	More than 21 years	Between 5-10
3. Availability of a school magazine or journal	School magazine	School yearbook and newsletter	School journal	School yearbook and newsletter	Yearbook
4. The importance of the teaching and learning of history today	Help learners to compare the past and the present happenings	No response	No response	Important to every human to understand their roots	Cannot understand the present without the past
5. Provision of resources to enhance the “history-is-all-around-us” approach	School environment is a resource, books tell what happened in the past around the school	No response	No response	Resources and people are available at school to help learners	Learners realise they are surrounded by history wherever they are

<sup>106</sup> S.M. Mainstry, “Towards collaboration rather than co-operation for effective teacher professional development in South Africa: Insights from Social Practice Theory”, *Southern African Review of Education*, 14 (1), 2008, pp. 119-142.

<sup>107</sup> See Annexure - C (Principals’ Questionnaire)

6. Do you support and encourage educational tours	Learners understand more when they see and touch things	No response	Excursions make learners to experience their history	Not always possible to organise tours	Learners feel, touch and think deeply
7. Do you support the visits of the local heritage sites	Enlarges learners' knowledge about different cultures and traditions	No response	No response	Seeing and experiencing far better than hearing	It brings a sense of ownership of such sites
8. The role of functional history PLCs	PLC is the back bone of the school and is a process of needs for teacher development	No response	Forge alliance for a common purpose	Curriculum is followed that promotes history	Teachers share ideas and strategies of teaching and learning

The finding on the first question regarding the importance of the teaching and learning of history as a school subject is that most principals consider it of significant importance because it “helps learners to compare the past and the present happenings”.<sup>108</sup> In addition, the teaching and learning of history is regarded as important for “every human being to understand their roots”.<sup>109</sup>

With regard to the provision of resources for the teaching and learning of history, the finding is that most principals regard themselves as key role players. The school environment is considered “a resource”, “books tell what happened in the past around the school”,<sup>110</sup> and learners must realise that they are “surrounded by history wherever they are”.<sup>111</sup>

The third question entailed the value of educational excursions and visits to heritage sites by learners. Principals in general are proponents of the idea that learners sometimes undertake well-organised curriculum-based excursions. They support the finding because learners “understand more when they see and touch things”, and visits to heritage sites are considered valuable to “enlarge learners’ knowledge about different cultures, and traditions”.<sup>112</sup> In addition, excursions help learners experience their history<sup>113</sup> as “seeing, and experiencing is far better than hearing”.<sup>114</sup> And finally,

<sup>108</sup> Project Questionnaire, KTM Private Collection, Principal A school Respondent, Tumahole Township, 2017.

<sup>109</sup> Project Questionnaire, KTM Private Collection, Principal D Respondent, Parys, 11 May 2017

<sup>110</sup> Project Questionnaire, KTM Private Collection, Principal A Respondent, Tumahole Township, 8 May 2017.

<sup>111</sup> Project Questionnaire, KTM Private Collection, Principal E Respondent, Tumahole Township, 12 May 2017

<sup>112</sup> Project Questionnaire, KTM Private Collection, Principal A school Respondent, Tumahole Township, 8 May 2017.

<sup>113</sup> Project Questionnaire, KTM Private Collection, Principal C school Respondent, Schonkenville Township, 9 May 2017.

<sup>114</sup> Project Questionnaire, KTM Private Collection, Principal D school Respondent, Parys, 11 May 2017.

excursions enable learners to “feel, touch, and think deeply and to the learners it brings a sense of ownership of such sites”.<sup>115</sup>

The last question was to explore the views and perceptions of principals about the role of functional PLCs for history teachers at their different schools. The finding is that they overwhelmingly support such a structure. To them a PLC is the “backbone of the school and a process of needs for teacher development”.<sup>116</sup>

A PLC is a vehicle for history teachers to forge “alliance for a common purpose”<sup>117</sup> and a place where teachers “share ideas and strategies of teaching and learning of history”.<sup>118</sup>

Therefore, the finding based on the principals’ opinions, experiences, and the understanding of their role as school leaders of functional PLCs for history teachers at their schools is that there is a possibility that principals could support teachers to be able and more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history in the schools in Parys.

Subject advisors for both GET and FET bands as other key role players in the teaching and learning of history in schools were also requested to share their experiences and understanding of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history. The following section will explore their responses.

#### 5.4.7 Subject advisors

The main aim with the subject advisors’ questionnaire was to assess their historical consciousness (such as years of experience as subject advisors and their role in promoting access to and exposure of teachers to the South African local and regional

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<sup>115</sup> Project Questionnaire, KTM Private Collection, Principal E school Respondent, Tumahole Township, 12 May 2017.

<sup>116</sup> Project Questionnaire, KTM Private Collection, Principal A school Respondent, Tumahole Township, 8 May 2017.

<sup>117</sup> Project Questionnaire, KTM Private Collection, Principal C school Respondent, Schonkenville Township, 9 May 2017.

<sup>118</sup> Project Questionnaire, KTM Private Collection, Principal E school Respondent, Tumahole Township, 12 May 2017.

history). Moreover, some of their related roles, such as guidance and orientation, and coaching and mentoring history make teachers more willing to practicalise the significance of the “history-is-all-around-us” approach.

*Table 5.4: Subject advisors’ questionnaire* <sup>119</sup>

<b>Participating subject advisors</b>	<b>GET subject advisor</b>	<b>FET subject advisor</b>
1. Highest qualification in history	Honours degree – history	Bachelor’s degree – history
2. How many years in the teaching of history	More than 15 years	More than 15 years
3. Years of experience as subject advisor	More than 11 years	Between 3 and 6 years
4. The promotion of access and exposure to local and regional South African journals	Yesterday & Today, South African Society for History Teaching, and South African Journal of Cultural History	South African Society for History Teaching
5. The main purpose of studying history in schools	It unifies the community and sharpens the critical thinking skills of the learners	No response
6. The value of using an active and learner-centeredness approach in the teaching and learning of history	Use of technology due to the 4 <sup>th</sup> industrial revolution can bring life into the teaching of history	More theory in history teaching, no maps or video to interact with
7. The promotion of local and regional history in schools by teachers	Local people encouraged to document their own stories	Promote heritage and research assignments
8. Integrating local history and CAPS	History content is overloaded, no room for teacher creativity	History prescribed content is isolated from events around the world
9. The value of the “history-is-all-around-us” approach in the teaching and learning of history	Effective history teaching involves researching, digging for evidence and interviews	There is a need to practicalise history, involve learners to make history
10. The role of history PLCs as incubators of the “history-is-all-around-us” approach	PLCs are immediate teacher-initiated platforms, afford teachers to share best praxis	PLCs are confined to content, not exploring, widening and/or making history interesting

The first question to the subject advisors was why children should study history at school. Both subject advisors agree that it is vital for learners to study the subject because history “unifies the community, and sharpens the critical thinking skills of the learners”.<sup>120</sup> In response to the second question about the value of using an active and learner-centred approach in the teaching and learning of history, the two subject advisors expressed different views.

According to the GET band respondent, the “use of technology due to the advent of 4IR can bring life into the teaching and learning of social sciences”.<sup>121</sup> On the other hand, the FET band respondent laments the use of inappropriate methods in the

<sup>119</sup> See Annexure - D (Subject Advisors’ Questionnaire).

<sup>120</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

<sup>121</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

teaching and learning of history claiming that there is “more theory in history teaching, no maps or video to interact with”.<sup>122</sup>

The third question was what role history teachers can fulfil to promote the study of local and regional history in their schools. Both subject advisors provided suggestions in this regard. The GET band respondent recommended that “local people should be encouraged to document their own stories, teachers must highlight the role of primary sources, and they must decolonise the teaching and learning of history”.<sup>123</sup>

The FET band respondent suggests that, history teachers be encouraged to “promote heritage and research assignments to their learners”.<sup>124</sup> Both subject advisors share the sentiments of Van Eeden that much can be done during history lessons to embrace the practical value of the “local and regional heritage curriculum as part of a local history on micro-level or everyday life history”.<sup>125</sup>

The fourth question for the subject advisors was about the value of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history. In the case of this question, both subject advisors share the same views. The GET band respondent suggests that, “effective history teaching involves researching, digging for evidence and conducting of interviews”,<sup>126</sup> while the FET band respondent points out to a need to “practicalise history by involving learners to make history”.<sup>127</sup>

The final question for the subject advisors was to explore their views about the role of PLCs for history teachers as incubators of the “history-is-all-around-us” approach in and outside the classroom. Again, with regard to this question, subject advisors have differing views on the role of PLCs. According to the GET band respondent, PLCs are “immediate teacher-initiated platforms; they afford teachers to share best praxis”.<sup>128</sup> However, the FET band respondent is of the view that, PLCs for history teachers do

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<sup>122</sup> Project Questionnaire, KTM Private Collection, FET band Respondent, 19 May 2017.

<sup>123</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

<sup>124</sup> Project Questionnaire, KTM Private Collection, FET band Respondent, 19 May 2017.

<sup>125</sup> E.S. van Eeden, “Practicalising Local and Regional Histories ...”, in E.S. van Eeden & P. Warnich (eds.). *Teaching and Learning ...*, p. 66.

<sup>126</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

<sup>127</sup> Project Questionnaire, KTM Private Collection, FET band Respondent, 19 May 2017.

<sup>128</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

not serve the purpose for which they are intended. Instead, they are “confined to content, they are not exploring, widening, and/or making history interesting for the learners”.<sup>129</sup>

The GET band respondent also raised some reservations about the history that is taught in this country. Her argument is that “until the lions have their own historians the history of the hunt will always glorify the hunter”.<sup>130</sup> The above statement is a famous African proverb that relates to the wise words by the Nigerian novelist, poet, and critic, Prof Chinua Achebe. Achebe’s argument was that if Africans did not write their own history, they would live on as rebuttals to the colonial narratives of Joseph Conrad and other European writers. The same argument is raised by the GET band respondent who infers that until the “locals tell their own history, the current history of the majority of the citizens of this country will always be questionable”.<sup>131</sup>

The GET band respondent confirms the findings of some educationists who claim that the South African education system is too results-oriented. It leaves little or no room for teachers to work outside the “confines of what is prescribed, except to teach as guided by the CAPS document”.<sup>132</sup>

Therefore, in the context of this study, PLCs can afford teachers an opportunity to share best practices and common challenges and strategies to overcome and improve their day-to-day teaching and learning practices. PLCs could be used as a forum for outside expert advice and to provide resources to address some of the challenges facing teachers, where there seems to be no solution coming from the teachers themselves. History teachers, therefore, can get expert advice and mentoring opportunities that might enable them and/or make them more willing to practicalise the “history-is-all-around-us” approach in the public schools in Parys.

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<sup>129</sup> Project Questionnaire, KTM Private Collection, FET band Respondent, 19 May 2017.

<sup>130</sup> C. Achebe, “Chinua Achebe and the bravery of lions”, Interview, *Paris Review*, 1994.

<sup>131</sup> Project Questionnaire, KTM Private Collection, GET band Respondent, 16 May 2017.

<sup>132</sup> K. Ramatlapanana & J.P. Makonye, “From Too Much Freedom to Too Much Restriction: A Case of Teacher’s Autonomy from NCS to CAPS”, *African Education Review*, 9(1), 2012, pp. 7-25; A. Fataar, *Engaging Schooling Subjectivities Across Post-Apartheid Urban Spaces*. Stellenbosch: Sun Media, 2015.

The parents' perceptions and views with regard to the value of practicalising the significance of the "history-is-all-around-us" approach in the teaching and learning of local and regional history by their children is also part of the research study.

#### 5.4.8 Parents

The main aim with the parents' questionnaire was to explore their historical consciousness (such as their highest qualification in history and their role in promoting, protecting, and preserving their family history for their children). It was also to find whether parents are aware of the availability of tangible and intangible historical remains in and around the town of Parys and the Tumahole and Schonkenville townships that could help teachers and learners to practicalise the significance of the "history-is-all-around-us" approach in and outside the classroom.

*Table 5.5: Parents' questionnaire*<sup>133</sup>

<b>Participating parents</b>	<b>School A parents (x4)</b>	<b>School B parents (x10)</b>	<b>School C parents (x13)</b>	<b>School D parents (x3)</b>	<b>School E parents (x8)</b>
1. Average age group	31-40	31-40	41-50	41-50	41-50
2. The study of history as a school subject	Children should understand their past, and stand for themselves	To appreciate who we are, and understand ourselves, to correct the mistakes of the past	No response	Children to love their country, and understand their roots	Teach us what happened in the past, the history of Parys and South Africa
3. Promotion, protection and preservation of family history	Made children to be proud of themselves, and know their responsibilities	A family acquires memories, a past bonds a family together; family takes to future the lessons learned in the past; our ancestors are part of our daily lives like surname or family names	Some families are traditionalists, they perform rituals for newly born babies; the past shapes the future, culture should not be thrown away, it is part of the family memory	Informs new generation about their origin, is hard evidence and reference for family	History teaches our children to respect our traditions and culture
4. Awareness and promotion of tangible and intangible local remains	To know about their culture and traditions, they are people's memories for past events	It amazes the learners to see that even the buildings tell an important story of history,	Graveyards are used for thanks giving, tangible and intangible local remains define who we are, gravesites help to remind them about history	It makes learners to have a sense of belonging,	Children must see things with their own eyes in order to understand
5. The home, town or township is full of rich historical remains	Township has history of people such as Stompie Seipei and others	Some streets are named after people who made history, the names and their origins tell a story,	Elderly people are "storage of our history",	Each person and place have a history to tell	Every community has its own history to tell
6. The importance of celebrating local people, days and events	It reminds of past events and people who changed people's lives, and the future of	To keep them alive and fresh in our minds, and	Parys has its own history of Stompie Seipei and Fezile Dabi, it will help	Because they fought for freedom, in recognition of	Streets are named after fallen heroes and heroines as

<sup>133</sup> See Annexure - E (Parents' Questionnaire).

	Tumahole, e.g., Lister Skosana, Barnard Molokoane, Rasekepe Mosipidi, Fezile Dabi, Milo Ngalo,	appreciated for years to come	generations to appreciate their inheritance, people risked their lives, events shaped society, 1984 riots and Tumahole Day	our hero's contribution	the form of remembrance, people who fought for our rights and freedom of speech, they made us to be free
7. The value of curriculum-based excursions to heritage sites for educational purposes	Learners can learn and know more about their people's past and their heritage	We learn by seeing and exploration, to experience reality has more lasting impression, more knowledge and better understanding, Vredefort Dome has potential job opportunities	Heritage sites like the Parys museum, River Bridge of 1919, practically cannot be easily forgotten	Learners can see what they are taught in the classroom, seeing is believing	Learners see things they learn in the classroom by their own eyes
8. The study of history as a subject, and its future career prospects	Law as a career	Historians, anthropology and social experts are on high demand	Benefits of acting, doing poems, and writing career	Historians are few, we need more	Policeman or law career

The first question to the parents relates to how they provide and nurture the historical consciousness of their children through the study of history as a school subject. The finding to this question is that most of the parents agree on the importance of the study of history. For example, the study of history will help “children to understand their past and stand [up] for themselves”,<sup>134</sup> and the study of history will make children “appreciate who we are and understand ourselves to correct the mistakes of the past”.<sup>135</sup>

In addition, the study of history will encourage learners to “love their country, and understand their roots”,<sup>136</sup> and, history will “teach us what happened in the past, the history of Parys and South Africa”.<sup>137</sup> For the purpose of this study, the content and context of the whole of chapter three is an excellent example that can assist learners to trace the history of Parys and its townships of Tumahole and Schonkenville from 1836 to 1980. The content of chapter three can also encourage learners to appreciate the role of the Vaal River water resources near Parys, and the suitable grazing pastures influenced and shaped the history of this region and south Africa in general.

<sup>134</sup> Project Questionnaire, KTM Private Collection, School A Parent Respondent no.1, Tumahole Township, 8 May 2017.

<sup>135</sup> Project Questionnaire, KTM Private Collection, School B Parent Respondent no. 1, 10 May, Parys, 2017.

<sup>136</sup> Project Questionnaire, KTM Private Collection, School D Parent Respondent no. 2, 11 May, Parys, 2017.

<sup>137</sup> Project Questionnaire, KTM Private Collection, School E Parent Respondent no. 1, 12 May 2017.

Therefore, most of the parents' views resonate with Danbom's suggestion that, local and regional history approaches allow learners to connect with and demonstrate how "ordinary people's lives and the place in which they live are also important".<sup>138</sup>

The second question to parents was why they still uphold, promote, protect, and preserve some of their family history and practices. Here again, the finding is that the majority of the parents agree that the promotion of family history helps "children be proud of themselves, and know their responsibilities".<sup>139</sup> Through family history a "family acquires memories, a past bonds a family together",<sup>140</sup> and a "family takes to the future the lessons learned in the past"<sup>141</sup> while "our ancestors are part of our daily lives, like surname or family names".<sup>142</sup>

Furthermore, some families are traditionalists. They perform rituals for their newly born babies<sup>143</sup> and "the past shapes the future". Also that "Culture should not be thrown away; it is part of the family memory".<sup>144</sup> The upholding of family history also "informs new generation about their origin, is hard evidence and reference for family".<sup>145</sup> It teaches our children to "respect our traditions, and culture".<sup>146</sup> The parents' opinion regarding the importance of their family history resonates with the call made to current historians to revisit and refocus on "indigenous and other previously marginalised communities' history, in the study of wider events and trends".<sup>147</sup>

The other question to the parents concerned their views and opinions about the importance of celebrating and commemorating certain local people, days, and events in the town of Parys and Tumahole and Schonkenville townships. Again, the finding is that the majority of the parents from all the schools support the idea because it

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<sup>138</sup> D.B. Danbom, "Historical Musings: Cast Down Your Bucket Where You Are. Professional Historians and Local History", *South Dakota History*, 33(3), 2003, pp. 263-273.

<sup>139</sup> Project Questionnaire, KTM Private Collection, School A parent no. 1 Respondent, Tumahole Township, 8 May 2017.

<sup>140</sup> Project Questionnaire, KTM Private Collection, School B parent no.1 Respondent, Parys, 10 May 2017.

<sup>141</sup> Project Questionnaire, KTM Private Collection, School B parent no. 2 Respondent, Parys, 10 May 2017.

<sup>142</sup> Project Questionnaire, KTM Private Collection, School B parent no. 3 Respondent, Parys, 10 May 2017.

<sup>143</sup> Project Questionnaire, KTM Private Collection, School C parent no. 1 Respondent, Schonkenville Township, 9 May 2017.

<sup>144</sup> Project Questionnaire, KTM Private Collection, School C parent no. 2 Respondent, Schonkenville Township, 9 May 2017.

<sup>145</sup> Project Questionnaire, KTM Private Collection, School D parent no. 1 Respondent, Parys, 11 May 2017.

<sup>146</sup> Project Questionnaire, KTM Private Collection, School E parent no. 1 Respondent, Tumahole Township, 12 May 2017.

<sup>147</sup> P. Saunier, *Transnational History*. Palgrave: Macmillan, 2013, p. 117.

“reminds us of past events and people who changed people’s lives, and the future of Tumahole”.<sup>148</sup> Again, the importance of celebrations is to “keep them alive, and fresh in our minds, and appreciated for years to come”.<sup>149</sup>

In addition, Parys has its “own history of people such as Stompie Seipei and Fezile Dabi”,<sup>150</sup> and it will “help generations to appreciate their inheritance, people who risked their lives, and events which shaped society, such as 1984 Tumahole Day”.<sup>151</sup> In addition, these people and events need to be celebrated because they “fought for freedom, and it is in recognition of our hero’s contribution”.<sup>152</sup> Streets are named after “fallen heroes and heroines coming from this region as the form of remembrance, people who fought for our rights, and freedom of speech, they made us to be free”.<sup>153</sup>

For the purpose of practicalising the significance of “history-is-all-around-us” in and outside the classroom approach in the teaching and learning of local and regional history, these cultural heritage remains (street names such as, father Balink, Makgoe, Schilbach, and others) should serve as useful historical relics to inform learners. These parents’ opinions regarding celebrating of significant people and events in their local communities emphasises Kitson and Husbands’ view that the, teaching and learning of history should be “concerned with significance, with teaching young people about significant events and people from the past”.<sup>154</sup>

Parents recognise that the people from the township of Tumahole who need to be commemorate are reflected in place names such as Lister Skosana Primary School, Barnard Molokoane Comprehensive School, Rasekepe Mosipidi Community Hall, Fezile Dabi District Municipality, Fezile Dabi Soccer Stadium. However, reports also

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<sup>148</sup> Project Questionnaire, KTM Private Collection, School A parent no. 1 Respondent, Tumahole township, 8 May 2017.

<sup>149</sup> Project Questionnaire, KTM Private Collection, School B parent no. 1 Respondent, Parys, 10 May 2017.

<sup>150</sup> Project Questionnaire, KTM Private Collection, School C parent no.1 Respondent, Schonkenville township, 9 May 2017; S. Ebrahim, “Winnie and Stompie: The truth at last”, *The Mercury*, 2018, April 11; See also C. Bhengu, “South Africa: Party Honours its Fallen Heroes”, *Sowetan*, 22 July 1988.

<sup>151</sup> Project Questionnaire, KTM Private Collection, School C parent no. 2 Respondent, Schonkenville township, 0 May 2017; See Chapter Three, Section 3.3.1.

<sup>152</sup> Project Questionnaire, KTM Private Collection, School D parent no. 1 Respondent, Parys, 11 May 2017.

<sup>153</sup> Project Questionnaire, KTM Private Collection, School E parent no. 1 Respondent, Tumahole Township, 12 May 2017.

<sup>154</sup> A. Kitson, *et al.*, *Teaching and Learning* ..., p. 84; See also Chapter Two, Section 2.3.1.

made reference to the fact that, Milo Ngalo is forgotten as one of the first victims of police brutality in the township of Tumahole during the 1984 rent boycotts.<sup>155</sup>

The last but one question to parents was on their views and opinions about the value of curriculum-based excursions or visits to heritage sites by their children for educational purposes. The finding is that most of the parents support curriculum-based excursions because learners can “learn, and know more about their people’s past and their heritage”;<sup>156</sup> “We learn by seeing and exploration to experience reality has more lasting impression”<sup>157</sup> and for “more knowledge and to understand better... and Vredefort Dome has potential for job opportunities”.<sup>158</sup>

Excursions to heritage sites are also considered important because “heritage sites, like the Parys Museum and the 1919 Parys River Bridge cannot be easily forgotten”.<sup>159</sup> The significance of excursions for children is that learners can “see what they are taught in the classroom, and seeing is believing”.<sup>160</sup> During the visits to heritage sites learners “see things they learn [about] in the classroom with their own eyes”.<sup>161</sup>

The parents’ opinions regarding curriculum-based excursions correlate with that of Mathews *et al.* who view excursions as a valuable tool and resource in the teaching and learning of history to raise learners’ awareness that “what they learn in the classroom is related to the concrete reality of the outside world”.<sup>162</sup> Considering the parents’ observation, there seems to be enough reason to believe that, if required, most of the parents would be able to support their children to practicalise the

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<sup>155</sup> Wits University Archives, “Tumahole (Parys)”, *Wits Historical Papers*, Johannesburg, 2009, pp. 698-715; see also C. Bhengu, “South Africa: Party honours its fallen ...”, *Sowetan*, 22 July 1988; “Community remember Tumahole Day”, *Parys Gazette*, 10 July 2013.

