

Reflective Practice for Outcomes Based Education:

The In-Service Needs of Educators in the
Mafikeng District of the North West Province

By

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for the Degree of Master of Education in the
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West.

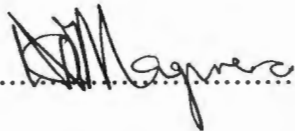
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DECLARATION

I declare that the dissertation for the degree of Master of Education at the University of Northwest hereby submitted has not been previously submitted by me for a degree at this or any other university, that it is my own work in design and execution and that all materials taken from other sources contained herein have been duly acknowledged.

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CERTIFICATE OF ACCEPTANCE

This dissertation, entitled 'Reflective Practice for Outcomes Based Education: The In-Service Needs of Educators in the Mafikeng District of the North West Province, RSA, written by Kwazi Ntombizodwa Magwenzi: 95/11409, of the Department of Teaching and Curriculum in the Faculty of Education is hereby recommended for acceptance for examination.

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ABSTRACT

The study is a survey of the aspect of teacher readiness for Outcomes Based Education. It was an investigation into aspects of teachers' practice to evaluate how much teachers possess of the knowledge, skills and competence needed by reflective practitioners envisaged in Outcomes Based Education.

The focus of the study was on four areas: firstly reflective qualities like innovativeness, open-mindedness and wholeheartedness towards teaching. The second area covered the educators' awareness of the kinds of knowledge reflective practitioners ought to possess. Thirdly, the educators' attitude towards their profession were assessed. Finally, educators were given a self-evaluation exercise where they assessed their needs objectively for competence to handle specific areas of Outcomes Based Education.

The investigation involved 64 educators from sixteen middle and high schools in the Mafikeng District. Questionnaires, interviews and lesson observation, methods were used for data collection in the study.



Results obtained in the study showed that approximately 56% of the educators have moderate to low levels of innovativeness. About 53% of the responses suggested some trait of open-mindedness. Middle school educators were more open-minded than high school educators. Less than half of the educators in the study (45,3%) indicated a wholehearted enthusiasm for teaching. 54,7% have divided, moderate to low levels of interest in teaching.

Results revealed a significant relationship between reflective ability and teaching experience. Experienced educators revealed higher levels of reflective ability than educators with fewer years of teaching experience. However, there was no relationship between reflective ability and gender. More or less equal levels of reflective ability were exhibited by both male and female educators.

On the essential areas of knowledge that reflective educators needed to possess, educators ranked as top priority a sound awareness of the importance of the Curriculum and Classroom Management. However, educators did not seem to appreciate the importance of the following areas: School Governance, the School Community, Learners, Moral and Ethical Issues and Classroom Experiences. Results obtained on the self-evaluation exercise proved that most of the educators felt incompetent to handle most of the procedures in Outcomes Based methodology. They indicated a strong desire for training in specific areas.

It was concluded that a comprehensive in-service programme for educators must be developed. Such a programme would include, not only training in OBE, but also motivation and self-development training workshops for educators. Secondly, optimum support must be given to educators in order to create conditions that lead to the effective execution of learner-centred methods. Finally, the needs of educators should be at this point in time, a priority research area for the successful implementation of OBE.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

South Africa is going through a process of change in education. The introduction of Outcomes Based Education(OBE) is an attempt to realise South Africa's dream, the creation of literate and productive citizens:

The vision for South Africa encompasses a prosperous, truly united democratic and internally competitive country with literate, creative and critical citizens, leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice. The realisation of this vision requires appropriate, lifelong education, training and development to empower people to participate effectively in all processes of a democratic society... (Department of Education: 1996)

Outcomes Based Education (later referred to as OBE in this report) is the main change effort that is designed to transform education and make it relevant to the country's needs. The country needs an education system that will prepare citizens who can contribute effectively to the social, political and economic development of the nation.

OBE is an innovation in the sense that it is a complete change, a paradigm shift from the old methods. Educationists have claimed that OBE faces an