<sup>156</sup> Project Questionnaire, KTM Private Collection, School A parent no. 2 Respondent, Tumahole Township, 8 May 2017.

<sup>157</sup> Project Questionnaire, KTM Private Collection, School B parent no. 1 Respondent, Parys, 10 May 2017.

<sup>158</sup> Project Questionnaire, KTM Private Collection, School B parent no. 2 Respondent, Parys, 10 May 2017; Vredefort Dome, “Natural World Heritage Sites, Explore South Africa’s Vredefort Dome”, from <https://www.places.co.za> >(Accessed on 2020 June 26).

<sup>159</sup> Project Questionnaire, KTM Private Collection, School C parent no.2 Respondent, Schonkenville Township, 9 May 2017.

<sup>160</sup> Project Questionnaire, KTM Private Collection, School D parent no. 1 Respondent, Parys, 11 May 2017.

<sup>161</sup> Project Questionnaire, KTM Private Collection, School E parent no. 1 Respondent, Tumahole Township, 12 May 2017.

<sup>162</sup> J. Mathews, *et al.*, *Discover History:...*, p. 91.

significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.

The final question to the parents was to explore their views and perceptions in as far as the value of history for future career prospects of their children. Here, the finding is that some parents agree that the study of history holds career prospects for their children. Responses such as, “law as a career”<sup>163</sup>, and a career as a “policeman and/or law career is important for my child”.<sup>164</sup> The study of history is important because “historians, anthropology and social experts are in high demand”,<sup>165</sup> and “historians are few, we need more”.<sup>166</sup> Therefore, the parents’ responses regarding their children’s career prospects that result from the study of history show that some of the parents still have some hope and confidence that the study of history still holds some career prospects for their children.

The last group of key role players in the education of the children of a community are the community leaders who reside in the three residential areas namely Parys, Tumahole, and Schonkenville.

#### 5.4.9 Community leaders

The main aim with the community leaders’ questions was to explore their historical consciousness (such as their interest and attitude towards history as a school subject and their leadership roles in promoting the local and regional history). Of more importance is their role as custodians in protecting and preserving the local and regional cultural heritage sites as tourist attractions and for economic advancement. Also, of significance is their role in raising awareness about the availability of tangible and intangible resources in and around their specific residential areas to enable history teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

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<sup>163</sup> Project Questionnaire, KTM Private Collection, School A parent no. 2 Respondent, Tumahole Township, 8 May 2017.

<sup>164</sup> Project Questionnaire, KTM Private Collection, School E parent no. 1 Respondent, Tumahole Township, 12 May 2017.

<sup>165</sup> Project Questionnaire, KTM Private Collection, School B parent no. 1 Respondent, Parys, 10 May 2017.

<sup>166</sup> Project Questionnaire, KTM Private Collection, School D parent no. 2 Respondent, Parys, 11 May 2017.

Table 5.6: Community leaders' questionnaire<sup>167</sup>

<b>Participating community leader</b>	<b>Town of Parys – Area A</b>	<b>Tumahole township – Area B</b>	<b>Schonkenville township – Area C *</b>
<i>Highest education qualification</i>	<i>Diploma</i>	<i>Diploma</i>	<i>Did not participate</i>
1. Leadership role to promote the local and regional history	No response	Learners encouraged to use the library to gather information, display in the library	Did not participate
2. Examples of heritage sites found in and around specific residential areas	The Vredefort Dome, 1919 Pedestrian Bridge over the Vaal River, and Parys Museum	Vredefort Dome, Father Balink road and monument, Stompie Seipei, Milo Ngalo gravesites, Mosipidi Hall, Barnard Molokoane School,	Did not participate
3. Celebrated people, events and days in and around your area	Tumahole Day, Fezile Dabi Day	1971 Phehellang Secondary School founded, 15 <sup>th</sup> July Tumahole Day, Fezile Dabi, Sam Magashule, Master Nakedi sports	Did not participate
4. Links between cultural heritage sites and employment opportunities	Local history if taken care, can promote tourism	People can get jobs	Did not participate

Although two questionnaires were provided for each of the three residential areas under the jurisdiction of the Ngwathe Local Municipality (Parys, Tumahole, and Schonkenville),<sup>168</sup> only two community leaders, namely the community leader for area A and area B, completed and returned their questionnaires. The first question to community leaders was about the leadership role that they are expected to fulfil in promoting and marketing the local and regional history in their different residential areas.

The finding is that learners should be “encouraged to use the library to gather information about their local and regional history and display it in the library”.<sup>169</sup> On the question of community leaders' knowledge with regard to the rich human and natural remains in and around Parys, Tumahole and Schonkenville townships, both community leaders indicated that they are fully aware of these sites.

To prove awareness of the rich heritage remains experienced by community leaders, examples such as the “Vredefort Dome, the 1919 Pedestrian Bridge over the Vaal

<sup>167</sup> See Annexure - F (Community leaders' Questionnaire).

<sup>168</sup> Although two questionnaires were provided per each of the three residential areas under the jurisdiction of the Ngwathe Local Municipality, namely, Parys, Tumahole, and Schonkenville, only the community leader from Schonkenville Township did not return the completed questionnaire, and on further enquiry, I was informed the community leader was not available for the project.

<sup>169</sup> Project Questionnaire, KTM Private Collection, Community leader area B Respondent, Parys, 23 May 2017.

River, and Parys Museum”<sup>170</sup> were cited. The community leaders compiled a long list of heritage sites that are found in and around the town of Parys and its townships. The list included “Father Lewis Balink road and monument, the gravesites of Stompie Seipei and Milo Ngalo, Mosipidi Hall, and Barnard Molokoane Comprehensive School”.<sup>171</sup>

Flowing from the community leaders’ responses to the question of their heritage sites awareness, there is sufficient reason to believe that community leaders could be in a position, if requested, and allowing for more involvement on their part, to help history teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

The third and final question to the community leaders was with regard to their views and opinions about which people, events, and days should be celebrated in and around their local areas, and why. Both community leaders agreed that Tumahole Day and Fezile Dabi Day are two days that need to be celebrated,<sup>172</sup> and other events, such as the establishment of “Phehellang Secondary School in 1971, and well-known personalities, such as Fezile Dabi, Sam Magashule, and Master Nakedi”<sup>173</sup> should also be commemorated.

The establishment of Phehellang Secondary School in January 1971 is regarded as a historic milestone in the provision of education for the black people of the township of Tumahole. The event is significant in view of the National Party Government’s well-known policy of “uprooting urban and township blacks from white South Africa and spreading them out into the rural areas and/or homelands such as Bophuthatswana, Transkei, and Venda”.<sup>174</sup>

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<sup>170</sup> Project Questionnaire, KTM Private Collection, Community leader area A Respondent, Parys, 23 May 2017.

<sup>171</sup> Project Questionnaire, KTM Private Collection, Community leader area B Respondent, Parys, 23 May 2017; L. Scheepers, “Father Balink Street officially opened this week”, *Parys Gazette*, 23 November, 2017; See also Chapter Three, Section 3.3.1.

<sup>172</sup> Project Questionnaire, KTM Private Collection, Community leader area A Respondent, Parys, 23 May 2017.

<sup>173</sup> Project Questionnaire, KTM Private Collection, Community leader area B Respondent, Parys, 23 May 2017; See Chapter Three, section 3.3.1; See also S.A. Government Communications, Free State Sport, Arts, Culture & Recreation opens Master Nakedi Indoor Sport Centre, 15 July 2016.

<sup>174</sup> A. Phillips, “Bantu Education”, *The Review: A Journal of Undergraduate Student Research* 2, 1999, pp. 22-27.

This qualitative analysis confirms what historians in, for example, didactics have long suggested, namely that learners must realise that history is not simply a matter of pages in a textbook. Instead, history consists of events and people who were once as “real as the learners themselves and all that took place in and around them”.<sup>175</sup> Analysis further emphasises that most participants were made aware of the presence of history in every corner of their environment – at their homes and in their streets, schools, town and townships – and that history is made up of and by people and events in the community.

This notion was confirmed by the community leaders’ opinions. Therefore, it is likely that teachers and learners in most schools in the town of Parys, Tumahole, and Schonkenville would be able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.

### **5.5 Reflection**

The information that was analysed as both qualitative and quantitative data responded well to the question whether it is possible and practical for teachers and learners to embrace the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history in Parys schools. The main participants in this research study were learners (Grade 7-10) from five public schools, education leaders (history teachers, principals, and subject advisors), and other important role players (parents and community leaders) in the education of the children.

In the context of this research study, the above-mentioned participants were viewed as an inclusive and representative group to respond adequately to the main research question and sub-questions. From the limited quantitative analysis of learners’ responses, it is clear that access to the past (history) is indirect and to a large extent governed by artefacts and remains left behind by those who lived it. Moreover, learners are able to easily construct a deeper historical understanding when they have

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<sup>175</sup> Compare J. Mathews, *et al.*, *Discover History...*, p. 88.

opportunities to consciously use their prior knowledge and assumptions about the past to investigate the past in depth.

Teaching and learning of history outside the classroom is more important to the teachers, as it will enable learners to learn more, and explore history on their own. Furthermore, an outside the classroom approach helps learners to realise that history is not bound by classroom walls. It creates more enthusiasm and interest amongst history learners. The question of excursions and visits to heritage sites by history learners is of more value to principals, because visits to heritage sites will also increase learners' knowledge about different cultures and traditions. Excursions will further enable learners to experience their local and regional history in a practical and first-hand manner. Learners will be able to feel, touch, and think deeply about the cultural heritage remains. Interacting with their past will bring a sense of pride and ownership to such heritage sites.

The subject advisors recommend that local people should be encouraged to document their own stories (history) and that teachers must highlight the role of primary sources in the teaching and learning of history. In addition, teachers should at all costs try to decolonise the teaching and learning of history. Again, what is placed on the walls of a history classroom should enhance and stimulate the learning and teaching that is taking place by contributing to the conversation in the classroom. Visual cues including maps, political cartoons, and curriculum-relevant propaganda posters or storyboards should be regularly updated.

According to the parents of learners, curriculum-based excursions for their children are regarded as a valuable tool and resource in the teaching and learning of history to raise their children's awareness that what they learn in the classroom is related to the concrete reality of the outside world.

Finally, community leaders' responses confirm what historians in, for example didactics, have long suggested, namely that learners must realise that history is not simply a matter of pages in a textbook. Instead, learners should consider the teaching and learning of history consists of events and people who were once as real as the learners themselves and all that took place in and around them.

In Chapter Six an in-depth discussion together with a proposed framework is envisaged for PLCs in history teaching and learning. This framework is based on the concept “history-is-all-around-us” principle as a strategy is provided. The chapter will further provide a practical tool for using local/regional history in a PLC-context with particular reference to the history teachers of Parys and its townships of Tumahole and Schonkenville.

## Chapter Six

### Professional learning communities (PLCs) and practicalising the “history-is-all-around-us” approach

#### 6.1 Introduction

The principle and rationale for the establishment of functional professional learning communities (PLCs) was introduced in Chapter One, section 1, while Chapter Two contained a comprehensive overview of the conceptually and contextually of the PLC. In this chapter, the value of PLCs is again deliberated, however, in this case the emphasis is on starting and maintaining a functional PLC for history<sup>1</sup> teachers in the Parys region with the view to practicalising the significance of the “history-is-all-around-us” approach. The area of focus in this chapter remains history teachers and learners in five selected schools in the town of Parys and its townships of Tumahole and Schonkenville.

In addition, a typical PLC framework for this region will be designed to serve as an example for other regions and communities to consider investing in education to improve the status of the teaching and learning of local and regional history, amongst others. Thereafter, these guidelines for a PLC framework, specifically for the teaching and teachers of history, will be exemplified by utilising the requirements for history, as outlined in the “GET Senior Phase and FET outcomes, as well as the content of the CAPS curriculum”.<sup>2</sup>

Through this study, the establishment of functional and sustained PLCs that will provide an ideal opportunity for teachers to incubate the “doing” history approach is envisaged. This approach will promote this approach in a practical manner by actively engaging learners in “enquiry-based approaches to teaching and learning as well as problem-solving activities”.<sup>3</sup> The proposed PLC framework for history teachers will focus on how the “history-is-all-around-us” approach in the teaching and learning of

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<sup>1</sup> Although the CAPS document for social sciences in the GET band concerns both Geography and History, in the context of this research study the focus is on the History part of the subject. As social sciences also accommodate history, it will also benefit from the findings.

<sup>2</sup> DBE, *CAPS, Grades 7-9, Social Sciences*, 2011; DBE, *CAPS, Grades 10-12: History*, 2011.

<sup>3</sup> B.B. Moreeng & E. du Toit, “The Powerful Learning Environment and History Learners in the Free State Province”. *Yesterday & Today*, no. 9, 2013, pp. 45-66.

local and regional history of the Parys region can be structured and formalised in schools in a practical manner.

The departure point is to explain the rationale behind the establishment of functional and sustained PLCs for history teaching and teachers in general, with particular reference to the town of Parys and its townships.

## **6.2 The PLC as an essential concept in the teaching and learning of history**

Some consideration was given to how “functional and viable PLCs for history teachers can be useful”,<sup>4</sup> and how their application in the “history-is-all-around-us” approach can stimulate and enhance the teaching and learning of “local and regional history in schools”.<sup>5</sup> Scholars have identified numerous logical principles for effective professional development for over the past 20 years. Nonetheless, the typical professional development experienced by history teachers remains “woefully inadequate and far-removed from the teachers’ basic needs”.<sup>6</sup>

Even with some funding from the education departments in the past decade much of the professional development to which history teachers are subjected remains unchanged. Many in-service events for teachers continue to be once-off training sessions in which an outside expert delivers content that seems irrelevant to the teacher’s daily practice. The majority of professional development offerings for history teachers remain traditional, “one-shot” workshops that disregard the suggested qualities for effective professional development.

According to Warren-Little, effective professional development is characterised as being “sustained, ongoing, and intensive; practical and directly related to local classroom practice and student learning; collaborative and involving the sharing of knowledge, and lastly, it is participant-driven and constructivist in nature”.<sup>7</sup> If Warren-Little’s characteristic of professional development are taken into account, these “hit-

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<sup>4</sup> See also Chapter One section 1.2.2.

<sup>5</sup> See also Chapter Two section 2.5.

<sup>6</sup> H. Borko, “Professional Development and Teacher Learning: Mapping the Terrain”, *Educational Researcher*, 33(8), 2004, pp. 3-15.

<sup>7</sup> J. Warren-Little, “Professional Community and Professional Development in the Learning Centred School”, Alpharetta, GA: National Educational Association, 2006. Retrieved from [http://www.nea.org/assets/docs/HE/mf\\_pdreport.pdf](http://www.nea.org/assets/docs/HE/mf_pdreport.pdf); 19 October 2020.

and-run” professional development sessions are unlikely to fulfil the purposes of professional development, which is “to change teachers’ classroom practices, to change teachers’ knowledge and beliefs, or to change student learning outcomes”.<sup>8</sup>

Therefore, one of the greatest difficulties in applying the known qualities for effective professional development in practice has been the need for ongoing, site-based support for teachers to implement changes in their practice. Although some programmes have demonstrated many of the characteristics of best practice in professional development, they have been “limited in the extent to which they could provide ongoing support for teachers”<sup>9</sup> because they are not site-based and embedded in teachers’ daily lives, they are “limited in the extent to which they could provide ongoing support for teachers”. In addition, despite social studies education being central to the preparation of learners for participation in civic life, the “professional development of history teachers is rarely a funded priority in many countries, including South Africa”.<sup>10</sup>

Furthermore, the teaching and learning of history as a school subject in South Africa, according to Van Eeden, seriously needs some “proactive thinkers, and doers ... it doesn’t need a wait-and-see crowd, because the last train is already departing...”.<sup>11</sup> Most history teachers have echoed this negative perception saying that a “dead end” situation has been reached due to changing educational visions and structures. It seems that the subject has been neglected that concerted effort is required to reverse the trend. The situation is worsened by the fact that some historians do not consider themselves to be scientists. As a result, they receive little training in acknowledged sciences or their advanced methodologies, which negatively affects the teaching of history.

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<sup>8</sup> D. Clarke & H. Hollingsworth, “Elaborating a Model of Teacher Professional Growth”, *Teaching and Teacher Education*, 2002, 18, pp. 947-967.

<sup>9</sup> D. Hess & J. Zola, “Professional Development as a Tool for Improving Civic Education”, in D. E. Campbell, M. Levinson, & F. M. Hess (eds.), *Making Civics count: Citizenship Education for a New Generation*. Cambridge, MA: Harvard University Press, 2012, pp. 183-206.

<sup>10</sup> N. Mkhize, “China to Give South Africa Lessons in Maths and Science”, *Vukuzenzele*, Government Communications (GCIS), May 2014.

<sup>11</sup> E.S. van Eeden, “The Value and Way Forward of History – A Motivational Discourse from a 21st century perspective”, *New Contree*, No. 51, 2006, pp. 25-52.

In addition, the Ministerial Task Team Report has indicated that some history teachers still experience problems to adapt to the required changes in teaching methodology and approaches that are required to cater for the needs of the 21<sup>st</sup> century learner.<sup>12</sup> Various history scholars such as, Twala, Van Eeden and others also refer to the challenges experienced by teachers in the teaching and learning of history in South African schools.<sup>13</sup> One of the challenges mentioned is the extremely boring teacher-centred method of teaching history inside the classroom walls. Because most teachers are not properly equipped to teach the subject it is turned into a very “diluted, wishy-washy look-after-the environment kind of a subject”.<sup>14</sup>

Another challenge faced by history teachers in the teaching of their subject is that school principals and parent bodies are generally very unsupportive of the subject as they regard it to be vocationally useless. It therefore becomes a vicious circle because some parents believe that it cannot favourably compete with other subjects in the job market, and it is often badly taught as a rote subject. Historians such as McMahon also warn against the complexities and bureaucracy with which it is associated, the new “CAPS curriculum, and rubrics that are quite complicated and make teachers’ lives a lot harder than they used to be”.<sup>15</sup>

Moreover, more than two decades since South Africa attained its new democratic government in 1994, a majority of schools, mostly in black communities in the urban and rural areas, still show little to no improvement in learner achievement. One of the major contributory factors is that in South Africa, unlike other countries, the provincial, district, and school leaders do not “encourage educators to share good educational practices and work together to create better school cultures”.<sup>16</sup> The isolation in which most teachers in South Africa find themselves means that they remain vulnerable and fail to meet the requirements of effective teaching and learning of their subjects – history in particular.

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<sup>12</sup> RSA, DoE, Ministerial Task Team Report. Pretoria: Government printers, 2008.

<sup>13</sup> See also Chapter Two, Section 2.1.3.

<sup>14</sup> C. Kros, E-mail Conversation between Kros and E. van Eeden, 5 May 2006.

<sup>15</sup> P. McMahon, E-mail Conversation between Mc Mahon and van Eeden, 24 April 2006.

<sup>16</sup> E.M. Botha, “Turning the tide: Creating professional learning ...”, *Africa Education Review*, 9(2), 2012, pp. 395–411.

In most other countries globally the isolation is overcome by the creation of functional PLCs that challenge teachers to “work collaboratively with others to improve their own practice, and learner achievement”.<sup>17</sup> Recent literature focusing on utilising PLCs for teacher learning suggests that formal PLCs that are organised by the school, with expectations for participation, can facilitate improved communication amongst teachers, and between teachers and others, by providing “structured time for sharing and collaboration”.<sup>18</sup>

The benefits of this improvement include that it promotes a culture of collaboration and facilitates authentic and research-based learning. It also provides access for teachers to peers, mentors, and university faculties. However, while formal PLCs can offer these benefits, this model of personal development (PD) still exhibits shortcomings. According to Jones and Dexter, content and learning processes are dictated by the organisation, which while serving organisational goals, may not be “aligned with teacher learning goals or preferred learning processes”.<sup>19</sup>

Wilson and Berne warn against some PLCs for teachers that have proven to be “a patchwork of opportunities, formal and informal, mandatory and voluntary, serendipitous and planned, stitched together into a fragmented and incoherent curriculum”.<sup>20</sup> As a result it is often up to the teacher to turn their “professional learning experiences into something that is useful for them personally and professionally”.<sup>21</sup> In a 2004 study by Stevenson, teachers in grades 3 to 6 in two elementary schools reported “valuing informal collaboration over organizationally planned activities for their learning”.<sup>22</sup>

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<sup>17</sup> R. Dufour, “What is a Professional Learning Community”? *Educational Leadership*, 2004, 61, pp. 6–11.

<sup>18</sup> L.F. Gerard, J.B. Bowyer & M.C. Linn, “How Does a Community of Principals Develop Leadership for Technology-Enhanced Science?” *Journal of School Leadership*, 20, 2010, pp. 145-183.

<sup>19</sup> W.M. Jones & S. Dexter, “How Teachers Learn: The Roles of Formal, Informal, and Independent Learning”, *Educational Technology Research and Development*, 62(3), 2014, pp. 367-384.

<sup>20</sup> S.M. Wilson & W. Berne, “Teacher Learning and the Acquisition of Professional Knowledge: An Examination of Research on Contemporary Professional Development”, *Review of Research in Education*, 24(1), 1999, pp. 173-209.

<sup>21</sup> Project Questionnaire, KTM Private Collection, School B Respondent, Parys, 10 May, 2017; S.M. Mainstry, “Towards Collaboration Rather than Co-operation ...”, *Southern African Review of Education*, 14 (1), 2008, pp. 119-142.

<sup>22</sup> H.J. Stevenson, “Teachers’ Informal collaboration Regarding Technology”, *Journal of Research on Technology in Education*, 37(2), 2004, pp. 129-144.

Informal communities of practice (COPs) are defined as a group of practitioners, in this case teachers, who choose to come together to share information and work together on a problem of practice. It is seen as an informal learning activity as, in essence, it takes place because of the teachers' choice to assemble rather than being organised by their school or district leaders. Rutherford, in her study, also stated that the traditional notions of in-service training should be replaced by opportunities for knowledge-sharing where teachers have the opportunity to "share what they know, discuss what they want to learn, and connect new concepts and strategies to their own unique contexts".<sup>23</sup>

In addition, the informal COPs share many of the same affordances as formal PLCs, such as improved communication amongst teachers. However informal COPs also provide a greater level of just-in-time support as well as consideration of teachers' choice with regard to content and process. In addition, teacher support through informal COPs is not constrained by preset times or organisational assignments and other boundaries such as those "experienced through workshop-style PD activities or through the use of an organisational technology specialist".<sup>24</sup>

Drawing on general literature about workplace professional learning, early indications are that informal professional learning is more prevalent and "potentially more important than formal professional development for teachers".<sup>25</sup> In particular, recent studies<sup>26</sup> have indicated that informal professional learning capitalises on the use of collaborative and job-embedded learning opportunities. Therefore, informal teacher communities of practice will not only support the professional development of history teachers in learner-centred curricula, they also validate and strengthen their identity as a teacher.

A similar view is shared by Togneri and Anderson who are of the opinion that traditional professional development is often narrow in focus and top-down in its creation and

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<sup>23</sup> C. Rutherford, "Facebook as a Source of Informal Teacher Professional Development", *Education*, 16(1), 2010, pp. 60-74.

<sup>24</sup> W.M. Jones and S. Dexter, "How Teachers Learn:...", *Educational Technology Research and Development*, 62(3), 2014, pp. 367-384.

<sup>25</sup> I. Hanraets, J. Hulsebosch, & M. de Laat, "Experiences of Pioneers Facilitating Teacher Networks for Professional Development", *Educational Media International*, 48(2), 2011, pp. 85-99.

<sup>26</sup> W.M. Jones and S. Dexter, "How Teachers Learn:..." *Educational Technology Research and Development*, 62(3), 2014, pp. 367-384.

delivery, whereas social network sites like Facebook can be seen as “creating informal opportunities for teachers to engage in professional development that is ongoing, collaborative, easily accessible, and free”.<sup>27</sup> Due to a lack of funding for formal professional development and an emphasis on “literacy and mathematics in the national conversation around school reform”,<sup>28</sup> history teachers will likely need to rely more heavily on these informal professional learning opportunities to guide their own development.

The proposed PLC framework for history teachers that is provided in this study is based on Easton’s criteria for professional learning that include both formal and informal programmes. Easton suggests that the paradigm of PD be reconsidered and that instead of teacher development being examined, the “focus be applied to teacher learning”.<sup>29</sup> These programmes provide meaningful opportunities for teachers to work together. They are embedded in teachers’ everyday work and are school-based to allow for ongoing support. In addition, the activities are planned and implemented under the meaningful leadership of teachers themselves. As such, they are “effective in changing teacher behaviour, school function, student behaviour, and/or student achievement”.<sup>30</sup>

Furthermore, the envisaged PLC framework also resonates with Richter and colleagues’ idea of distinguishing informal professional learning activities as those that do not follow a specified curriculum, are not restricted to a given environment, and, in general, are voluntary rather than mandatory. These scholars conclude that informal professional learning activities are “often embedded in the classroom or school context, which allows teachers to reflect on their practice and to learn from their colleagues”.<sup>31</sup> The proposed PLC framework also corresponds with Jurasaitė-Harbison and Rex’s definition of informal learning as other professional learning that

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<sup>27</sup> W. Togneri & S.E. Anderson, *Beyond Islands of Excellence*. Washington. D.C: Learning First Alliance, 2003, p. 6.

<sup>28</sup> N. Davids, “Mary Metcalfe, South Africa’ School Crisis”, University of Cape Town’s Summer School 2019, 11-29 January 2019.

<sup>29</sup> L.B. Easton, “From Professional Development to Professional Learning”, *Phi Delta Kappan*, 89(10), 2008, pp. 755-761.

<sup>30</sup> L.B. Easton, “From Professional Development...”, *Phi Delta Kappan*, 2008, 89, pp. 755-761.

<sup>31</sup> D. Richter, M. Kunter, U. Klusmann, O. Lüdtke, & J. Baumert, “Professional Development Across the Teaching Career: Teachers’ Uptake of Formal and Informal Learning Opportunities”, *Teaching and Teacher Education*, 27(1), 2011, pp. 116-126.

occurs in the workplace, including teacher reflection and collaboration, both those that are planned and those that are serendipitous”.<sup>32</sup>

The PLC framework in this study will further be based on Hargreaves’s argument that training for new techniques should “address the real conditions of teachers’ work, the multiple and contradictory demands to which teachers must respond, the cultures of teachers’ workplaces, and teachers’ emotional relationships to their teaching, to their children, and to change in general”.<sup>33</sup> The notion of the unique nature of every school is supported by Easton’s assertion that “every school setting is unique and a one-size-fits-all pedagogical strategy or policy reform will not be successful”.<sup>34</sup> Grossman and colleagues also rightly made a case that it is not “possible to take individuals out of their workplaces, transform them in other settings, and then return them to an unchanged workplace to battle the status quo”.<sup>35</sup>

In the same vein, most school leaders, especially in the South African townships, often “lack the knowledge on how to create supportive professional cultures and/or structures such as PLCs for improved teaching and learning of subjects such as history”.<sup>36</sup> What history teachers and school leaders therefore need most in order to improve the culture of teaching and learning, especially in struggling schools, are effective PLC guidelines and frameworks. The Intergrated Strategic Planning Framework for Teacher Education and Developemnt (ISPFTED) by DBE is an example of such an initiative to address the “challenges of teacher professional incapacity”.<sup>37</sup>

The ISPFTED policy framework provides for the establishment of functional PLCs to “strengthen teacher professionalism by creating opportunities for collaborative learning by teachers”.<sup>38</sup> Through participation in cluster subject teachers’ structures, PLCs

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<sup>32</sup> E. Jurasaitė-Harbison & L. A. Rex, “School Cultures as Contexts for Informal Teacher Learning”, *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(2), 2010, pp. 267-277.

<sup>33</sup> A. Hargreaves, “Development and desire: A Postmodern Perspective”, in T. R. Guskey & M. Huberman (eds.), *Professional Development in Education: New Paradigms and Practices*. New York, NY: Teachers College Press, 1995, pp. 9-34.

<sup>34</sup> L.B. Easton, “Context: Establishing the Environment for Professional Learning”, in L. B. Easton (ed.), *Powerful Designs for Professional Learning* (2<sup>nd</sup> ed.). Oxford, OH: National Staff Development Council, 2008, pp. 9-21.

<sup>35</sup> P. Grossman, S. Wineburg, & S. Woolworth, “Toward a Theory of Teacher Community”, *Teachers College Record*, 103, 2001, pp. 942-1012.

<sup>36</sup> E.M. Botha, “Turning the tide:...”, *Africa Education Review*, 9(2), 2012, pp. 395–411.

<sup>37</sup> DBE, *ISPFTED in South Africa (2011–2025)*. Pretoria: Department of Basic Education, 2011.

<sup>38</sup> DBE, *ISPFTED ... (2011-2025) ...*, 2011, p. 14.

encourage teachers to share their subject knowledge. However, by 2012 there still had been little or no “evidence of change in teaching and learning of subjects such as history in most schools”.<sup>39</sup> To improve teacher capacity and narrow the issues of teacher isolation, the ISPFTED policy mandated a “PLC model to be introduced in all public schools in South African by 2017”.<sup>40</sup> In principle, PLCs are regarded as safe spaces and places that enable teachers to interact in their own subjects and to share the experiences of their learners and teacher classroom practice, as well as collectively addressing their challenges of “limited teaching and learning resources”.<sup>41</sup>

Therefore, a teacher in-service professional learning or a PLC framework is suggested for history teaching and teachers, as it will play a pivotal role as a systematic effort to bring about change in the classroom practice for teachers, their attitudes, and beliefs, and to improve learner achievement. Moreover, after 1994, the DBE had adopted a new approach to the teaching and learning of history, one that emphasises a learner-centred curriculum linked to expectations of higher cognitive skills development. According to Masooa and Twala, this ongoing history approach encourages learners to actively engage in inquiry-based approaches to learning and problem-solving activities that promote interaction with “various primary sources in the process of constructing knowledge”.<sup>42</sup>

The main obstacle experienced by the history teachers remains the adoption of these newly recommended inquiry-based and learner-centred approaches due to the “below par training received by the teachers” amongst many other challenges.<sup>43</sup> In order to enhance teachers’ competence to deal with the above challenge, CAPS, which encourages an “active and critical approach to teaching and learning was introduced in 2011”.<sup>44</sup> Evidence points to PLCs as a better strategy that can be used to improve

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<sup>39</sup> E.M. Botha, “Turning the tide:...”, *Africa Education Review*, 2012, 9(2), pp. 395–411.

<sup>40</sup> DBE, *ISPFTED ...*, p. 82.

<sup>41</sup> M. Sedibe “Inequality of Access to Resources in Previously Disadvantaged South African High Schools”, *Africa*, 28(2), 2011, pp. 129-131; L.W. Meyer & P.G. Warnich, “Outcomes-Based Education and Outcomes-Based Assessment in South African Schools: The Way forward?”, in L. Meyer, K. Lombard, P. Warnich, & C. Wolhuter (eds.), *Outcomes-Based Assessment for South African Teachers*. Pretoria: Van Schaik, 2010, pp. 161-173.

<sup>42</sup> M. Masooa & C. Twala, “The Teaching of South African History in the Post-Apartheid Era: Towards Critical and Epistemological Criticisms”, *Mediterranean Journal of Social Sciences*, 5(20), 2014, pp. 2303-2308.

<sup>43</sup> See also Chapter Two, Section 2.1.3.

<sup>44</sup> DBE, *Guidelines for Responding to Diversity in the Classroom through CAPS*. Pretoria: DBE, 2011.

teaching and learning practices and learner achievement by finding “effective and collective solutions to improve learning”.<sup>45</sup>

Therefore, the ultimate aim of the proposed PLC framework for history teachers, which is the main aim in this chapter, is to improve the teachers’ teaching, learning, and classroom management practices to achieve improved learner academic achievement. The benefits of establishing functional and viable PLCs in schools are supported by Vescio, Ross, and Adams who argue that as teachers become more “learner-centred, the teaching and learning culture is improved”.<sup>46</sup> Teachers mostly work together and focus on learner’s learning, self-empowerment, and continuous learning through collaboration. Therefore, teacher’s participation in PLCs has a positive impact on their teaching and learning practices.

However, the researcher is also mindful of the opinions raised by scholars such as Elliott and Warren-Little, who warned that PLCs for teachers should not be “uncritically accepted as positive entities”.<sup>47</sup> Therefore, well-established and implemented PLCs should provide ongoing, job-embedded learning that is active, collaborative, and reflective. Darling-Hammond et al, also maintain that by working collaboratively, teachers can create communities that “positively change the culture and instruction of their entire grade level, department, school, and/or district”.<sup>48</sup>

In the following section, the accent will be on strategies to start and maintain a functional history PLC that will enable teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom. This section will focus on the teaching and learning of local and regional history in schools in the Parys region.

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<sup>45</sup> E.M. Botha, “Turning the tide:...”, *Africa Education Review*, 2012, 9(2), pp. 395–411.

<sup>46</sup> V. Vescio, D. Ross & A. Adams, “A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning”, *Teaching and Teacher Education*, 24, 2008, pp. 80–91.

<sup>47</sup> S.L. Elliott, “Data-driven Job-embedded Professional Development: A Cautionary Tale”, Doctoral thesis, 2010. Retrieved from Pro-Quest Dissertations and Theses Full Text. (UMI 3421860); J. Warren-Little, “Inside Teacher Community: Representations of Classroom Practice”, *Teachers College Record*, 105, 2003, pp. 913–945.

<sup>48</sup> L. Darling-Hammond, M.E. Hyler, & M. Gardner, *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute, 2017, p. v.

### **6.3 Starting and maintaining a functional PLC and activities for history**

After a careful consideration of the existing variants of existing PLCs nationally and internationally, the departure point for the proposed PLC for history teachers is based on Easton's criteria for informal professional learning activities that are embedded in the classroom or a specific school context. Easton is one of the scholars in favour of school-based PLCs, where teachers from the "same school and teaching the same subject content become active learners".<sup>49</sup>

In order to start a powerful PLC that might become successfully efficient and effective it is imperative to appreciate staff expertise that is readily available in a school rather than depending on outside experts with new ideas because "teachers will have to move from being trained or developed to becoming active learners themselves".<sup>50</sup> Therefore, the approach to this proposed PLC for history teachers is to address the challenges posed by teachers' work, their workplace culture, and "teachers' emotional relationships to their teaching, to their children, and to change in general".<sup>51</sup>

A "one-size-fits-all pedagogical strategy or policy" approach in creating and maintaining a PLC for history teachers is viewed by Easton as a dangerous zone to be in. Other international scholars, such as Wells and Olsson, are of the opinion that PLCs can be enhanced by positioning teachers as practitioner researchers and professionals who are "capable of generating change within their local educational communities".<sup>52</sup> Olsson believes that it is also critical to develop and sustain a type of "teacher-teacher and teacher-researcher collaboration, and to counteract isolationist school cultures and teaching" in order to enhance learners' opportunities for learning.<sup>53</sup>

Darling-Hammond and McLaughlin observed that some PLCs are centred on developing teaching and learning within specific school subjects and are thus comprised of teachers teaching the "same subject, for instance history or social

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<sup>49</sup> L.B. Easton, "From professional development ...", *Phi Delta Kappan*, 2008, 89(10), pp. 755-761.

<sup>50</sup> L.B. Easton, "From professional development ...", *Phi Delta Kappan*, 89 (10), 2008, pp. 755-761.

<sup>51</sup> E.M. Yan, I. M. Evans & S. T. Harvey, "Observing Emotional Interactions between Teachers and Students in Elementary School Classrooms", *Journal of Research in Childhood Education*, 25(1), 2011, pp. 82-97; C.S. Bissessar, "Facebook...", *Australian Journal of Teacher Education*, 39(2), 2014, pp. 121-135.

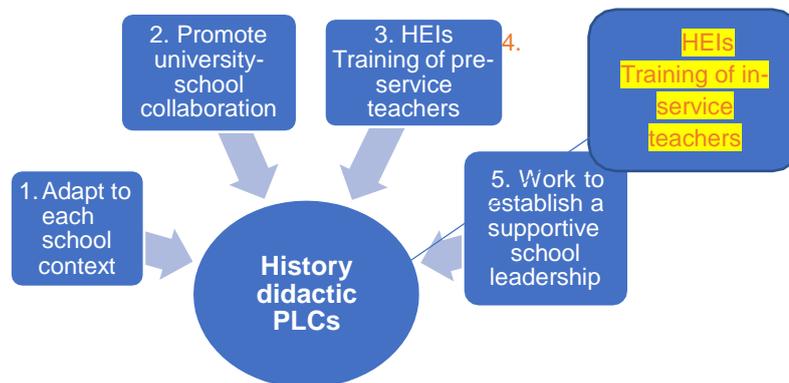
<sup>52</sup> M. Wells, "Elements of Effective and Sustainable ...", *Professional Development in Education*, 40(3), 2014, pp. 488-504.

<sup>53</sup> D. Olsson, "Improving Teaching and Learning Together: A Literature Review of Professional Learning Communities", *Research Report*, 36, 2019, pp. 1-41.

science”.<sup>54</sup> Generally, school-based PLC models are highly regarded in the wider education community, with approaches such as subject-teacher practitioner research, peer observation, mentoring, and professional learning teams singled out as examples.

The argument to be advanced is for a PLC framework that is designed to promote collaborative inquiry that produces both context-specific knowledge and learning for history teachers and more generic practice-based knowledge in the teaching and learning of local and regional history. Diagram 6.1 is a graphical representation of Olsson’s five strategies for the establishment and maintenance of functional PLCs for history teachers.

*Diagram 6.1 An adopted framework for subject didactic PLCs as per Olsson’s strategy*<sup>55</sup>



A critical look at Olsson’s strategy for PLCs and its four types measures led to the adjustment of the proposed framework by adding a fifth measure “training of in-service teachers by HEIs” to be more effective and efficient. Another recommendation is that the sequence of events of the PLC framework for history be amended by first establishing a supportive school leadership that will create solid backing for starting and maintaining a powerful and functional PLC for history teachers.

My argument is based on my experiences of non-implementation of many DBE initiatives aimed at improving the education system, such as the unsuccessful introduction of OBE, CAPS, and care and support for teaching learning (CSTL) for

<sup>54</sup> L. Darling-Hammond & M. W. McLaughlin, “Policies that Support Professional Development in an Era of Reform”, *Phi Delta Kappan*, 92(6), 2011, pp. 81–92.

<sup>55</sup> D. Olsson, “Improving Teaching and Learning Together: A Literature Review ...”, *Research Report*, 36, 2019, pp. 1-41.

various reasons of which the “absence of a strong supportive school leadership in schools is one of the key factors”.<sup>56</sup>

Once a supportive school leadership is in place in any school, a PLC can be adapted to suit each school’s context based on strong supportive leadership. School-university collaboration and partnerships can then follow in order for each school to influence the training content to be provided by HEIs to accommodate both in-service and pre-service (in-experience) teachers’ learning needs. In the next subsections, the strategies as framed by Olsson, will be considered from the point of view of adjacent environments with more focus on the town of Parys.

### 6.3.1 Adapting a PLC framework to suit each school’s context

The first measure to start a functional PLC, as proposed by Olsson, is that the PLC initiatives should take the concerns and norms of the local school culture into account. It suggests that a greater awareness of the local school context or circumstances may help to determine the classroom environment and guide any involvement in locally suitable activities. Local PLCs are more likely to build on current teacher knowledge and avoid deficits while providing the conditions in which PLCs can grow out of a shared desire for change that comes from within the learning institution.

To adapt to the local school context the competency, skills and beliefs of the teachers of a particular school and the availability, kind, and usage of teaching and learning materials and other resources in and around the school environment should be considered. The class sizes, the type of school, whether it is a rural or urban school, and the socio-economic circumstances of the area in which the school is located are some of the key determining factors to successfully start and maintain a functional PLC for history teachers.

The school epistemic communities could support a flow of more generic practical knowledge across school contexts. According to Olsson, the practice-based

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<sup>56</sup> J. Jonathan, “The Colour of Leadership”, *The Educational Forum*, 69(2), 2005, pp. 200-211.

knowledge could then be adapted, exploited, and further developed during collaborative processes at school-based PLCs.<sup>57</sup>

In addition, most successful and functional PLCs are organised at school level to minimise transport costs and organisational challenges such as the alignment of timetables for participating members attending PLCs outside their school premises. Moreover, by grounding the work in local concerns and practices, teachers are more likely to transform their new insights into teaching practices and thereby more inclined to see the benefits of working collaboratively in PLCs. This type of approach is in contrasted to the “top-down and one-size fits all approach, which has been used to promote unsuccessful PLCs in most schools”.<sup>58</sup>

Whitney further points out that a situated approach to each school’s context increases the potential for fruitful mutual learning, which includes “learning between researchers and teachers in university-school partnerships”.<sup>59</sup> Flowing from the above discussion of adapting to the school’s context, the following section will deliberate on Olsson’s second measure, the promotion of a viable university-school collaboration, which can be used in helping to start and maintain a functional PLC for history teachers.

### 6.3.2 Promotion of school-university collaboration

Educationists such as Nehring and O’Brien argue that a situated approach to a particular school’s context increases the potential for fruitful mutual learning. This includes learning between researchers and teachers in “university-school partnerships and working together in a PLC structure”.<sup>60</sup> University-school collaboration could play

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<sup>57</sup> D. Olsson, “Improving Teaching and Learning Together: A Literature Review ...”, *Research Report*, 36, 2019, pp. 1-41.

<sup>58</sup> C.J. Craig, “Coming to Know in the Eye of the Storm: A Beginning Teacher’s Introduction to Different Versions of Teacher Community. Teaching and Teacher Education”, *An International Journal of Research and Studies*, 29, 2013, pp. 25–38; L. Darling-Hammond & M. W. McLaughlin, “Policies ...”, *Phi Delta Kappan*, 92(6), 2011, 81–92.

<sup>59</sup> A.E. Whitney, “When University Faculty Nurture Teacher Leadership: Horizontal Practices and Values in a Professor’s Work with Teachers”, *International Journal of Leadership in Education*, 16(1), 2013, pp. 71-93.

<sup>60</sup> J.H. Nehring & E.J. O’Brien, “Strong Agents and Weak Systems: University Support for School Level Improvement”, *Journal of Educational Change*, 13, 2012, pp. 449–485; A.E. Whitney, “When University Faculty Nurture Teacher Leadership: ...”, *International Journal of Leadership in Education*, 16(1), 2013, pp. 71–93.

a key role in the development and sustainability of generic practical knowledge by establishing epistemic communities in the form of school improvement networks.

Dutt argues that the empowerment of teachers raises their sights and at the same time may also lower their defensive barriers and make them “less resistive to change in their teaching and learning practice”.<sup>61</sup> One of the pillars of *the* higher education institutions (HEIs) of learning, such as UNISA, is their involvement in community engagement and outreach programmes. An example is UNISA’s “Skills training for history teachers in the Free State province; Fezile Dabi and Lejweleputswa Education Districts” as part of its 2018/19 vision in community engagement and outreach programmes.<sup>62</sup>

A significant proportion of FET band (Grades 10-12) history teachers benefited from history skills training aimed at assisting grade 12 learners in “essay planning by making use of a range of thinking maps” through their participation in a PLC workshops offered by UNISA during 2018 and 2019. The aim of this regular university-school collaboration in the form of PLCs for FET history teachers is to uplift the educational quality and improve the teaching and learning of history in the Parys region.

Without downplaying the challenges of connectivity mentioned above, it should be possible for all schools in the Parys region to be serviced through ICT, provided that all history teachers belonging to a particular PLC improve their communication channels. In the same vein, if the DBE considered a point system as stipulated in the CPTD management system, teachers might be more equipped and able to work collaboratively more often.

As learners will be encouraged to investigate and locate historical themes or events that occurred in their local environment of Parys, they will begin to see the interconnection with larger processes and regions. The interdependencies between the local and global events will enable learners to feel “personally connected to what

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<sup>61</sup> B.S.V. Dutt, *Empowering Primary Teachers*. New Delhi: Discovery Publishing House, 2001, p. 4.

<sup>62</sup> H. Lubbe, Email correspondence between Lubbe and Motumi, 29 November 2019 and 11 October 2020. University of South Africa (Unisa) community engagement and outreach programmes, with the aim of putting knowledge and diverse talents to work through a range of innovative and socially responsive projects, such as “Skills training for history teachers in the Free State”.

they are studying and also be more attuned to the broader scope and sweep of history”.<sup>63</sup>

The third measure, as proposed by Olsson’s’ adapted framework, that can help to start and maintain a functional and viable PLC for history teachers is the constructive and focused training by HEIs of pre-service teachers regarding the importance of functional and viable PLCs of history.

### 6.3.3 The training of pre-service teachers by HEIs

Some studies recommend that teacher training programmes focus on initiatives to equip pre-service teachers with “collaborative inquiry skills in preparation for their practicum, as well as during their practice teaching”.<sup>64</sup> The argument raised by Santagata and Guarino is based on the fact that the focus on school-based teachers is because they are thought to have the strongest influence on pre-service teachers.

One proposed strategy for PLCs is to provide pre-service teachers access to processes in which school-based teacher-educators construct context-specific and applied professional craft knowledge – also known as subject-specific pedagogical knowledge for improved teaching and learning of history. Currently, in developing a subject-specific PLC for history teachers, it is assumed that the practicality of ensuring quality education that practicalises such an awareness of a region’s history and observance of even the history around schools, does not cover this aspect.

Through a compulsory pre-service training module for history teachers, HEIs will aim to instil an awareness of and recognition for the need of a learner-inquiry learning approach in their pre-service teacher training programmes. Neumann however cautions that while pre-service teachers should certainly be introduced to the proposed modules, their “lack of classroom experience may preclude them from fully understanding inquiry instruction”.<sup>65</sup>

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<sup>63</sup> See also Chapter One, section 1.2.1; Chapter Two, section 2.1.2, and section 2.1.3.

<sup>64</sup> R. Santagata & J. Guarino, “Preparing Future Teachers to Collaborate”, *Issues in Teacher Education*, 21(1), 2012, pp. 59–69.

<sup>65</sup> D. Neumann, “Training Teachers to Think Historically: Applying Recent Research to Professional Development”, *The History Teacher*, 45(3), 2012, pp. 384-403.

In addition, it is also common knowledge that pre-service teachers typically lack the knowledge about learners' preconceptions that practicing teachers have acquired through their daily teaching experience in class. Nonetheless, the introduction by HEIs of proposed learner-inquiry modules in their pre-service training for history teachers will expose the "novice" teachers to the "history-is-all-around-us" approach in their initial training. The least that the HEIs can do is to provide ongoing professional learning that comes through practice, reflection, and further exploration of the "history-is-all-around-us" approach in and outside the classroom that will ultimately "transform the pre-service (novice) teacher into the expert teacher".<sup>66</sup>

Following from the training of pre-service history teachers by HEIs as another proposed measure to establish and maintain functional and viable PLCs of history, the training of in-service teachers will receive attention in the following sections.

#### 6.3.4 The training of in-service teachers by HEIs

PD for in-service teachers, especially provided by HEIs, provide the best solution for training teachers on PLCs for subject-specific didactic knowledge. In addition, the training provided by HEIs may be better suited to in-service teachers than pre-service teacher candidates who still lack teaching experience and a full understanding of the implications of any practical approaches.

However, some studies have also reported that practising teachers throughout the world are experiencing an unprecedented transition in their new roles and that some teachers are reporting to have a lack of "proper training or experience to cope with the changing role".<sup>67</sup> To complicate the matter even further, these experienced teachers typically have few opportunities and not enough time to become familiar with "curriculum changes such as the introduction of CAPS".<sup>68</sup>

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<sup>66</sup> S. Herbert & M. Rainford, "Developing a Model for Continuous Professional Development by Action Research", *Professional Development in Education*, 2013, pp. 1-22.

<sup>67</sup> European Commission, *European Report on Quality of School Education: Sixteen Quality Indicator*. Brussels: Directorate-General for Education and Culture, 2000, p. 40; See also E.M. Botha, "Turning the Tide:...", *Africa Education Review*, 9(2), 2012, pp. 395-411.

<sup>68</sup> K. Ontong & L. Le Grange, "The Need for Place-Based Education in South African Schools: The Case of Greenfields Primary", *Perspectives in Education*, 33(3), 2015, pp. 5-20.

In-service training of experienced teachers allows them to make changes to the way they teach their learners by incorporating innovative teaching and learning methods. The training also helps teachers to change their day-to-day teaching and learning methods and encourages them to accept new methods, such as practicalising the significance of the “history-is-all-around-us” approach based on accurate research studies. To be successful, such professional training of in-service teachers must, like all good classroom instruction, begin with “effective modelling of activities and, more importantly, with the thinking embedded in these activities”.<sup>69</sup>

Most history teachers need training in critical thinking skills of the discipline, in part because many appointed teachers lack adequate knowledge on place-specific historical contexts in history.<sup>70</sup> A lack of adequate training of history teachers to be self-supportive and co-creative while on the job may also be an obstacle. Ravitch agrees, arguing that “most secondary history teachers have neither a major nor a minor in history”.<sup>71</sup> Therefore, it is unlikely that history teachers, who themselves do not possess historical knowledge, will be able to “engage their students in high levels of historical thinking”.<sup>72</sup>

In the same vein, Rheingold also refers to many adolescents’ passionate attentiveness towards things that matter to them, often characterised as subjects both literally and metaphorically “closer to home, as well as technologically novel, and exciting to them”.<sup>73</sup> Numerous studies report that individual learners’ general lack of enthusiasm for learning about history, stood in stark contrast to their widespread interest in a more

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<sup>69</sup> R. Elmore, “Leading the Instructional Core: An Interview with Richard Elmore”, *In Conversation*, 11(1), 2010, pp. 2-12.

<sup>70</sup> See also Chapter Two, section 2.1.3.

<sup>71</sup> D. Ravitch, “The Educational Backgrounds of History Teachers”, in P. Seixas & S. Wineburg (eds.), *Knowing, Teaching, and Learning History: National and International Perspectives*. New York: New York University Press, 2000, p. 143.

<sup>72</sup> M. Masooa & C. Twala, “The Teaching of South African History ...”, *Mediterranean Journal of Social Sciences*, 5(20), 2014, pp. 2303-2308; See also Chapter Five, section 5.4.1; C. Van Boxtel & J. Van Drie, “Historical reasoning: Conceptualizations and Educational Applications”, in S. A. Metzger & L. M. Harris (eds.), *The Wiley International Handbook of History Teaching and Learning*. New York, NY: Wiley-Blackwell, 2018, pp. 149-176.

<sup>73</sup> H. Rheingold, *Smart Mobs: The Next Social Revolution*. Cambridge, Massachusetts: Perseus Publishing, 2002.

broadly-defined past experienced through “family stories, popular media, and museums”.<sup>74</sup>

There are historians who also believe that young people are, in fact, interested in the past if they are “supported and facilitated to find meaning and relevance in it to relate to it or personally experience it”.<sup>75</sup> Therefore, the training of in-service teachers by HEIs should empower and reskill history teachers with innovative 21<sup>st</sup> century competencies, such as critical thinking, creative thinking, and problem-solving. Incontrovertibly, a more structured approach will enable history teachers to better equip learners, who might then become more skilled and more willing to engage with their immediate locality and region as part of practicalising history.

The last key measure to be utilised to start and maintain a functional and viable PLC for history teachers is to ensure that schools work towards the establishment of a supportive district and school leadership.

#### 6.3.5 Establishing a supportive district and school leadership

The aim with this subsection is to highlight the need to provide coaching for school management team (SMTs) and district social sciences (GET band) and history (FET band) subject advisors on how best to support social sciences or history teachers to engage in collaborative work through PLC structures. Both GET and FET subject advisors and SMTs in charge of social sciences or history from different schools will participate as members of a PLC structure during the interactive demonstrations and will be provided handouts to replicate the processes at their schools.

A district and its school leaders can then use the interactive activities provided to engage teachers of history at different schools within the district and thus sustain systematic coherence around the PLCs for history processes.

According to the research literature, the administrative leadership of both a district and its school principals plays a key role in setting up the conditions for “developing,

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<sup>74</sup> R. Rosenzweig & D. Thelen, *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998; See also Chapter Five, section 5.2.2.

<sup>75</sup> See Chapter Five, section 5.2.2.

nurturing and maintaining functional PLCs at school level”.<sup>76</sup> Effective principals are also known for the key role which they fulfil in nurturing, empowering, and providing opportunities for teachers to assume shared leadership roles, which is a “most promising factor in developing, and sustaining PLCs”.<sup>77</sup>

Mintzes *et al.*, suggest that the supportive school leadership should consider providing “time, space, and incentives for such undertakings” on school timetables, as well as “contributing to the improvement of the school’s networking capacity with other schools and organisations”.<sup>78</sup> To ensure advanced quality teaching as part of 21<sup>st</sup> century educational initiatives, the way forward for “history teaching in Africa and South Africa is an inevitable necessity”.<sup>79</sup>

In addition, Van Eeden suggests that it is high time that South African historians and history teachers proactively share and develop their thoughts on collaboration at all education phases in order to revitalise the subject of history, despite the long-standing complexities and obstacles that such attempts might entail.

Flowing from the proposed measures to start and maintain a functional and viable PLC for the history teaching profession, and in particular history teachers at school level, the next section discusses such an effort and engagement. Its purpose is to examine a typical PLC establishment in which some common grounds can be created amongst teachers in a specific district or region and its micro localities. Parys is used as an example in the following discussion.

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<sup>76</sup> D. Olsson, “Improving Teaching and Learning Together:..”, *Research Report*, 36, 2019, pp. 1-41.

<sup>77</sup> J.B. Huffman, K.K. Hipp, A.M. Pankake, & G. Moller, “Professional Learning Communities: Leadership, Purposeful Decision Making, and Job-embedded Staff Development”, *Journal of School Leadership*, 11(5), 2001, pp. 448 – 463.

<sup>78</sup> J.J. Mintzes, B. Marcum, C. Messerschmidt-Yates & A. Mark, “Enhancing Self-Efficacy in Elementary Science Teaching with Professional Learning Communities”, *Journal of Science Teacher Education*, 24, 2013, pp. 1201–1218.

<sup>79</sup> E.S. Van Eeden, “The Youth and School History – Learning from Some of the Thinking of Yesterday in South Africa”, *Yesterday & Today*, 8, 2012, pp. 23-48.

## **6.4 An example of establishing a PLC for history teachers in the Parys region**

### **6.4.1 Adapting the PLC to the context of each of the schools in Parys**

In order to start and maintain a successful, functional, and viable PLC to suit the level of every school in the Parys region, each schools' context (elements of which are the local teaching and learning practices), availability of teaching and learning resources, and the concerns and circumstances of the teachers in a particular school should be the "point of departure for such an initiative".<sup>80</sup> Adapting the establishment of the planned PLC for history teachers to the above-mentioned elements that influence the context of each school is the only way to start and maintain a functional and viable PLC.

This study has also identified some disparities between school A and B which require the contexts of the two schools to be taken into account before a functional PLC of history is established. In order for the PLC for history teachers in each of these two schools in Parys to be functional and viable, the PLC should be adapted to accommodate the following key contextual factors: the "school infrastructure, teacher competency and skills, and the availability and optimal usage of technological devices, for example ICT connectivity".<sup>81</sup>

In essence, school B has been found to have adequate resources which could be used to create a place and space for history teachers to enhance the quality of history teaching and learning in that school. In actual fact, school B provides a conducive teaching and learning environment that caters for the needs of the 21<sup>st</sup> century learner. The availability and optimal utilisation of ICT connectivity at school B is a good example of a conducive atmosphere, which provides an enabling environment for teachers to start and maintain a functional and viable PLC for history teachers. The same can,

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<sup>80</sup> D. Allen, "Reconstructing Professional Learning Community as Collective Creation", *Improving Schools*, 16(3), 2013, pp. 191–208; S. I. Musanti, "Challenging Inquiry and Building Community: Analyzing ESL and Bilingual Teachers' Narratives", *Action in Teacher Education*, 39(3), 2017, pp. 292–306.

<sup>81</sup> See also Chapter Five, sections 5.3.2.2 and 5.4.1.

however, not be said about the contextual factors at its counterpart, school A, namely school A.

The lack of, or un-availability of the above-mentioned contextual factors, which form part of a conducive school culture, can either discourage or encourage history teachers to participate in an ongoing dialogical process of a PLC to interrogate their current teaching practices. To encourage maximum participation and full ownership for a PLC for history teachers in this region, an individualised PLC per school, modified to “suit the local conditions and the learning needs of each teacher and each school, is proposed”.<sup>82</sup>

In addition, focusing on each school’s culture as a point of departure will also enable history teachers in a particular school to identify barriers and opportunities to start and maintain a functional and sustainable PLC appropriate to their school’s context to avoid the “one-jacket-fits-all” approach. Clarke and Hollingsworth confirm that predominantly using a top-down approach to teacher PD without taking into account the situational and social nature of teacher learning potentially “threatens their ownership status in PLCs”.<sup>83</sup> In addition, taking ownership of the aims of PLCs in general and the way of working in PLCs in particular, provides an individual as well as a collective feeling of commitment and motivation of both teachers and school principals.

Therefore, in order to enhance the feeling of ownership for the PLC amongst the history teachers of each school, specific collaborative activities should be planned with input from the teachers. These activities may include classroom observation, studying history journals, reviewing video-taped history lessons, developing new material for local and regional history (identification and recording of the rich cultural remains in and around the Parys region), and investigating new methods for teaching and learning history.

This type of collective ownership of PLC activities entails more than just accumulating individual feelings of ownership; it refers to strong positive attitudes, intentions, and aligned behaviour of members who reinforce each other in doing so. More importantly,

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<sup>82</sup> See also Chapter Two, section 2.5.

<sup>83</sup> D. J. Clarke & H. Hollingsworth, “Elaborating a Model of Teacher Professional Growth”, *Teaching and Teacher Education*, 18, 2002, pp. 947–967.

Hairon *et al.* are of the opinion that collective ownership, here referred to as “collective and intentional teacher leadership”, mostly affects collegial and collaborative relations amongst teachers, “teacher learning, and teaching practices”.<sup>84</sup>

Therefore, establishing PLCs that are adaptive to the context of each of the schools in the Parys region is the best way to start and maintain functional and viable PLCs that will enable teachers to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom. Another important and practical measure to start and maintain a functional PLC for history teachers for the Parys region will be by enhancing university-school collaborative activities.

#### 6.4.2 Promoting university-school collaboration in the region (with “history in practice” examples)

In general, most well-functioning and sustainable PLCs feature collaborative inquiry that is marked by critique, deconstruction, and reconstruction of teaching and learning practices and enjoy the “support of both internal and external stakeholders”.<sup>85</sup> Through university-school collaboration researchers can provide training, function as facilitators, and mentor teachers to be able to lead inquiry processes that independently contribute to the “enhancement of school-based competence that will enable teachers themselves to carry out critical inquiry”.<sup>86</sup>

An example of a university-school PLC is that of the North-West University, Vaal Triangle Campus for GET band social sciences teachers (in progress at the time of writing) to help teachers to cope with the learning needs of 21<sup>st</sup> century learners.<sup>87</sup> Research has revealed that some history teachers in the Parys region are not adequately trained and properly skilled to teach history – in particular the latest “21<sup>st</sup> century constructivist learner-centred approaches”.<sup>88</sup> For this reason, the university-

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<sup>84</sup> S. Hairon, J. W.G. Goh, & C.S.K. Chua, “Teacher Leadership Enactment in Professional Learning Community Contexts: Towards Better Understanding of the Phenomenon”, *School Leadership & Management*, 35, 2015, pp. 163–182.

<sup>85</sup> L. Darling-Hammond & M. W. McLaughlin, “Policies that support professional ...”, *Phi Delta Kappan*, 92(6), 2011, pp. 81–92.

<sup>86</sup> M.C. Ndlovu, “University-School Partnerships for Social Justice in Mathematics and Science Education: The Case of the SMILES Project at IMSTUS”, *South African Journal of Education*, 31, 2011, pp. 419-433.

<sup>87</sup> North West University (NWU) Community Engagement Programme, 2020; Accessed at [www.nwu.ac.za/partner](http://www.nwu.ac.za/partner) on 25 September 2020.

<sup>88</sup> See also Chapter Five, Section 5.4.1.

school collaboration partnership will assist in honing history teachers' innovative skills and expand their pedagogical content knowledge (PCK) base, and their understanding of the core ideas relevant to historical practice.

Some of the envisaged activities for university-school collaboration are to develop more creative and effective teaching and learning skills to enable history teachers to bring history to life in the classrooms of Parys schools. In addition, university history lecturers will help to develop and nurture teachers' emotional intelligence and skills to give them an understanding of the different personalities amongst learners and colleagues, inculcate effective analytical skills and a variety of other classroom management techniques that support effective history teaching.

Utilising a technology-related university-school collaboration in the PLCs engagements will be easier and cheaper than organising face to face meetings, especially in line with the current requirements of Covid-19 protocols. Through monthly Zoom, Skype or Microsoft Teams meetings organised briefing, planning and engagement with specific expertise on, for example the history of the Parys region, will be shared, in a lively and interesting way, with the learners and teachers at their different schools.

While the use of these technologically advanced modern tools may be a better option for communication purposes (being less time consuming and eliminating travel costs), it may create a financial burden for the less resourced schools. Schools, especially those in the townships, may experience challenges regarding connectivity.<sup>89</sup>

Another type of university-school collaboration activity is to encourage history teachers to organise a debate or conference on a local topic or learner activity to focus on a local regional history, such as that of Parys. The activity will culminate in presentations on the history of Parys, with prizes awarded to promising future local historians. The idea is to publicly display learner's work in the form of local history projects to raise awareness of, and interest in the tangible and intangible historical remains of Parys. In addition, in the PLC for history environment, teachers will be encouraged to affiliate and more robustly make use of historical journals to identify

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<sup>89</sup> See also Chapter Two, section 2.1.3 and Chapter Five, section 5.4.1.

research articles that relate to the Parys region to improve their content and pedagogic knowledge as well as their teaching and learning of local and regional history.

More importantly, history teachers will be encouraged to make use of scientific articles, books, and postgraduate studies about the region's history and to adapt this information to suit the learners' level of understanding and knowledge. Through this type of university-school collaboration history teachers will be actively engaged in research projects. The university researchers together with teachers will also be engaged in practical history activities with learners.

Therefore, the university-school collaborative engagement in the form of a PLC for the history teachers' environment will make it possible for history teachers and learners to practicalise the significance of the "history-is-all-around-us" approach in and outside the classroom in the teaching and learning of the local and regional history in Parys.

The third measure that can help to start and maintain a functional and viable PLC for history teachers in this region is through the influence of constructive and focused training by the HEIs of pre-service teachers of history on the core characteristics and benefits of establishing functional PLCs for history teachers at Parys schools.

#### 6.4.3 Training of pre-service teachers by HEIs

Pre-service teacher education is education and training that is provided by HEIs to student teachers to prepare them to become professional teachers, as opposed to in-service teacher training that provides learning opportunities for practising teachers. Various research studies support the idea that pre-service teachers' practicum is a platform for facilitating more exhaustive and more "authentic collaboration between university instructors and school-based teacher educators, or co-operating history teachers".<sup>90</sup>

During the annual Fezile Dabi Careers Expo for Grade 12 learners in the Parys area, learners with potential and an interest in history will be encouraged to enrol with HEIs for a career in history education and to specialise in the teaching and learning of history

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<sup>90</sup> R. Santagata & J. Guarino, "Preparing Future teachers ...", *Issues in Teacher Education*, 21(1), 2012, pp. 59–69.

as a priority area. Despite the fact that the DBE's Funza Lushaka Bursary Scheme<sup>91</sup> does not consider the teaching of history a priority area, the teaching and learning of history needs serious attention, especially in a country like South Africa that is "emerging from a divided past".<sup>92</sup>

In order to address this challenge and improve the teaching and learning of history, – especially local and regional history – in Parys schools, pre-service teachers should be encouraged to enrol at HEIs and to consider the practise of a history specific-model of PLCs for history teachers and teaching. HEIs that train pre-service teachers should also be encouraged to introduce and nurture a compulsory "constructivist and learner-centred teaching and learning approach module for prospective teachers doing history at their institutions".<sup>93</sup>

The aim with this module for history teachers is to instil awareness and recognition, at an early stage, of the 21<sup>st</sup> century learners' needs, such as learner-centred teaching and learning approach, in their pre-service teacher training programmes. Moreover, in their pre-service training of history teachers, HEIs will be encouraged to also advance a PLC infrastructure that is designed to promote collaborative inquiry that produces both "context-specific knowledge and learning, and more generic practice-based knowledge".<sup>94</sup>

Therefore, the critical role that HEIs can play in the training of pre-service history teachers in a PLC environment, is to initially equip them with critical skills on how to practicalise the significance of the "history-is-all-around-us" approach in and outside the classroom in the teaching and learning of local and regional history. Flowing from the deliberation of the role of the HEIs in pre-service training of history teachers in the Parys region, the following section will further the role of HEIs in providing in-service training to practising history teachers.

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<sup>91</sup> DBE, *Funza Lushaka Bursary Scheme*. Pretoria, Government Printers, 2020.

<sup>92</sup> J. Gibson, "Truth, Justice and Reconciliation: Judging the fairness of Amnesty in South Africa", *American Journal of Political Science*, 46(3), 2002, pp. 540–556.

<sup>93</sup> See also Chapter Two, sections 2.2; 2.2.2; and 2.2.3.

<sup>94</sup> D. Olsson, "Improving Teaching and Learning Together: A Literature Review..." , *Research Report*, 36, 2019, pp. 1-41; See also Chapter Five, section 5.4.1.

#### 6.4.4 In-service training of history teachers by HEIs

In-service education and training (INSET) and continuing professional development (CPD) for history teachers by HEIs entails of intervention for teaching and assistance to teachers to acquire more knowledge and to enhance their practical skills in the teaching and learning of history. CPD for in-service teachers provides learning opportunities for practising teachers. The HEIs especially provide the best approach for training teachers on PLCs for subject-specific didactics (i.e. history).

Moreover, experienced history teachers in the town of Parys in particular, need structures such as PLCs for history in order to modify their teaching practices to “reflect inquiry-based approaches as prescribed in the CAPS for social sciences”.<sup>95</sup> The in-service training provided by HEIs will help teachers to engage learners with three different but interconnected points of view, namely those of space, environment, and chronology so that the “human story can be accurately told”.<sup>96</sup>

Therefore, to sustain a discipline-specific PLC for history teachers the services of HEIs such as UNISA, NWU, and UFS will be required to provide in-service training programmes and to transfer research knowledge skills to the history classrooms of Parys. The HEIs’ in-service training programmes for history teachers in this region will encourage teachers to participate in a wide range of informal and formal activities that could help them in processes of review, renewal, enhancement of thinking and practice, and more specifically, to become “committed both in mind and heart”.<sup>97</sup>

Some history teachers from the Parys region have already suggested that PLCs for history teachers must be used as structures where teachers (from the same school and from different schools) come “together to discuss teaching methods and close gaps”.<sup>98</sup> History teachers from other schools indicate a need for the PLC to be a meeting place and space to “discuss and debate different points of view and make history a fun subject for learners”.<sup>99</sup> Furthermore, history teachers need the in-service

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<sup>95</sup> DBE, *Guidelines for Responding to Diversity...*, 2011; See also Chapter Five, section 5.4.1.

<sup>96</sup> K. Mitchel & S. Elwood, “Engaging Students Through Mapping Local History”, *Journal of Geography*, 40(2), 2012, pp. 134-163.

<sup>97</sup> R. Essel, E. Badu, W. Owusu-Boateng, & A.A. Saah, “In-service Training: An Essential Element in the Professional Development of Teachers”, *Malaysian Journal of Distance Education*, 11(2), 2009, pp. 55-64.

<sup>98</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017.

<sup>99</sup> Project Questionnaire, KTM Private Collection, School C Respondent, Schonkenville Township, 9 May 2017.

training provided by HEIs to strengthen PLCs to become avenues that will allow them to “share their common experiences, to generate new ideas, and to test new teaching approaches”<sup>100</sup> in order to enhance the teaching and learning of history.

The current shortcomings that are experienced in the PLCs for history teachers at some of Parys schools are found to be counterproductive. In this case, the PLC is perceived to be a place where some teachers are “not committed, and some don’t give their inputs”.<sup>101</sup> The planned CPD for history teachers that will be provided by HEIs through their in-service training programmes is therefore intended to close that gap and to enhance teachers’ collaborative skills to improve their teaching practices.

In addition, PLCs for history teachers from each school in the region will endeavour to influence HEIs to instil an understanding of the necessity and accomplishments of being more environmentally, culturally, and historically aware of the “history-is-all-around-us” principle through their in-service teacher training programmes. In the Parys region, some history teachers have also raised concerns regarding the significance of the protection and preservation of historic and cultural remains. They are of the opinion that “people must maintain and preserve their cultures”.<sup>102</sup>

The idea to instil environmental, cultural, and historical consciousness amongst teachers and learners as part of PLC activities in the Parys region is emphasised by a teacher from another school who made an appeal that “people must not destroy monuments or historical memorials”.<sup>103</sup> The teacher proposed possible topics for discussions and debates as part of their activities in the PLCs for history teachers and for HEIs to consider in their planning for history teacher’s in-service training programmes.

Furthermore, it will be the responsibility of the in-service teachers to transfer their practical teaching skills and classroom experience to the pre-service and young incoming teachers in the PLC for history teachers. The history subject advisors in the

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<sup>100</sup> Project Questionnaire, KTM Private Collection, School E Respondent, Tumahole Township, 12 May 2017.

<sup>101</sup> Project Questionnaire, KTM Private Collection, School B Respondent, Parys, 10 May 2017.

<sup>102</sup> Project Questionnaire, KTM Private Collection, School A Respondent, Tumahole Township, 8 May 2017

<sup>103</sup> Project Questionnaire, KTM Private Collection, School D Respondent, Parys, 11 May 2017.

Fezile Dabi Education District also recommend that PLCs be viewed as “immediate teacher-initiated platforms that affords teachers an opportunity to share best praxis”.<sup>104</sup>

The FET band colleague has a different point of view all together. According to her, the activities that current PLCs for history teachers’ activities are confined to “content, which they are not exploring, widening, and/or using to making the study of history interesting for the learners”.<sup>105</sup> Therefore, it will be critical for the proposed PLCs for history teachers in the Parys region to forge collaborative partnerships with HEIs to design their in-service training programme activities to overcome the shortcomings experienced in the current PLCs. To be successful in history teaching and learning, therefore, learners studying history must be able to read primary and secondary sources analytically, draw conclusions, and articulate their findings in well-crafted argumentative or explanatory essays.

One of the planned PLC strategies to make history teaching and learning interesting for learners at different schools is to encourage the utilisation of 4IR devices to enhance the teaching and learning of history in and outside the classroom (especially where resources are available). The utilisation of 4IR devices will make teachers more able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom.

The last key measure that is proposed in this study to start and maintain functional and viable PLCs for history teachers in this region is to ensure that schools work towards the establishment of a solid and supportive district and school leadership.

#### 6.4.5 Establishing a supportive school leadership

To effectively implement and sustain the collaborative work of PLCs for history teachers in schools, the establishment of strong support structures from all levels of the district and its school’s system in the Parys region is critical. The proposed interactive experiences with district leaders and SMTs will afford them an opportunity

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<sup>104</sup> Project Questionnaire, KTM Private Collection, GET – Band Respondent, 16 May 2017.

<sup>105</sup> Project Questionnaire, KTM Private Collection, FET – Band Respondent, 19 May 2017.

to experience what history teachers should do to establish and maintain functional and viable PLCs for schools in their different schools.

An interactive experience in PLC environments and its relatedness through healthy networking will provide both district subject advisors and SMTs an opportunity to allow them to “brainstorm, reflect, and share successful strategies to continuously support the implementation of functional PLCs for history teachers”.<sup>106</sup> The sharing of successful strategies by PLCs for history is also emphasised by principal A who considers a PLC to be the “backbone of the school and a process of needs for teacher development”.<sup>107</sup>

Similar views are expressed by other school principals. One regards PLCs as a vehicle for teachers to “forge alliances for common purpose”<sup>108</sup>, while another principal sees PLCs as places where, “teachers share ideas and strategies of teaching and learning”.<sup>109</sup> Therefore, schools and district leaders will be required to ensure that teachers have adequate scheduled time to meet in PLCs and that SMTs provide the necessary resources, such as the latest 4IR tools of trade, to enable teachers to be effective in the classroom.

### ***6.5 PLCs finding common grounds in history teaching in the Parys region***

The CAPS curriculum guidelines for both the GET and FET bands related to historical concepts provide an excellent opportunity to make practical the significance of the “history-is-all-around-us” approach when engaging with local and regional history in or outside the classroom.

Diagram 6.3, adapted from Van Eeden,<sup>110</sup> shows a variety of oral, written and visual sources as well as possible tangible and intangible examples that can be used to

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<sup>106</sup> See also Chapter Five, section 5.4.3.

<sup>107</sup> Project Questionnaire, KTM Private Collection, Principal A school Respondent, Tumahole Township, 8 May 2017.

<sup>108</sup> Project Questionnaire, KTM Private Collection, Principal C school Respondent, Schonkenville Township, 9 May 2017.

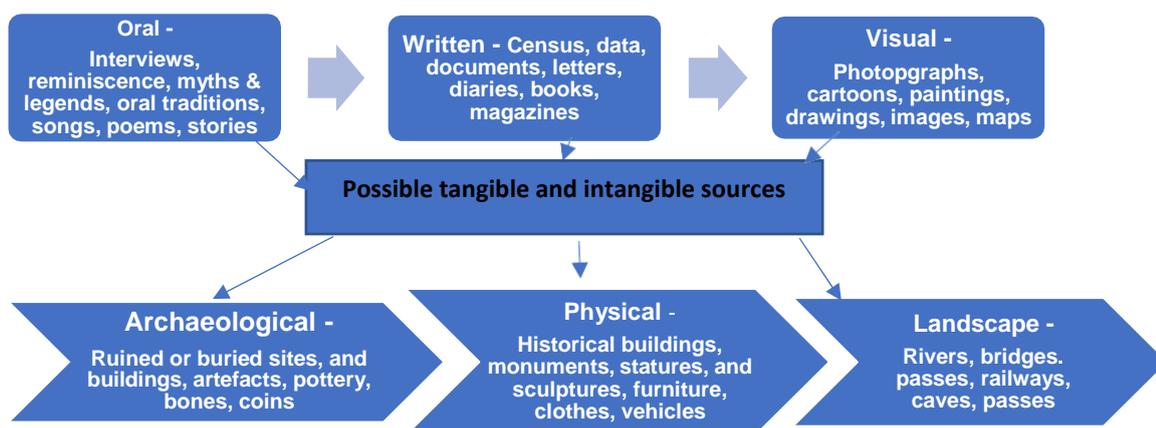
<sup>109</sup> Project Questionnaire, KTM Private Collection, Principal E school Respondent, Tumahole Township, 12 May 2017.

<sup>110</sup> E.S. Van Eeden, *Didactical Guidelines for Teaching History in a Changing South Africa* (1999), Chapter Two; DBE, *National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement (CAPS) - Social Sciences, Grades 7-9*, Pretoria: Government Printers, 2011, p. 11.

promote the teaching and learning of local and regional history in and outside the classroom. Such resources could help learners to explore the practical possibilities of the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history in the Parys region. Cultural heritage remains in and around this region are witnesses of events that occurred, and are therefore sources of information that can be used by learners to learn about the characteristics of those periods.

In the context of this study, discussing the events leading to the Battle of the Vaal River near the town of Parys on the 25 August 1836 is a perfect example of PLC activities that teachers and learners can engage with. Visual historical resources for this discussion include a map and photos of this area.<sup>111</sup> The analysis of these primary sources can spark discussions and debates about the people involved and the possible place where the battle took place. The photo of the Liebenbergskoppie and a “bronze plaque in memory of the massacre of the Liebenberg’s family”<sup>112</sup> could be used by learners as archaeological sources of information and evidence to strengthen their historical argument.

*Diagram 6.3 A variety of historical sources and examples to engage with in PLCs of history*<sup>113</sup>



<sup>111</sup> See also Chapter Three, section 3.1.

<sup>112</sup> See also Chapter Three, section 3. 1.

<sup>113</sup> E.S. Van Eeden, *Didactical guidelines...*, Chapter Two; DBE, NCS, CAPS - Social Sciences, Grades 7-9, p. 11.

To further expose history teachers and learners to first-hand practical experience of the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of this region, a curriculum-based excursion to the Voortrekker Memorial and the graves of the victims of the 1836 attack at Kopjeskraal farm near Parys is suggested as another PLC activity. Activities such as these will provide an excellent opportunity for teachers and learners to better understand and experience key historical concepts such as “cause and effect” and “change and continuity” in terms of events that took place in and around the Parys region.<sup>114</sup>

Through this kind of a practical activity in the form of a PLC for history teachers, teachers and learners will be made aware that it is possible to contrast what has changed and what has remained the same over a period by exploring the changing landscape along the Vaal River. Other closely related contrasts which could be discussed and debated as activities for PLC of history purposes are, “historical similarities and differences”, and “the then and now”, which might help to make sense of the past and the present for the learners.

Through such PLCs for history teachers, teachers and learners will be encouraged to use the local and regional history approach to explore their familiar neighbourhood and pay attention to cultural heritage sources in the form of local buildings, monuments, and furniture, amongst others. These examples of cultural heritage can be used in the same manner as written sources are used by historians to interpret and explain historical events. In this regard, the architectural remains in and around Parys, Tumahole and Schonkenville will be helpful as tangible evidence and resources for teachers and learners to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom, and better “understand their local and regional history”.<sup>115</sup>

In other PLC meetings, the few surviving buildings from the 20<sup>th</sup> century in the town of Parys and its townships of Tumahole and Schonkenville might serve as living examples of the rich cultural heritage and could be explored tell a valuable story about the history of this region. The “history-is-all-around-us” approach in and outside the

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<sup>114</sup> See also Chapter Two, section 2.1.3, and Chapter Three, section 3.2.

<sup>115</sup> See also Chapter Three, section 3.3.2.

classroom, as proposed in this functional and viable PLC for history teachers for this region, is intended to help bring history to life for history learners in and outside the classroom. In the same vein, Mathews *et al.*, assert that home and school will be brought closer to one another as learners continually “draw on their home environment to provide working material in school”.<sup>116</sup>

Through this kind of a “history-is-all-around-us” and multi-perspective approach to the teaching and learning of local and regional history, using the local environment it is possible that classroom activities will bind “teachers, learners, parents, and other role players in education even closer together”.<sup>117</sup> In the following section, the exploration of a comprehensive effort to bring teachers, learners, parents, and other educational role players closer together will receive attention.

### **6.6 A combined effort: Teachers, parents, learners and other key educational structures**

The following section is a proposal for practical activities that can be used to bring teachers, learners, parents, and other educational role players even closer to one another. The main aim with this comprehensive effort is to reignite the flame of PLCs for history teachers for them to be able and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.

As initially stated in section 6.2, the use of evidence in the teaching and learning of local and regional history has been closely linked to the use of concrete materials that are usually readily available in many of the learners’ homes. Ford believes that young people’s learning can be further enhanced by an education system that draws on, and is “connected with the rich resources of the communities beyond their school walls”.<sup>118</sup>

In this regard, the analysis and interpretation of primary sources, is considered as indispensable and essential to historical work, and considered the discipline-specific activity that most distinguishes history from other subjects.

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<sup>116</sup> J. Mathews, *et al.*, *Discover History: ...*, p. 89.

<sup>117</sup> See also Chapter Five, sections 5.4.4 and 5.4.5.

<sup>118</sup> S. Fort, *Local history: Culture on Your Doorstep*. London: Curious Minds, 2014, p. 5.

Despite earlier educational theorists having dismissed the possibility that younger learners possess the higher-order thinking skills associated with the critical reading of primary sources, more recent studies have demonstrated that learners in elementary grades can undoubtedly “engage in disciplinary thinking”.<sup>119</sup> Barton concludes that learners from a young age know a “great deal about the past, and have begun to develop an understanding of historical time”.<sup>120</sup> With reference to this study, history teachers will play a critical role to ensure, through their learners, the continuity of the attractiveness of the historical cultural heritage and pass this heritage on to future generations.

One of the most practical activities that can be used to bring teachers, learners, parents, and other educational role players together in the education of the future generation is by paying attention to the value of historical continuity, especially that of the family history. The importance of preserving family history correlates with the public call made to current historians to revisit and refocus on indigenous and other previously marginalised communities’ history in the study of “wider events and trends”.<sup>121</sup>

Moreover, the historical knowledge and experience of the parents can play a pivotal role in providing teachers and learners with excellent examples of tangible and intangible heritage remains in and around a town like “Parys and its townships of Tumahole and Schonkenville”.<sup>122</sup> In order to assist history teachers to bring history to life for learners in and outside the classroom and to bring learners’ home and school closer together is through organising practical activities for learners that will help them to understand and appreciate their family cultural heritage.

History teachers will be encouraged to plan, together with the local municipality or site manager, or museum staff, and select one local monument such as the 1838 Centenary Voortrekker Monument or World War 1 and 2 monuments, which can be found in the heart of Parys. They are of significant historical value and therefore the conservation of these sites presents unique challenges. This kind of activity is

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<sup>119</sup> K.C. Barton, “Research on Students’ Ideas About History”, in L.S. Levstik & C.A. Tyson (eds.). *The Handbook of Research in Social Studies Education*. New York: Routledge, 2008.

<sup>120</sup> K.C. Barton, “Making Connections”, in L.S. Levstik & K.C. Barton, *Researching History Education: Theory, Method, and Context*. New York: Routledge, 2008, pp. 148-158.

<sup>121</sup> See also Chapter Five, section 5.3.2.

<sup>122</sup> See also Chapter Five, section 5.4.4.

suggested for PLCs of history in Parys and is influenced by the understanding that preserving the historical cultural heritage and passing it on to the next generations will largely depend on the teachers, and history teachers in particular.

The following practical PLC activity for history teachers presents an ideal opportunity to bring teachers, learners, parents, and other educational role players together, and encourage them to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history in Parys schools is suggested below (Diagram 6.5).

*Diagram 6.5 Grade 9 learners identify colonial heritage sites in the town of Parys*

**PLC for history in action: Activity 1 – Local surveying and monitoring**

**Objectives:** To stimulate learners’ power of observation and historical awareness

: To help learners recognise architectural elements of the monument and its state of conservation.

**Location:** Monument site – Voortrekker Centenary or World War 1 and 2 monuments, Parys

: History Classroom

**Equipment:** Camera or cell phone

: Ruler for measuring

: Makers, drawing book/paper

: Pens/pencils

**Procedure: [On-site]** – Learners will be divided into small groups of five and asked to survey the monument by taking photos or making sketches. Then they will be asked to complete their survey by writing a short text focusing on the following points;

1. **History** – When was the monument built and by whom? How has it changed over the years?
2. **Construction** – How was the monument constructed? What materials were used? What building technique was applied?
3. **Function** – What was it built for? Has its use changed over the centuries?
4. **Style** – Which style influenced its architecture? What are the characteristic elements? How is it decorated?
5. **State of conservation** – Is the monument damaged or not? Are there any visible traces of decay or restoration and if so, where? What are the main risks/threats to the monument and its surroundings?
6. **Value** – Does the monument have a special value or meaning? If yes, what? If no, why not?

**[In class]** – After a visit to the monument, once back in the classroom, each group will be asked to do a presentation on its work or findings to the other groups.

Flowing from this comprehensive practical example of a PLC activity for history teachers there is evidence that teachers need to find collaborative communities to support discipline-based changes to the history curriculum. The proposed learning inside and outside the classroom reflects a broad approach that “examines relationships within the context of the natural environment and human life, perceived as the integration of learning with life at all levels of education”.<sup>123</sup>

John Dewey, whose thoughts comprise one of the intellectual foundations of outdoor education, sees the school as a model of a small democratic society, where learners are prepared for their democratic responsibilities in their local community. Therefore, a PLC for history teachers is an example of a practical outdoor type of learning activity. However, teachers, learners, parents, and other role players in the education environment will have to support each other to ensure the success of the curriculum-based excursion.

To further enhance the PLC for history teachers in the town of Parys and its townships of Tumahole and Schonkenville, collaborative partnerships with national history societies, such as the SAHS and SASHT amongst others, will also be initiated. Through a PLC structure, all history teachers from participating schools will be encouraged to be members of the local and regional history journal publications. Furthermore, history teachers will be encouraged to attend history workshops and annual conferences organised by HEIs, national history societies, and the DBE. Teachers will also be motivated to present conference papers during conferences held by local, regional, and national history societies.

Affiliation to these national history societies will provide an opportunity to expose history teachers to the academic research and teaching of history didactics, issues related to historical thinking and consciousness, and learning and teaching of history, amongst others. The exposure to the supportive knowledge base systems provided by most national history societies will develop and enable teachers to produce relevant and practical PLC activities for the teaching and learning of history.

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<sup>123</sup> S. Beames & H. Ross, “Journeys Outside the Classroom”, *Journal of Adventure Education and Outdoor Learning*, 10(2), 2010, pp. 95-109.

In the same vein, the national, provincial, and district history subject advisors will play a key supportive role in, for example, policy formulation and implementation of CAPS on behalf of the DBE. In the Free State Province, the role of DTDCs is to provide support for teachers in the form of resources and expertise, such as facilitation skills, development of teaching and learning resources, and the use of ICT. DTDCs will also be approached for the development of synergies between PLCs for history teachers and district subject committees, especially for history.

The role of DBE subject advisors for history will be to further reinforce PLCs for history teachers in the Parys region with new innovative ideas, content and expertise, and augment PLCs with outcomes of recent educational research from history conferences and seminars, to foster exchange amongst PLCs in different schools”.<sup>124</sup> The role of national, provincial, and district subject-based teacher organisations will also be to provide their expertise and collaborate with other educational partners to develop diagnostic self-assessment tools that will be used to identify areas of improvement for individual history teachers.

Therefore, PLCs for history at school level will allow teachers to interact with subject advisors, teacher organisations, and subject associations for their subject in order to benefit from the infusion of external and internal ideas and knowledge systems. National and provincial history subject associations, will also “use inputs from PLCs at school level as they seek to determine the effect of policy implementation or research at school level.”<sup>125</sup>

Participation in PLCs by teachers from different subjects is generally recognised by the DBE as a teacher-initiated or type one PD activity within the SACE and CPTD system. SACE expects teachers to attend at least eight relevant educational meetings and/or breakfast sessions per annum in order to claim ten PD points for the year. These sessions include “discussing educational topics with colleagues in the form of PLCs of history”.<sup>126</sup>

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<sup>124</sup> See also Chapter 5, section 5.4.3.

<sup>125</sup> DBE, ‘Professional Learning Communities: A Guideline for South African Schools’, *VVOB Education for Development - South Africa*. Pretoria: Government Printers, 2015, pp. 4-17.

<sup>126</sup> DBE, SACE, *The CPTD Management System Handbook*. Pretoria: SACE, 2013.

A number of PLC activities, classified as school-initiated or type two practical professional learning activities will also be organised for history teachers in the Parys region.

After providing a basic conceptual understanding of local and regional history has been deliberated on, the value of exploring history curricula themes for its local/regional connectedness with reference to Parys will receive attention in the following sections.

In both the intermediate and senior phases of social sciences (history section), the CAPS curriculum provides opportunities for teachers to depart from the familiar (local/regional) to the unfamiliar (national/international) or broader and more general understanding of history. The Grade 8 (senior phase) curriculum with its four broad themes, as proposed by Van Eeden, will be used to consider some “local/regional history as topics in the Parys region that fit the history CAPS theme well”.<sup>127</sup> Furthermore, the familiar (local/regional) environment of the learner, in this case Parys, is a suitable place from which the history teacher can depart and/or relate the topic as an event or events that had an outcome or consequences locally and/or in a broader setting.

Table 6.1, which is adapted from Van Eeden<sup>128</sup> and Siebörger<sup>129</sup> will be used as an activity for discussion at Parys PLCs for history teachers in order for them to practically engage with the significance of the “history-is-all-around-us” approach in and outside the classroom. To better practicalise and experience the “history-is-all-around-us” approach in and outside the classroom it is vital for teachers to have a thorough historical background on a local/regional history topic to be able to facilitate and/or properly link its relatedness to the CAPS curriculum topic.

*Table 6.1 Grade 8 Senior Phase – Parys PLCs for history teachers unpacking CAPS*

Themes or content	Local/regional history topics related to the Parys region
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<sup>127</sup> E.S. Van Eeden, “Practicalising Local Regional History ....”, in E.S. Van Eeden & P. Warnich (eds.), *Teaching and Learning History....*, p. 68.

<sup>128</sup> E.S. Van Eeden, ‘Practicalising Local Regional History....’, in E.S. Van Eeden & P. Warnich (eds.), *Teaching & Learning History....*, p. 68.

<sup>129</sup> R. Siebörger, “Unpacking CAPS Social Sciences”, in E.S. Van Eeden & P. Warnich (eds.), *Teaching & Learning History....*, p. 7.

The Industrial Revolution in Britain and Southern Africa from 1860	What was the status of the people, actions and migration patterns in the Parys region, especially along the “Vaal River with its reliable water supply before the 1860s”? <sup>130</sup>
The mineral revolution in South Africa	Trace the history of the mining houses in South Africa, and the mining routes and their local, national, and global impact as part of the mineral revolution. Also discuss Parys as a stopover and trading post during the 1886 Gold rush.
The scramble for Africa: Late 19 <sup>th</sup> century	The British presence and impact during and after the South African War (1899-1902) in Parys, the Dutch Reformed Church building as British garrison, Vaal River Woody island ideal for snipers and guerrilla warfare tactics by Gen. C. de Wet, Frans Jooste monument at Kafferskop farm and Sylvia Blanche Lee grave at Parys cemetery”, <sup>131</sup> and Lord Milner’s Anglicisation policy implemented at HF Verwoerd Parys Primary School” <sup>132</sup>
World War 1 (1914-1918)	Conflicting politics in the local/regional area regarding the First World War and the question of whether to participate from local people of Parys, the socio-economic impact of the war on the people of Parys, and the erection of war monuments left in town as colonial footprints, e.g., M.O.T.H.”. <sup>133</sup>

## 6.7 Reflection

The key purpose with this chapter is to acknowledge the critical role that well-established and maintained PLCs for history teachers can play to assist teachers in the Parys region to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history. Despite the national and global literature promoting the establishment of functional and viable PLCs, PLCs for history teachers, especially in South Africa, still require serious consideration moving forward.

Therefore, practical suggestions and consideration of the existing PLCs for history teachers in the Parys region taking its practicality and structures into account, have been explored, and applied to be more generically advanced, yet historically focussed.

<sup>130</sup> See also Chapter Three, sections 3.1 and 3.2.

<sup>131</sup> See also Chapter Three, section 3.2.1.

<sup>132</sup> See also Chapter Three, section 3.2.2.1.

<sup>133</sup> See also Chapter Three, section 3.2.2.1.

In the first instance, the chapter reminds history teachers of and introduces them in a practical manner to understanding the basics of what local and regional history are and how to practicalise local/regional history for learners using curriculum content. Teachers are also reminded that the CAPS guidelines provided for social sciences for the senior phase (GET) and the FET do not exclude the history of local/regional history close to a school. The local past has much to be explored and therefore easily ties in with national and world-linked CAPS topics.

The suggested PLC framework for history teachers explained that the value of local and broader regional history of Parys and its townships of Tumahole and Schonkenville as examples for any topic in the CAPS should not be underestimated. Moreover, the examples provided of the local and regional history in and around the Parys region open possibilities to explore and develop exciting opportunities and challenges for teaching and learning the CAPS curricula in creative and interesting ways. In doing so, PLCs for history teachers also provide a conducive environment for both teachers and learners to contribute to the gathering, creation, appreciation, and preservation of local and regional history.

This envisaged enquiry-based learner-centred method of teaching and learning can be used to practicalise the significance of “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history of Parys, South Africa. In effect, through this approach the learner “gets the opportunity to act, and feel like a historian”.<sup>134</sup> History learners in the town of Parys and its townships of Tumahole and Schonkenville, will be provided with an opportunity to record local events (narratively), as well as to take pictures of historical objects and remains to support their evidence as historical detectives of their local and regional history.

Chapter Seven, the last and final chapter, will provide a critical analysis of the “history is all around us” approach in and outside the classroom in the teaching and learning of local and regional history as well as research findings with particular interest to Parys schools.

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<sup>134</sup> H. Ludlow, “Using Local History to Apprentice Undergraduate Students into Practices of the Historian”, *South African Historical Journal*, 57, 2007, pp. 201-219.

## **Chapter Seven**

### **Towards practicalising “History is all around us”: A critical engagement with the research objectives and findings**

#### ***7.1 Introduction***

It was the exploring of ways towards the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history that originally instilled this study. No less than seven research questions provided direction in the objectives formulated. In essence it was to determine the level and practicalising knowledge and skills of history teachers in the GET and FET bands in the town of Parys and the townships of Tumahole and Schonkenville to become active and informed participants with regard to “history-is-all-around-us” in and outside the classrooms.

In the process of outlining the possibility of the study in Chapter One, it was found that clearly there are shortcomings in the existing literature and current research on assessing the visibility of the “history-is-all-around-us” approach, especially featuring local heritage and legacies. It was further discovered that local and oral histories still appear to be highly neglected as a teaching combination in the 21<sup>st</sup> century GET and FET curriculum. This neglected, and/or underdeveloped field of teaching and learning, and possible teaching approaches to practicalise local and regional history content, is viewed as a critical research gap in literature, and in teaching and learning of history in South Africa.

Again, most history teachers from the Free State Province seem to struggle to incorporate local and regional history into their teaching and learning of history curriculum content. In addition, many historians and history educators are of the opinion that history teachers should be made more aware that the broader history curricula of both the GET and FET bands do not ignore the possibilities of local history and local heritage in the teaching and learning of history.

Furthermore, possible aspects of the second part of this Chapter Seven’s title, namely, “A critical engagement with the research findings” to determine possible suggestions

and shortcomings, will also receive attention. One such initiative that naturally emerged from this study is the establishment of PLCs for history teachers in different schools in the town of Parys and surrounding townships to provide them with an opportunity to collaboratively work towards a common goal.

Therefore, the crux of this critical engagement with the research findings in this study is based on the objectives of the study focusing on the responses from key participants with first-hand experience of the teaching and learning of history from their schools. The core participants in this study are learners, teachers, principals, subject advisors (both GET and FET), parents, and community leaders of the Ngwathe Local Municipality area of Parys, South Africa”.<sup>1</sup>

Based on the research questions as outlined in Chapter One, therefore, the main objectives of this study, amongst others is to:

***7.2 Determine the level and practicalising knowledge and skills of history teachers and learners to become more active participants with regard to “history-is-all-around-us” approach in and outside the classrooms***

Internationally, there is a keen interest and awareness of the value to the teaching and learning of local and regional history. Again, local and regional history has also been highly recommended as an active, and constructivist strategy of history teaching and learning in UK and USA schools. However, Du Bruyn asserts that although local and oral history teaching and learning has been implemented with great success in UK and USA schools, “very little research has been done to investigate its possibility in South African schools”.<sup>2</sup>

In the absence of their engaging with local and regional history in our classrooms, teachers are missing the most important fact, namely that history is all around us, and it includes all people, not just a select few. This shortcoming is also supported by Van Eeden, pointing out that this trend is currently finding its way into South Africa through

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<sup>1</sup> See also Chapter One, Section 1.4

<sup>2</sup> D. Du Bruyn, “Oral Testimonies as a source of Community History, with special reference to the Batho Project, Bloemfontein”, *South African Journal of Cultural History*, 24(2), 2010, pp. 1-24

the need for “research into indigenous knowledge systems (IKSs), oral histories, and the environmental status of, for example, industrial areas”.<sup>3</sup>

In South Africa, the limitations in the field of regional and local history include the proper recording of regional and township settlement of Africans all over the country since the 20<sup>th</sup> century, based on a research methodology for studying regional or local history. Van Eeden emphatically mentions that up to this stage and time (2012), very little has been published historiographically, and methodologically regarding the progress and status of regional history in South Africa. She maintains that debates on how to methodologically address local histories, or how to progress to regional histories, have thus far, “been, and still are non-existent”.<sup>4</sup>

Based on the above literature research, there was a great need and necessity to undertake this research, especially in the sense that local and regional history is regarded as a powerful means of restoring academic history to the realm of the active, relevant, and real in our communities’ lives. In addition, oral history is likewise, regarded as a vehicle providing a voice to the voiceless, and compatibility with the “doing” history approach and skills-based learning as outlined by the report of the History and Archaeology Panel, 2002.

When critically analysing both quantitative and qualitative data to determine the extent of practicalising participation in the “history-is-all-around-us” approach in and outside the classroom, most learners from school B expressed better “understanding more than their peers from other schools”.<sup>5</sup> Their understanding correlates with CHE as an approach to the teaching and learning of history making use of material, tangible and intangible aspects of the past that is grounded in “primary sources and first-hand experiences of the learners”.<sup>6</sup>

The intention with such an approach is to strengthen learners' understanding of concepts and principles related to history and culture which enriches their appreciation

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<sup>3</sup> E.S. van Eeden, “Considering Environmental History within the Transdisciplinary Methodology...”, *Inter-disciplinary Science Review*, 36(4), 2011, pp. 314-324.

<sup>4</sup> E.S. van Eeden, “Regional, Local, Urban and Rural History as Nearby Spaces and Places:...”. *New Contree*, 63, 2012, pp. 1-34.

<sup>5</sup> See also Chapter Five, section 5.3.1.

<sup>6</sup> T. Copeland, “Heritage Education and Citizenship in the Council of Europe”, in L. Branchesi (ed.), *Heritage Education for Europe: Outcome and Perspective*. Rome: Armando, 2007, pp. 65-84.

for the “artistic achievements, and social and economic contributions of men and women from diverse groups”.<sup>7</sup> The learners’ examples of heritage sites that are found in and around the town of Parys, like the Vredefort Dome, DRC, and others can be used during CAPS curriculum in “more realistically practical” and “more interesting” ways. For example, in the CAPS curriculum for Grade 4-6 history, learners are required to make a museum (heritage) display of past and present in their local town such as Parys, and/or Tumahole and Schonkenville townships.

Moreover, the compulsory heritage assignment for Grade 10-12 focus, and resources are the “heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history and family history”.<sup>8</sup> The outcome from some learners’ responses further highlight the view that the traces of historical events are also found in objects as well as in words (narrative) and images at historic sites (pictures or material culture). The value of “doing” CHE therefore, can also help learners to associate the concrete outside world with the inside of the classroom with ease, and lead them to more personal experiences with the teaching and learning material.

However, the outcome from other four participating schools in this research study (mostly Grades 8-10), did not convincingly show much understanding and/or exposure to “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history from their schools”.<sup>9</sup> Such an outcome confirms what historians such as, Van Eeden, Brookbanks, and others have long suggested that, history teachers should be made more aware that the broader history curricula of both the GET and FET bands do “not ignore the possibilities of local history and local heritage in the teaching and learning of history”.<sup>10</sup>

In addition, van Eeden also finds it ironic that assessments regarding CHE in all textbooks are more practically oriented, and they provide room for the “own

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<sup>7</sup> K. Hunter, “*Heritage Education in the Social Studies*”, Eric Document Reproduction Service No. ED 300306, 1988.

<sup>8</sup> DBE, *CAPS, FET Schools, History Grades 10-12 ...* 2011, p. 35.

<sup>9</sup> See also Chapter Five, section 5.3.2.2.

<sup>10</sup> E.S van Eeden, “Exploring Local Histories in the use and appreciation of Heritage ...”, *Yesterday & Today*, No. 5, October 2010, pp. 23-48; G. Brookbanks, “Inspiring Learners Beyond the Classroom Walls...”, *Yesterday & Today*, no. 11, July 2014, pp. 99-117.

experience” in the learner’s own region or town such as Parys, but teachers are still unable to take advantage of such opportunities. Again, with such an overemphasis on traditional assessment methods, Van Eeden found other equally important methodological aspects of teaching and learning history that have, in many ways, been “overlooked and even efficient assessment has, in many ways, thus far been utterly distorted”.<sup>11</sup>

Therefore, to make the heritage assignment more realistic and more interesting to learners, history teachers should encourage learners to identify, and invite elderly people from their communities to share with the learners their oral histories in the classroom as a practical activity. To conserve and preserve heritage sites that are found “all around us, in the towns and cities where we live”<sup>12</sup>, learners should be encouraged to form groups and/or history clubs according to the number of heritage sites, and each group/club to take charge of each heritage site.

The outcome from this research study also reveals that lack of professionally trained, and experienced teachers of history remains the main reason behind the partial implementation of social studies and history curriculum in Africa. Again, teacher responses in this study also attest to the fact that some teachers are ignorant of the available resources in their locality for the teaching and learning of local and regional history. Such an outcome is another convincing evidence that many history teachers in South Africa, such as those of Parys are not yet fully equipped to engage with critical discourses in dealing with the past, especially issues of CHE within their history classrooms.

However, with regard to the teaching and learning of history in and outside the classroom, some teachers regard the approach as a space where learners will understand history better as history will not be bound by classroom walls.

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<sup>11</sup> E.S. van Eeden, “Transcontinental Reflections in the Revised South African ....” *Yesterday&Today*, 3, 2008, pp. 11- 27.

<sup>12</sup> B.M. Boland, “Historic Places: Common Ground for Teachers and Historians”, *OAH Magazine of History*, 16 (2), 2002, pp. 19-21.

The teaching and learning of history in and outside the classroom is also supported by Moreeng and Twala who suggest that, monuments and tangible artefacts should be used to “supplement, and support what is done in the classroom”.<sup>13</sup>

In view of the findings from teachers and learners’ responses, there is sufficient evidence that not all history learners in schools such as those in Parys, South Africa are experiencing or are fairly exposed to, and/or do benefit from the “history-is-all-around-us” approach in and outside the classroom. Therefore, the establishment of functional and viable PLCs for history teachers is proposed as key structure that can assist teachers and learners to become more active and informed participants with regard to “history-is-all-around-us” approach in and outside the classrooms.

Flowing from determining the level and practicalising knowledge and skills of history teachers in the town of Parys, South Africa, the second objective which is to expose history teachers and learners to international and national literature studies will receive attention in the next section.

### ***7.3 Expose history teachers and learners to international and national literature studies on the “history-is-all-around-us” construct (and similar approaches) to help them make sense of the world in which they live***

The main focus with this objective as related to Chapter Two, was how can an international and national literature study on the “history-is-all-around-us” (and other similar approaches) expose outcomes, and direction to consider in the study of local and regional history, and help learners and teachers (such as those in Parys, South Africa) to make sense of the world in which they live.

For this objective, an extensive transnational historiography on curriculum practices of PBE and other inter-related approaches such as, experiential or “hands-on” active learning or “doing’, CHE, outdoor or camping, field trips and MBE approaches were critically explored and deliberated on.<sup>14</sup> The available literature on how the “history-is-all-around-us” concept as a teaching and learning approach can be linked to the PD of

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<sup>13</sup> B.B. Moreeng & C. Twala, “Monuments as Spaces for Enhancing Social Justice and Sustainable Learning .....”, *Mediterranean Journal of Social Sciences*, 5 (7), 2014, pp. 491-497.

<sup>14</sup> See Chapter Two, section 2.2.

history teachers through PLCs in order to enable them to be more able, and willing to embrace new international teaching and learning trends also received attention.

According to international literature, local and regional history if viewed from a transnational perspective it could be a useful tool to encourage teachers and learners, especially those of Parys, South Africa to examine the nation's history from the bottom up, and better practicalise the significance of the "history-is-all-around-us" approach. A transnational history approach therefore, contributes not only to the de-nationalisation and de-territorialisation of history, but also champions a history that is focused on non-state actors.

In addition, a transnational history perspective also highlights the de-centring of history which has all too often been written from a Eurocentric point of view. De-centring, according to Adam, thus, also means the "creation of new and even multiple chronologies".<sup>15</sup> Seed is also of the opinion that transnational history's primary contribution is to track migratory phenomena, but above all, to follow the "movements of people".<sup>16</sup> The peoples' movements' notion resonates with Clavin's idea that transnationalism, first and foremost, is about people. It is about the "social spaces they inhabit, the networks they form, and the ideas they exchange. In terms of Clavin's assertion, a transnational perspective to the study of history can be easily linked with the idea of practicalising the significance of the "history-is-all-around-us" approach.

Again, "history-is-all-around-us" approach also raises the significance of the concept of place, especially for educational purposes of a child (learner). In this context, place is not merely considered as the site where history happened, it becomes a crucial dimension as a 'source and resource for teaching and learning of history'.<sup>17</sup> The "history-is-all-around-us" approach, as well as a transnational history perspective, show how deeply the national fabric and the local or national debate are intertwined with issues, actors and processes that cut through local to national".<sup>18</sup>

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<sup>15</sup> T. Adam, "Transnational History: A Program for Research, Publishing, & Teaching", in *Yearbook of Transnational History*, vol. 1, 2018, pp. 1-10.

<sup>16</sup> C.A. Bayly, S. Beckert, M. Connelly, I. Hofmeyr, W. Kozol & P. Seed, "AHR Conversation: On Transnational History", *The American Historical Review*, 111(5), 2006, pp. 1440-1464.

<sup>17</sup> See Chapter Two, section 2.3.2.

<sup>18</sup> P. Saunier, *Transnational History ...*, p. 140.

Just like a transnational perspective, the “history-is-all-around-us” approach has the potential to contribute to the understanding of the historical development of a specific “social group, a firm, a community, a region or a country”.<sup>19</sup> The use of the “history-is-all-around-us” as a teaching and learning approach, is not simply a matter of names and dates on a textbook page. Instead, the approach enables history to be used to explain how people became what they are today as a community. As an approach, it involves the process of learners constructing their own understanding of the past through focused practical activities on the content and historical sources in creative and imaginative ways.

Ford explains that young people’s learning will be more enhanced by an education that draws on, and is “connected with the rich resources of the communities beyond the school walls”.<sup>20</sup> In this context, the local environment becomes an excellent teaching and learning resource for teachers and learners. It could further encourage and enable history teachers to fully engage in practicalising the significance of the “history-is-all-around-us” approach in and outside the classroom.

Practicalising the significance of the “history-is-all-around-us” approach in and outside the classroom would be an excellent opportunity for history teachers and learners to experience the “doing history” approach. The specific features of the place, the forum where history is made, could be decisive to historical analysis, what Riukulehto, termed, “a turn to space, or a spatial turn in history”.<sup>21</sup>

Other historians such as Siebörger, also note that the “history of places and a thematic approach to history play very little part in the traditional views of the South African past”.<sup>22</sup> His argument is that local history is also under-emphasised in this country, unless it is built into individual projects and investigations. Therefore, the “history-is-

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<sup>19</sup> P. Saunier, *Transnational History* ..., p. 140.

<sup>20</sup> S. Fort, *Local History: Culture on Your Doorstep*. London: Curious Minds, 2014, p. 5; See also Chapter Two, section 2.4.

<sup>21</sup> S. Riukulehto, “Regional History Between Time...”, in S. Riukulehto (ed.), *Between Time & Space* ... pp. 4-5.

<sup>22</sup> R. Siebörger “Public History and the School Curriculum: Two South African Case Studies”

<https://opr.degruyter.com/.../rob-sieborger-public-history-and-the-school-curriculum-Two-South-pdf.Reader>.

(Accessed 2018/12/19).

all-around-us” approach, if properly embraced by all teachers and learners, it can be a useful tool to unlock the teaching and learning of local history in our classrooms.<sup>23</sup>

On the other hand, the new “doing” history approach as opposed to the traditional “learning” history approach, encourages learners to “actively engage in inquiry-based approaches of learning as stipulated in the CAPS document”.<sup>24</sup> However, many research studies conducted by scholars such as Twala, Van Eeden, and others, still identified many “challenges in the teaching and learning of history in South African schools”.<sup>25</sup> One of the major problems is the history teachers’ inability and/or lack of competence to present history in an interesting and meaningful way to meet the needs of the 21<sup>st</sup> century learner.

History educators such as, Van Eeden and Van der Walt are also concerned that developments in history teaching methodology internationally may pass the South African educational scene for many years to come because of the “key emphasis on establishing a non-racial approach and content”.<sup>26</sup> Taking into account the concerns raised above, the obvious conclusion is that in most schools there still exists silences and ignorant trends in dealing with global content in an effective and efficient way to accentuate the role of local and regional history teaching and learning in it.

As a neglected, and/or underdeveloped field of teaching and learning of history, and possible teaching approaches to practicalise local and regional history content, it is still viewed as a critical research gap in literature, and in the teaching and learning of history generally in schools. It is suggested that tertiary institutions of research should engage with historical research on South Africa’s regions and its rich legacies sooner than later, to ensure that its richness and powerful narratives are preserved for future appreciation and classroom practical making.

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<sup>23</sup> See Chapter Two, section 2.4.2.

<sup>24</sup> DBE, *CAPS, FET Phase, History Grade 10-12*. Pretoria: Government Printers, 2011.

<sup>25</sup> C. Twala, “Teaching History Beyond the Categories of Race and Ethnicity: Echoes of the Past”, Paper read at the South African Society for History Teachers (SASHT) Conference at Rand Afrikaans University, Johannesburg, 05 September 2003; E.S. van Eeden, *Didactical Guidelines for Teaching History in a Changing South Africa*. Potchefstroom: Keurkopie, 1999.

<sup>26</sup> E.S. van Eeden & J.L. van der Walt, “Creating a Future for History within South Africa’s ‘Curriculum 2005’”, *Journal for Theory and Research in Social Education*, 28(1), 2001, pp. 85-95.

The third objective in this research study, is to equip history teachers on the use of local and oral history as a teaching and learning combination of the 21<sup>st</sup> century history curricula, and make learners aware that the tangible and intangible remains of the past around us are an important resource to be preserved for generations to come.

#### **7.4 Equip history teachers on the use of local and oral history as a teaching and learning combination of the 21<sup>st</sup> century history curricula and nurture history conscious learners**

The primary aim with this third research objective, which is also the backbone of Chapter Three was to raise awareness with teachers and learners of history regarding the existence of tangible and intangible local heritage in and around the Parys region. A secondary aim was to help history teachers to nurture history conscious future citizens (learners) who would be able to re-construct the lives and purpose of the people associated with them so that they can become part of a “history-is-all-around-us” activity in the teaching and learning of history.

The point of departure is the exploration of the origins and the early cultural historical remains in the town of Parys, and its townships of Tumahole and Schonkenville, which is part of Ngwathe Municipality of the province of the Free State, South Africa. The focus is to trace the possible as well as the available “tangible and intangible remains in and around the vicinity of the Vaal River near the modern town of Parys”<sup>27</sup>, for the purpose of helping learners to practicalise the significance of the “history-is-all-around-us” approach in the teaching and learning of local and regional history.

In Chapter Three, the value of exploring history curricula themes using the Parys region as an example for its local/regional connectedness is highlighted. In the teaching and learning of history, so much more can be done by teachers and learners to embrace the practical value of the “local/regional heritage”<sup>28</sup> in curriculum themes as a form of “participatory identity”.<sup>29</sup>

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<sup>27</sup> See Chapter Three, section 3.1; E.S. van Eeden, “Regional, Local, Urban and Rural History...”, *New Contree*, 63, 2012, pp. 1-34.

<sup>28</sup> In the context of this research study, Heritage is basically defined as an individual or collective memory or Oral conceptions of the past as expressed in the present.

<sup>29</sup> C. Kros, “Heritage vs History: The End of a Noble Tradition?”, *Historia*, 48(1), 2003, pp. 326-336.

In effort to complement the nurturing of history-conscious citizens, CAPS history curriculum for Senior Phase also requires learners to engage critically with issues of heritage and public representations of the past and with conservation”.<sup>30</sup> The approach in this study is grounded on the recent growing number of scholars in the humanities and social sciences, whose attention has turned to “space as a means of understanding historical processes”.<sup>31</sup> Through the current study, the temporality of space and the spatiality of time are crucial to the ideas behind the various discourses of cultural heritage, narrations, and of collective memory.

Well-focussed, and structured history lesson activities using CAPS content such as; the clashes over territory and natural resources: The Battle of the Vaal River on 25 August 1836 near Parys, could contribute towards the preserving of local/regional history by history learners in this region. Inputs through history learners’ activities such as the above example, could eventually expand the archived memories of the Parys region that responsible institutions of “local area/regions can preserve or that can be officially archived”.<sup>32</sup>

The Voortrekker footprints, colonial legacies, and apartheid and post-apartheid milestones in and around Parys<sup>33</sup> can be considered as suitable topics to fit the history CAPS theme well, from which teachers can depart from (the familiar) in their teaching and learning of history. Again, teachers can further relate the local topic or theme as an event or events that had an outcome or consequences locally and/or the broader region or even continent (the unfamiliar). The Grade 7 history CAPS theme, which deals with colonialism in South Africa’s local/regional heritage and context, namely, colonisation of the Cape in the 17<sup>th</sup> and 18<sup>th</sup> centuries could be used as an example.

Another example which is relevant in this study is the CAPS themes tracing the cultural heritage remains left by San and Sesotho/Setswana speaking people along the Vaal River near the town of Parys and its townships of Tumahole and Schonkenville.

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<sup>30</sup> DBE, *CAPS, Social Sciences...* 2011, p. 9.

<sup>31</sup> S. Riukulehto (ed.), *Between time & space....* , p. xi

<sup>32</sup> E.S. van Eeden, “Practicalising Local & Regional Histories in History curricula...”, in E.S. van Eeden & P.G. Warnich (eds.). *Teaching & learning History...*, p. 67.

<sup>33</sup> See also Chapter Three, section 3.2.3.

Therefore, the key purpose with this chapter was to equip history teachers on the use of local and or regional as well as oral history, as a teaching and learning combination of the 21<sup>st</sup> century history curricula to make learners aware that the tangible and intangible remains of the past around us are an important resource to be preserved for generations to come. Again, it was to nurture of history-conscious future citizens and assist history learners to reconstruct the lives and purpose of the people associated with them so that they can become part of a “history-is-all-around-us” activity in the teaching and learning of history.

One other purpose of this objective which is associated with Chapter Three was also to remind history teachers of, and introduce them to understanding the basics of how to practicalise the significance of the “history-is-all-around-us” in and outside the classroom in the teaching and learning of local and regional history. Teachers were further made aware that the local/regional history close to a school or educational space also serve as evidence of a rich past that can, with responsible and informed innovativeness, be explored for its ties with national and world-linked CAPS topics.

The examples of Voortrekkers, colonial and apartheid legacies as provided above, if creatively and intelligently handle, they could create open possibilities for history teachers and learners to contribute to the gathering, creation, and preservation of local and regional histories of the region of Parys, South Africa. All these cultural heritage sites paint a clear picture, and tell a story about the origin, growth and a long bumpy road travelled by the San and Sesotho/Setswana speaking people, the Voortrekkers, as well as the British colonial people in and around the town of Parys and its townships of Tumahole and Schonkenville

The other objective with this research study was also to enhance the historical consciousness level and knowledge of community leaders, parents, teachers, principals, history subject advisors and Grades 7-10 learners in the town of Parys and the townships of Tumahole and Schonkenville with regard to, and exposure to the teaching and learning of the construct “history-is-all-around-us” in their respective schools.

### **7.5 Enhance the historical consciousness level and knowledge among key education leaders regarding, and exposure to the teaching and learning of the construct “history-is-all-around-us” in their respective schools**

As it was explained, Chapter Five relates to the following sub-research question which was introduced in Chapter One, namely, “What is the status of historical consciousness (and perspectives) of Grade 7-10 learners, teachers, principals, subject advisors, parents and community leaders in the town of Parys and the townships of Tumahole and Schonkenville”?

The main focus is on the participants’ knowledge, knowing and an exposure to the teaching of the construct “history-is-all-around-us” in their respective schools. The documentation, and analysis process is aimed at presenting data in an intelligible, and interpretable form to define the levels of “historical consciousness” of learners and other education role players involved in the education of learners.

Considering the level of appreciating the home and/or the family histories by learners from different schools, there is sufficient evidence about learners’ historical consciousness. The finding suggests that if provided with appropriate guidance, and regular practice from parents and teachers, most learners might be able, and/or more willing to practicalise the “history-is-all-around-us” approach in the teaching and learning of local and regional history.<sup>34</sup>

With regard to history teachers’ level of historical consciousness they were required to provide reasons and examples of places where they can practically facilitate the teaching and learning of local and regional history opportunities with the learners. The finding is that some teachers provided educationally sound reasons for, and are also fully aware of the available and rich local and regional history opportunities which can be practically utilised for teaching and learning purposes.<sup>35</sup>

The outcome from the principals’ responses suggests they have an acceptable level of historical consciousness which might possible encourage them to, and place them

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<sup>34</sup> See Chapter Five, section 5.3.2.1

<sup>35</sup> See Chapter Five, section 5.4.1.

in a better position to support their teachers to be able, and more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.<sup>36</sup> In the case of both subject advisors, the outcome shows through their recommendations they have a better historical consciousness such as, local people should be encouraged to document their own stories, teachers must “stress the role of primary sources, and they must de-colonise the teaching and learning of history”.<sup>37</sup> The other key role players in this research study were parents and community leaders.

Considering the parents’ outcomes, there seems to be enough reason to believe that if requested most parents can be able to support their children to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in the teaching and learning of local and regional history.<sup>38</sup> The same goes for community leaders, through the qualitative data analysis, their responses confirm what historians in for examples didactics have long suggested. Historians who are interested in the didactics of history suggested that learners must realise history is not simply a matter of pages in a textbook, it consists of “events, and people once as real as learners themselves, and all that took place in, and around them.”<sup>39</sup>

Flowing from all participants’ responses with regards to the level of their historical consciousness and knowledge with regard to, and exposure to the teaching and learning of the construct “history-is-all-around-us” in their schools, there are reasons to believe, if requested they could be of assistance to history teachers.

The last objective in this study was to establish functional and viable PLCs for history teacher and to design a practical model that can create an interest among learners of history in their local schools, as a basis that will continue and last beyond their classrooms, that will also contribute positively to the significance of “history-is-all-around-us” as a lifelong learning and teaching approach.

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<sup>36</sup> See Chapter Five, section 5.4.2.

<sup>37</sup> See Chapter Five, section 5.4.3.

<sup>38</sup> See Chapter Five, section 5.4.4.

<sup>39</sup> See Chapter Five, section 5.4.5.

**7.6 Design and demonstrate a practical framework with teachers of history in PLCs, and how current CAPS curricula can be adapted to allow learners to establish a connection between major ideas and their own lives using the strategy, “history-is-all-around-us” in their schools**

The key focus of the above objective, as also linked to Chapter Six, is to acknowledge the critical role which well-established and sustained PLCs for history teachers in the Parys region of South Africa, can play to assist teachers to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom.

Despite the national and global literature promoting the establishment of functional and viable PLCs, it is reported that PLCs for history teachers especially in a country like South Africa still require serious consideration moving forward. In the first instance, the chapter reminds history teachers of, and practically introduce them to understand the basics of what local and regional histories are. In addition, the objective is also aimed at how to practicalise local/regional history for learners using curriculum content which is familiar to the learners.

The suggested PLC framework for history teachers practically made it explicit the value of local and broader regional histories of Parys and its townships of Tumahole and Schonkenville as examples for any topic in CAPS should not be undermined. Moreover, the examples provided for local and regional histories in and around the Parys region do open possibilities for learners to explore and develop exciting opportunities and challenges for teaching and learning in creative and interesting ways.

Therefore, the establishment of PLCs for history teachers could provide a conducive environment for teachers and learners to contribute to the gathering, creation, appreciation, and preservation of local and regional histories. Through this envisaged enquiry-based learner-centred method of teaching and learning by practicalising the significance of “history-is-all-around-us” approach in and outside the classroom, indeed a learner will be able to get an opportunity to “act, and feel like a historian”.<sup>40</sup>

One of the recommendations made by subject advisors is that policy makers and curriculum planners must encourage local people to “document their own stories, and teachers must also emphasise the role of primary sources in order to de-colonise the

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<sup>40</sup> H. Ludlow, “Using Local History...”, *South African Historical Journal*, 57, 2007, pp. 201-219.

teaching and learning of history in their classrooms”.<sup>41</sup> In to properly record and document the local peoples’ stories and events, it must start with in the classroom done by history learners themselves.<sup>42</sup>

The departure point should be to encourage history learners to document and trace their family histories, for example in a form of social studies family tree and heritage projects. Such a practical activity makes history interesting to the learners because “getting out of the classroom and see with their own eyes the history they are learning”.<sup>43</sup> Secondly, learners doing history must also be encouraged to establish history clubs in each class and school as it is considered one of the easiest and most interesting ways to promote and preserve the histories of the local people. Again, to protect and preserve their local and regional cultural historical sites, history learners should be encouraged to form groups and each group be assigned a site to care for.

A recommendation from subject advisors was an appeal to teachers to emphasise the “role of primary sources” which is also supported by many scholars accentuating the use primary sources “puts the people back in action. It is about real people who actually “ate breakfast, went to the bathroom, had passionate emotions, and were caught in terrible dilemmas”.<sup>44</sup> An additional suggestion to history teachers who particularly deal with space and time, in their teaching and learning of history, therefore, they must always “depart from the familiar (local/regional) to the unfamiliar (national/global)”.<sup>45</sup>

In addition, with the dawn of post-colonialism after the 1960s, the previously oppressed groups acquired a voice, and so expected their stories of the past to be recognised in history education which focuses on “contemporary history and society more than on

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<sup>41</sup> Project Questionnaire, KTM Private Collection, GET – band Respondent, 16 May, 2017.

<sup>42</sup> B. Wahlberg, “An Investigation into the Implementation of Oral History in the FET Phase...”, *Yesterday&Today*, no. 3, October 2008, pp. 41-58; See also H.E. Weltin, New York Folklore Society Records (NYFS), 1950-1998: New York State Library, 2006, August.

<sup>43</sup> E.S. van Eeden, “Exploring Local Histories in the use and appreciation of Heritage History...”, *Yesterday&Today*, no. 5, 2010, pp. 23-50; See also D. Bell, “Local History: Exploring what’s Just Outside Your Door”. *Teaching with the Library of Congress*, 2012, May.

<sup>44</sup> M. Edmonds, J.A. Hull, E.L. Janik & K. Rylance, *History & Critical Thinking: A Handbook for Using Documents to Improve Students’ Thinking Skills in the Secondary Grades*. Madison. Wisconsin Historical Society, 2005, p. 5; See also S. Wineburg, S. Mosberg, D. Porat & A. Duncan, “Common Belief...”, *American Educational Research Journal*, 44(1), 2007, pp. 40-76.

<sup>45</sup> E.S. van Eeden, “Practicalising Local & Regional...”, in E.S. van Eeden & P. Warnich (eds.), *Teaching & Learning History...*, pp. 65; See also C.W. Berg, “Why Study History? An Examination of Undergraduate Students’ Notions .....”, *Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education*, 6(1), 2019, pp. 54-71; See also Chapter Two, Section 2.4.

the nation state”.<sup>46</sup> The current CAPS document also recommends how history teaching and learning for Grades 10-12 should support democracy ... including “raising current social and environmental concerns ... and preparing young people for local, regional, national, continental and global responsibility”.<sup>47</sup>

Again, Subedi and Daza also believe such an approach will help to further “de-colonise the currently dominant ways of being, and knowing by recognising that there are multiple readings of people’s experiences and identities”.<sup>48</sup> It is therefore, recommended that during history lessons much can be done by history teachers to “embrace the practical value of the local and regional heritage curriculum as part of a local history on micro level, or everyday life history”.<sup>49</sup>

However, through this study, apparently there seems to be a lack of cross-cultural fertilisation when it comes to sharing the tangible histories among the different schools in the town of Parys and its townships. The outcome is supported by research studies claims that many history teachers in South Africa are not yet fully equipped, and/or able to engage with critical discourses in dealing with the past, especially, issues of “CHE within their history classrooms”.<sup>50</sup> Also because of history teachers’ inability and/or lack of competence to present local and regional history in an interesting and meaningful way to the 21<sup>st</sup> century learner.

To close this unacceptable gap, firstly of all, the establishment of functional and sustainable PLCs for history teachers to incubate doing history approach is recommended. Secondly, to the teaching and learning of history and culture to promote cross-cultural fertilisation is by using the local and regional remains from “material culture and the human, and the built environments as primary instructional

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<sup>46</sup> A. Cole, “Transitional Justice and the Reform of History Education”, *International Journal of Transitional Justice*, 1, 2007, pp. 115–137.

<sup>47</sup> DBE. *CAPS, Grades 10-12: History...* 2011, p. 8; See also DBE, *CAPS, Final draft, History Grades 10-12. ...* 2010, p. 3.

<sup>48</sup> B. Subedi & S.L. Daza, “The Possibilities of Post-colonial Praxis in Education”, *Race, Ethnicity & Education*, 11(1), 2008, pp. 1-10.

<sup>49</sup> E.S. van Eeden, “Practicalising Local and Regional...”, in E.S. van Eeden & P. Warnich (eds.) *Teaching & Learning History ...*, p. 66.

<sup>50</sup> B.B. Moreeng, “Reconceptualising the Teaching of Heritage ...”, *South African Journal of History Education*, 28(3A), 2014, pp. 767-786; See also G. Mautle, “Social Studies in Botswana”, in M.B. Adeyemi (ed.), *Social Studies in African Education*. Gaborone: Pyramid, 2000, pp. 157-168.

resources”.<sup>51</sup> The use of 4IR tools in the teaching and learning of history to make it interesting and really practical to learners is another measure that could promote cross-cultural fertilisation in sharing tangible histories among different schools in the Parys region.

For the purpose of this research study, the use technology in the teaching and learning of history can help make history class more interesting and engaging than the traditional talk and chalk method. Teachers can also incorporate clips of videos during a history lesson to show reenactments of historical events which took place in and around the town of Parys, such as the 1838-1938 Voortrekker Centenary celebrations, the celebration of Fifty Years of the establishment of the republic of South Africa, 1910-1960, and others.

Through such an inclusive approach which takes into account all the local and regional people’s cultural heritage remains (monuments, artefacts, songs, *et cetera*) that are found in and around their environment, it could bring the histories of different people closer together in the process also promote social cohesion within the South African classrooms.<sup>52</sup> The use of heritage sites from diverse cultural groups provide gains for teachers and learners by capturing learners’ interest, helping them develop “knowledge of the past, and developing their understanding of the value of these historic sources”.<sup>53</sup>

The potential of learners in the Parys region of South Africa possibly being able, and more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom is expressed through the words of a learner saying, “I never thought, or realised that we (learners) also have a history, or story to tell about ourselves”.<sup>54</sup> Again, the learner emphasises Mathews and colleagues’ recommendation that learners must be made aware that history is not simply a matter

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<sup>51</sup> C.S. Yesilbursa, & K.C. Barton, “Preservice Teachers’ Attitude...”, *Journal of Social Studies Education Research*, 2011, 2(2), 2011, pp. 1-21.

<sup>52</sup> B.B. Moreeng & C. Twala, “Monuments as spaces...”, *Mediterranean Journal of Social Sciences*, 5 (7), 2014, pp. 491-497.

<sup>53</sup> B.M. Boland, “Historic Places: Common Ground for Teachers and Historians”, *OAH Magazine of History*, 16 (2), 2002, pp. 19-21; See also C. Baron, “Of Pelicans and Pearl Divers: Understanding Teachers’ and Historians’ Different Approaches to Using Historic Sites”, Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Denver, November 2010.

<sup>54</sup> Project Questionnaire, KTM Private Collection, S/I school Respondent A, Schonkenville Township, 9 May 2017; See also A. Kitson *et al.*, *Teaching & Learning History 11-18: Understanding ...*, p. 84.

of pages in a textbook ...it is “events, and people once as real as learners themselves, and all that took place in, and around them”.<sup>55</sup>

One strong recommendation from the history teachers is the provision of intensive training for pre-service and in-service teachers by HEIs in order to address the identified challenge of the lack of “professionally trained and qualified history teachers as reported in this research study”.<sup>56</sup> The other recommendation to current curriculum planners is to encourage history teachers to adapt their teaching and learning of history from teacher-centred approach into learner-centred approach in order to meet the needs of the 21<sup>st</sup> century learner. In this instance, the establishment of functional and viable PLCs for history teachers is one measure that could be used to inspire teachers to be able, and/or more willing to practicalise the significance of the “history-is-all-around-us” approach in and outside the classroom in their teaching practice.

### ***7.7 Supporting a refreshed way and new future for practicalising history in schools***

In the first place, as far as the academic contribution and analysis is concerned, the training of history teachers in South Africa for the 21st century requires some brainstorming shifts to accommodate valuable and reasonable methodological teaching trend shifts (as developed from outside local needs and borrowed from transcontinental spheres). A suggestion is that in order to start and maintain a successful functional and viable PLC at the level of every school in the Parys region, each schools’ context, elements of which are the local teaching and learning practices. Again, the availability of teaching and learning resources, concerns and circumstances of the teachers in a particular school should be the “point of departure for such an initiative”.<sup>57</sup>

The second measure is for most well-functioning, and sustainable PLCs in general feature collaborative inquiry which is marked by critique, deconstruction, and reconstruction of teaching and learning practices that enjoys the “support of both

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<sup>55</sup> J. Mathews, *et al.*, *Discover History:...*, p. 88; See also J.P. Green, B. Kisida & D.H. Bowen, “The Educational Value ....”, *Education Next*, 14(1), 2014, pp. 78-86; Chapter Two sections 2.2.1 and 2.4.1; P. Okwelle & D.C. Isaac, “Constraints on the Utilization of Field Trips in Technology Education Instruction .....”, *International Journal of Innovative Social Sciences & Humanities Research*, 6(1), 2018, pp. 80-89.

<sup>56</sup> Compare Chapter Five, section 5.2.3.

<sup>57</sup> See Chapter Six, section 6.3.1.

internal and external stakeholders. Therefore, through a school-university collaboration, researchers can provide training as well as function as facilitators and to mentor teachers to be able to lead inquiry processes independently contributing to the “enhancement of school-based competence that will enable teachers themselves to “carry out critical inquiry”.<sup>58</sup>

Many research studies are supporting the idea that pre-service teachers’ practicum is a platform for facilitating deepened, and more “authentic collaboration between university instructors and school-based teacher educators, or co-operating history teachers. An efficient selection of the content of history teaching courses in HEIs and the practical aspects of training history teachers, as well as regular and efficient in-service training workshops to address needs most certainly will be the most important investments to ensure wisdom among educational forces in effectively utilising the revised history curriculum.<sup>59</sup>

In addition, to effectively implement and sustain the collaborative work of PLCs for history teachers in schools, the establishment of “strong support structures from all levels of a district and its school’s system in the Parys region and other parts of South Africa is critical”.<sup>60</sup>

Following from the above discussion, a simple solution to this unfortunate situation in the teaching and learning of history in South Africa, with particular interest to Parys, is that a closer cooperation among all who regard themselves as role players and custodians of teaching history in the school phases is required.

Moreover, a functional and sustainable collaborative university-school PLC for history teachers should be established, to cater for the training needs of pre-service and in-service history teachers in the town of Parys and its townships. In addition, more studies need to be conducted for history teachers to better understand their role and conditions that could enhance, and sustain collaborative structures such as PLCs in

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<sup>58</sup> See Chapter Six, section 6.3.2

<sup>59</sup> See also Chapter Six, sections 6.3.3. & 6.3.4.

<sup>60</sup> See Chapter Six, section 6.3.5.

their schools, especially in a developing country like South Africa with diverse classrooms.

Hopefully, this way forward may pave history teaching and the history teaching experience towards another level in Africa, and South Africa if constructively applied as suggested.

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# Annexures

Annexure A – Learners' questionnaire

## Learners' Fill in Questionnaire

### INSTRUCTIONS

Complete each of the following questions by inserting an x in the relevant box

### SECTION A

#### BIOGRAPHICAL DETAILS

1	Gender?	Male	Female
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2.	You are in Grade?	7	8	9	10
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3.	Name of your school?	AM Lembede	HF Verwoerd	Schonkenville Intermediate	Barnard Molokoane	Parys Secondary
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4.	Largest number of learners in your class?	0-15	16-30	31-45	46+
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5.	The language of instruction (language) you received in your Social Sciences or History class?	Afrikaans only	English only	Afrikaans and English	Any other official language
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## SECTION B

**The following items deal with specific questions regarding knowledge and attitudes of the study of Social Science and History in general and local history in particular.**

<b>To what extent do you agree/disagree with each of the following statements? Please indicate your response by putting an X in the most appropriate box.</b>	Strongly disagree	disagree	Agree	Strongly agree
1. We study Social Sciences and History at school to make learners aware of the rich history and heritage of our country	1	2	3	4
2. The study of Social Sciences and History helps to prepare young people for local, regional, national, continental and global responsibility	1	2	3	4
3. The study of Social Sciences and History is to create an interest in and enjoyment of the study of the past, people and events	1	2	3	4
4. Social Sciences and History is the study of old, useless and boring things of the past	1	2	3	4
5. The study of local history shows that every family and every town or township has a history of its own which is also important	1	2	3	4
6. History is everywhere, it is the old building at the end of the street, it is the songs we sing, the games we play, names of our streets	1	2	3	4
7. The study of local history can assist learners to be aware that history is not only pages in a textbook, but it can also be learned outside the classroom and from other people	1	2	3	4
8. Local history is attractive because it is about us and our surroundings	1	2	3	4
9. Local history is the history which individuals have experienced and will continue to experience in near environment.	1	2	3	4
10. Historic sites provide an emotional connection with learners and helps them to investigate and understand people and events in history	1	2	3	4

## SECTION C

**The following items in this section deal with specific questions regarding knowledge and experiences of “history-is-all-around-us”.**

<b>To what extent do you agree/disagree with each of the following statements?</b>  <b>Please indicate your response by putting an X in the most appropriate box.</b>	Strongly disagree	disagree	Agree	Strongly agree
1. Your family house, names, photos, and graves form part of the family history.	1	2	3	4
2. Your family traditions and customs usually practised at your family gatherings is your history.	1	2	3	4
3. Your family songs and rituals usually performed at your family ceremonies is part of your history.	1	2	3	4
4. Your family attire/clothes and food usually used on special family celebrated occasions is history.	1	2	3	4
5. Your family members’ educational, religious and career profiles forms part of your family history.	1	2	3	4

**Are the following objects examples of your school history? Choose Yes or No and give reason why you are saying so.**

i) Photos of principals, teachers, learners, School Governing Body members?

Yes	No	Why saying so? .....
		.....
		.....

ii) Pictures of soccer, rugby, volleyball, netball and basketball team players and attire or colours.

Yes	No	Why saying so? .....
		.....
		.....

iii) School records of teachers' names, learner numbers, different grades, class lists and examination results.

Yes	No	Why saying so? .....
		.....
		.....

iv) School buildings, admin block, classrooms, school hall, sports grounds.

Yes	No	Why saying so? .....
		.....
		.....

v) Type of a school for an example, a primary or secondary, boys or girls, town or township, farm or mine school.

Yes	No	Why saying so? .....
		.....
		.....

**Are the following remains an example of a town or township and region’s history? Choose Yes or No and why you are saying so.**

1. The names of our streets, such as Schilbach, Brown, Grens, Mtimkulu streets.

Yes	No	Why saying so? .....
		.....
		.....

2. The names of our residential areas like Vuka section, Vaal Parys, Ghana section, Schonkenville Township, Sisulu section, Hospital view.

Yes	No	Why saying so?
		.....
		.....

3. Our places of work such as ARWA, Stay Cold, Eskom, Pula hardware.

Yes	No	Why saying so?
		.....
		.....

4. Buildings like churches, schools, post office, police station, clinics.

Yes	No	Why saying so?
		.....
		.....

5. Recreation and leisure activities, Parys Bowling club, Parys Golf club, Dangerous Darkies soccer team, SAPS soccer team.

Yes	No	Why saying so?
		.....
		.....

6. Guests' houses and tourist places such as Dome-Inn, Stonehenge, Partuma hotel, Parys hotel.

Yes	No	Why saying so? ..... .....
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7. Celebration and commemoration of important community leaders, days and events like Tumahole Day and Fezile Dabi memorial lecture.

Yes	No	Why saying so? ..... .....
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8. Heritage sites with pictures of local and national leaders such as Fezile Dabi, Lister Skosana, OR Tambo, Nelson Mandela.

Yes	No	Why saying so? ..... .....
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9. Safe keeping of local peoples' state of health records at local town and township clinics and at Parys hospital.

Yes	No	Why saying so? ..... .....
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10. Up to date records of local farming activities such as types of farming like stock or grain, cattle or sheep, maize or sunflower.

Yes	No	Why saying so? ..... .....
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## SECTION D

The following items in this section deals with specific questions regarding the preferred ways of the teaching and learning of local history.

To what extent do you agree/disagree with each of the following statements? Please indicate your response by putting an X in the most appropriate box.	Strongly disagree	Disagree	Agree	Strongly agree
1. I study local history best from Social Sciences or History textbook only	1	2	3	4
2. I study local history best from my Social Sciences or History teacher only	1	2	3	4
3. I understand local history easily when doing it with my classmates in groups	1	2	3	4
4. I learn local history best by interviewing my parents and other elderly family members.	1	2	3	4
5. I learn local history well from songs, traditions and culture of the local community	1	2	3	4
6. I follow local history best through pictures, cartoons, television, and local radio stations.	1	2	3	4
7. I understand local history better at local museums, monuments, archives, heritage sites.	1	2	3	4
8. I understand local history well by investigating why and how people and events of the past are celebrated and commemorated.	1	2	3	4
9. I understand local history better when I see, touch and even experience it outside the classroom.	1	2	3	4
10. Local history is the remains of the past found in the shape of the buildings, names of streets, bridges and monuments.	1	2	3	4

Annexure B – Teachers questionnaire

**Teachdrs’ Fill in Questionnaire**

**INSTRUCTIONS**

**Complete each of the following questions by inserting an x in an appropriate box**

**SECTION A**

**BIOGRAPHICAL DETAILS**

1	Gender?	Male	Female
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2.	Age group?	25-30	31-40	41-50	51+
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3.	Years of teaching Social Sciences or History?	3-6	7-10	11-14	15+
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4.	You are teaching Grade?	7	8	9	10
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5.	In which school are you teaching?	AM Lembede	HF Verwoerd	Schonkenville Intermediate	Barnard Molokoane	Parys Secondary
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6	Your highest qualification in History?	Primary Diploma	Secondary Diploma	Bachelor Degree	Honours Degree	Masters’ Degree +
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7.	Are you affiliated to any of these journals?	Yesterday & Today	<i>New Contree</i>	<i>Journal of Regional &amp; Local studies</i>	<i>South African Society for History Teaching</i>	<i>South African Journal of Cultural History</i>	<i>South African Historical Journal</i>	<i>History Today</i>	<i>International Journal of Historical Learning, Teaching &amp; Research</i>
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8.	Are you aware of these resources of teaching History?	iNkosi Albert Luthuli Oral History Programme	History and Archaeology Panel Report, 2002.	South African History Project (SAHP), 2001.	South African History Online (SAHO)
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9.	Are you aware of these Museums?	World Heritage Site (Vredefort)	Klipspruit Heritage Museum (Parys)	Parys Museum	ARWA Museum (Parys)
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10.	Does your school has?	School Magazine	School Newsletter	School Yearbook	School Journal
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## SECTION B

The following items deal with specific questions regarding the availability and utilization of teaching and learning resources as well as the type of teaching and learning strategies implemented in Practicalising the significance of “History-is-all-around-us” in and out of the classroom.

To what extent do you agree with each of the following statements?

Please indicate your response by putting an X in the most appropriate box.

<b>a) Availability of teaching and learning resources</b>	<b>By no means 1</b>	<b>To a lesser extent 2</b>	<b>To a considerable extent 3</b>	<b>To a great extent 4</b>
<b>1) Facebook</b>				
<b>2) Twitter</b>				
<b>3) Blackboard</b>				
<b>4) Overhead Projector &amp; OHP Sheets</b>				
<b>5) Television</b>				
<b>6) Data Projector</b>				
<b>7) Radio</b>				
<b>8) Internet</b>				
<b>9) Cell phone/tablet</b>				
<b>10) Interactive Broadcasting Programme (IBP)</b>				
<b>11) White boards</b>				

b) The utilization of teaching and learning resources	By no means 1	To a lesser extent 2	To a considerable extent 3	To a great extent 4
1. Facebook				
2. Twitter				
3. Blackboard				
4. Overhead Projector				
5. Television				
6. Data Projector				
7. Radio				
8. Internet				
9. Cell phone/tablets				
10. Interactive Broadcasting Programme (IBP)				
11. White boards				

<b>c) Implementation of teaching and learning strategies</b>	<b>By no means 1</b>	<b>To a lesser extent 2</b>	<b>To a considerable extent 3</b>	<b>To a great extent 4</b>
<b>a) Chalk &amp; Talk (Lecture)</b>				
<b>b) Group discussion</b>				
<b>c) Projects</b>				
<b>d) Textbook</b>				
<b>e) Role playing</b>				
<b>f) Co-operative learning</b>				
<b>g) Blended learning</b>				
<b>h) Inquiry learning</b>				
<b>i) Problem-based learning</b>				
<b>j) Source-based learning</b>				
<b>k) Debate</b>				

## SECTION C

The following items deal with open-ended questions regarding knowledge, orientation and level of historical consciousness, the global trends and theories of the teaching and learning of Social Sciences or History.

<p>To what extent do you agree/disagree with each of the following statements?</p> <p>Please indicate your response by putting an X in the most appropriate box, and why saying so?</p>	Strongly disagree	disagree	Agree	Strongly agree
<p>1. The one thing the future can't take away from a family, community, town or township, is its past.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>2. Oral History is one vehicle that can lead learners to the rich heritage resources that one can find outside the walls of a classroom and the pages of a school textbook.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>3. Historic and cultural resources which are associated with the local people, events or aspects of that community's past, always give the local community a sense of pride and identity, and helps them tell their own story.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>4. The easiest and perhaps most enjoyable way for history teacher to be involved in a history research with the learners is by organizing or participating in a school or community history club.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>5. The study of local history can make learners realize that history is not simply a matter of pages in a textbook, but consists of events and people once as real as themselves, and which took place around them.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>6. Learning History outside the classroom supports learners' learning and development of their historical consciousness.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>7. If learners observe the remains of the past in their own neighbourhood, they are able to exercise the historians' skills of observing evidence, deducing from it and recording their findings.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>8. The study of local history can encourage learners to want to learn more about history and make it 'more real' to them as that person has walked the same path as them and is now being talked about in a history class.</p> <p>Motivate your answer</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>9. Professional Learning Communities (PLCs) can help bridge the gap between education theory, policy and practice, by connecting pedagogical practice with subject content knowledge.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4
<p>10. PLCs can provide space where experienced and inexperienced history teachers can share innovative ideas, and stimulate teachers to interrogate and re-invigorate their practice rather than to recycle their old ideas.</p> <p>Motivate your answer</p> <p>.....</p> <p>.....</p>	1	2	3	4

**THANK YOU**

Annexure C – Principals questionnaire

**Principals' Fill in Questionnaire**

**INSTRUCTIONS**

Complete each of the following questions by inserting an x in an appropriate box

**SECTION A**

**BIOGRAPHICAL DETAILS**

1	Gender?	Male	Female
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2.	Age group?	25-30	31-40	41-50	51+
----	------------	-------	-------	-------	-----

3.	Years of teaching?	6-12	13-18	19-24	25+
----	--------------------	------	-------	-------	-----

4.	Teaching which of these subjects?	Social Sciences or History	English	Maths	EMS
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5.	Years as a principal?	5-10	11-15	16-20	21+
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6.	In which school are you principal?	AM Lembede	HF Verwoerd	Schonkenville Intermediate	Barnard Molokoane	Parys Secondary
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7	Your highest qualification?	Primary Diploma	Secondary Diploma	Bachelor Degree	Honours Degree	Masters' Degree +
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8.	Does your school have?	School Magazine	School Newsletter	School Yearbook	School Journal
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## Section B

The following items deal with specific questions regarding the role played by the principal to avail and support the utilization of teaching and learning resources in order to enable history teachers to practicalise the significance of “History-is-all-around-us” in and out of the classroom.

<p>To what extent do you agree/disagree with each of the following statements?</p> <p>Please indicate your response by putting an X in the most appropriate box, and why saying so?</p>	Strongly disagree	Disagree	Agree	Strongly agree
<p>1. The study of history enables people to understand and evaluate how past human action has an impact on the present.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>2. The study of history supports democracy by preparing young people for local, regional, national, continental and global responsibilities.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>3. Your role is to create and support enabling environment for the teaching and learning of Social Sciences or History at your school.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>4. The teaching of local history in schools has become increasingly popular in many countries including South Africa.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>5. The rich history of the area immediately surrounding every home, every town or township, and every school is often neglected.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>6. Your school environment is a suitable place and space to practicalise the significance of “history-is-all-around-us” in and out of the classroom.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>7. The curriculum-based history excursions or tours for the learners are worth more than reading ten books.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>8. An educational visit to the local heritage site will raise awareness of the natural and build heritage among learners, teachers and parents.</p> <p>Motivate your answer .....</p> <p>.....</p>	1	2	3	4

.....				
<p>9. The study of history, especially local or regional history has also have future career opportunities for learners.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>10. All local school principals must join hands and work collaboratively with other local community leaders to promote histories of their local communities.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>11. Every school must establish its own functional PLC as key delivery place and space for teacher learning and professional teacher development.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>12. A supportive school management team is one of the major pillars to sustain functional and progressive PLCs.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

**THANK YOU**

Annexure D – Subject advisors’ questionnaire

**Subject Advisors’ Questionnaire**

**INSTRUCTIONS**

Complete each of the following questions by inserting an x in an appropriate box

**SECTION A**

**BIOGRAPHICAL DETAILS**

1	<b>Gender</b>	Male	Female
---	---------------	------	--------

2.	<b>Age group</b>	25-30	31-40	41-50	51+
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3.	<b>Years of teaching Social Sciences or History</b>	3-6	7-10	11-14	15+
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4.	<b>Years as Subject Advisor</b>	3-6	7-10	11+
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5.	<b>You are Subject Advisor in</b>	GET	FET
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6	<b>Your highest qualification in History</b>	Primary Diploma	Secondary Diploma	Bachelor Degree	Honours Degree	Masters’ Degree +
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7.	<b>Do you read any of these journals</b>	Yesterday & Today	<i>New Contree</i>	<i>Journal of Regional &amp; Local studies</i>	<i>South African Society for History Teaching</i>	<i>South African Journal of Cultural History</i>	<i>South African Historical Journal</i>	<i>History Today</i>	<i>International Journal of Historical Learning, Teaching &amp; Research</i>
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**SECTION B**

**The following items deal with open-ended questions regarding level of support and advice provided to teachers about global trends and theories in the teaching and learning of Social Sciences or History in schools.**

<p><b>To what extent do you agree/disagree with each of the following statements?</b></p> <p><b>Please indicate your response by putting an X in the most appropriate box, and why saying so?</b></p>	Strongly disagree	disagree	Agree	Strongly agree
<p>1. The main purpose of studying the past (history) in school should be to enable children to know themselves and their world better so as to live in it more satisfyingly and more effectively.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>2. Teachers need advice and assistance on how to implement active and critical learner-centred learning and teaching strategies in their teaching.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>3. The study of local history offers learners the highly required 21<sup>st</sup> century knowledge and skills necessary to become active and informed participants on a local, national and global level.</p> <p>Motivate your answer</p> <p>.....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>4. The histories of ordinary people in all local communities have a value in the national narrative.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>5. Globally the teaching and learning of history has changed drastically in the recent past.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>6. History teachers need guidance to incorporate and integrate international and national trends in the teaching and learning of local history which is in line with CAPS.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>7. Local history is better understood by the learners when 'doing' it rather than when they 'learn' it.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>8. It is time to free history learners from the 'chains of the classroom walls and endless note-taking' and experience the rich history all around them.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>9. The rich history of the area immediately surrounding every home, town or township, school is often neglected.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>10. Functional and sustainable History PLCs can play a major role in the empowerment of teachers for teaching of local history.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>11. History teachers should ask themselves about the nature of their local environment and the broad opportunities it offers as a means to enrich history PLC discursions.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>12. The establishment of functional and sustainable History PLCs in all towns can create ideal bases for collective praxis of teachers and learners.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

**THANK YOU**

Annexure E – Parents questionnaire

**Parents' Fill in Questionnaire**

**INSTRUCTIONS:**

**Complete each of the following questions by inserting an x in an appropriate box**

**SECTION A**

**BIOGRAPHICAL DETAILS**

1	Gender?	Male	Female
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2.	Age group?	25-30	31-40	41-50	51+
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3	Your highest qualification?	Gr. 6- 9	Gr. 10 -12	Diploma	Bachelor Degree	Master Degree +
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4	Grade of your child?	7	8	9	10
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5.	In which school is your child?	AM Lembede	HF Verwoerd	Schonkenville Intermediate	Barnard Molokoane	Parys Secondary
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6.	Stay in which community?	Town of Parys	Tumahole	Schonkenville
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## SECTION B

The following items deal with specific questions regarding the role of community leaders in promoting, protecting and preserving of the available tangible and intangible resources in and around Parys in order to enable history teachers to effectively utilize them to practicalise the significance of “History-is-all-around-us” in and out of the classroom.

<p>To what extent do you agree/disagree with each of the following statements?</p> <p>Please indicate your response by putting an X in the most appropriate box, and why saying so?</p>	Strongly disagree	disagree	Agree	Strongly agree
<p>1. One thing the future cannot take away from a family is its past.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>2. Parents must assist their children to accept and understand Me (myself), My family, My school, My local and regional history.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>3. The family names, photos, graves, attire/clothes and food are part of the family history.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>4. The study of history as a school subject is necessary for your child.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>5. The study of local history can introduce learners to traditions, practices, values and norms of that society/group.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>6. The area immediately surrounding every home, every town or township, and every school is full of rich history of the people.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>7. Your home environment is a suitable place and space to practicalise the significance of “history-is-all-around-us” in and out of the classroom.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>8. The curriculum-based history excursions for the learners are worth more than ten books.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>9. An educational visit to the local heritage site raises awareness of the natural and build heritage among learners, teachers and parents.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>10. The study of history, especially local or regional history has also future career prospects for child.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

<p>11. Certain people, days and events in your local community should be celebrated and commemorated.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>12. Local historical sites should be promoted, protected and preserved for future generations.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>13. The school children can play a major role in raising awareness for a community's local history.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>14. Heritage sites, history, tourism and employment opportunities are found in every community.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>15. The easiest and perhaps most enjoyable way for children to enjoy history is by joining a school or community history club.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4

**THANK YOU**

Annexure F – Community leaders' questionnaire

**Community Leaders' Fil in Questionnaire**

**INSTRUCTIONS:**

**Complete each of the following questions by inserting an x in an appropriate box**

**SECTION A**

**BIOGRAPHICAL DETAILS**

1	Gender?	Male	Female
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2.	Age group?	25-30	31-40	41-50	51+
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3	Your highest qualification?	Gr. 6- 9	Gr. 10 -12	Diploma	Bachelor Degree	Master Degree +
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4	Leadership field	Business	Local government	Health	Education	Others
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5.	Stay in which community?	Town of Parys	Tumahole	Schonkenville
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## SECTION B

<p><b>To what extent do you agree/disagree with each of the following statements?</b></p> <p><b>Please indicate your response by putting an X in the most appropriate box, and why saying so?</b></p>	Strongly disagree	disagree	Agree	Strongly agree
<p>1. Local history is attractive because it is about us.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>2. Your role as community leaders is to promote, protect and preserve the available tangible and intangible resources found in our community.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>3. Local history can help local residents to understand the potential of tourism of their area.</p> <p>Motivate your answer .....</p> <p>.....</p> <p>.....</p>	1	2	3	4
<p>4. Today's tourists want to experience unique places, traditions and history of an area.</p> <p>Motivate your answer .....</p>	1	2	3	4

.....				
.....				

**The following items deal with specific questions regarding the role of community leaders in promoting, protecting and preserving of the available tangible and intangible resources in and around Parys in order to enable history teachers to effectively utilize them to practicalise the significance of “History-is-all-around-us” in and out of the classroom.**

5. List about 3-5 places that are regarded as heritage sites in your local area.

- i) .....
- ii) .....
- iii) .....
- iv) .....
- v) .....

6. How do you market the local historical milestones to the community?

- a) .....
- b) .....
- c) .....
- d) .....

7. Which people can be used to promote local heroes and heroines of this area to the community?

- i) .....
- ii) .....

iii) .....

8. Do you agree or disagree with the notion that local libraries, archives and museums can be used as spaces and places to preserve the remains of the peoples' past activities?

Motivate your answer .....

.....

9. Do you agree or disagree that local archives and museums should be developed, maintained and used to promote the local and regional history through the local schools' history clubs?

a) .....

b) .....

c) .....

10. Which people, days and events are important in the history of your community that must be commemorated and celebrated by the community?

i) .....

ii) .....

iii) .....

11. To what extent do you make the youth of your community aware of the value and importance of those days and events to be part of their history?

i) .....

ii) .....

iii) .....

12. What role do you think schools as organisations can play to contribute in raising an awareness for a community's local history?

a) .....

b) .....

c) .....

13. How would you bring community leaders, other local leaders, school leaders and principals together to work collaboratively in the promotion of their local history?

i) .....

ii) .....

iii) .....

14. Do you agree or disagree that heritage sites, history, tourism and employment opportunities are found in every community?

Motivate your answer .....

.....

.....

15. Do you agree or disagree that the easiest and perhaps most enjoyable way for children to enjoy history is by joining a school or community history club?

Motivate your answer .....

.....

.....

**THANK YOU**

Annexure G -

Enquiries: BM Kitching  
Ref: Notification of research:  
Tel. 051 404 9221 / 082 454 1519  
Email: [berthakitching@gmail.com](mailto:berthakitching@gmail.com) and [B.Kitching@fseducation.gov.za](mailto:B.Kitching@fseducation.gov.za)



education  
Department of  
Education  
FREE STATE PROVINCE

The District Director  
Fezile Dabi District

Dear Mr Chuta

**NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY TK MOTUMI**

1. The abovementioned candidate was granted permission to conduct research in your district as follows:

**Topic:** Practicing the significance of "History-is-all-around-us" in and out of the classroom.

**Schools involved:** Barnard Molokoane Secondary, AM Lembede Primary, HF Verwoerd Primary, Parys Secondary and Schonkenville intermediate school (Fezile Dabi District).

**Target Population:** 20 Grade 7 Social Studies learners, 10 Grade 8 Social Studies learners, 10 Grade 9 Social Studies learners, 10 Grade 10 History learners, 2 grade 7-10 subject advisors for Social Studies and History, 5 principals, 10 teachers teaching Social Studies and History to Grade 7-12 learners. 10 Parents of Grade 7-10 learners who are taking History / Social Studies.

**Period:** From April to 30 July 2017. Please note the department does not allow any research to be conducted during the fourth term / academic quarter of the year nor during normal school hours.

2. **Research benefits:** The research will assist teachers in the province to implement some of the key principles of CAPS for both Social Sciences Grades 4 – 9 and History Grades 10 – 12. It will highlight the importance of Local and Oral History and the appreciation of heritage as an alternative teaching and learning approach. Furthermore it will highlight the role of PLSs in the professional development of teachers and learner attainment initiatives.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely

  
DR JEM SEKOLANYANE  
CFO

DATE: 13/01/2017

RESEARCH APPLICATION MOTUMI TK NOTIFICATION FD JAN 2017

Strategic Planning, Research & Policy Directorate

Private Bag X20565, Bloemfontein, 9300 - Old CNA Building, Room 318, 3<sup>rd</sup> Floor, Charlotte Mexeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

K.T Motumi

Answer - It

On 24 Mar 2017 10:54, "Charmaine Lekonyane" <Charmaine.Lekonyane@nwu.ac.za>

Dear Mr Motumi

Please find attached your approval letter from BaSSREC for the applic

**NWU-HS-2016-0198**

Practicalising the significance of "history-is-all-around-us"

Congratulations and all the best with your study!

Regards

Charmaine

Kind regards

**Ms B. Charmaine Lekonyane**

Research Support Assistant

C-CAD Administrative Assistant

School of Basic Sciences

Vaal Triangle campus,

Building 11B G05

Tel: (016) 910 3483

Charmaine.Lekonyane@nwu.ac.za



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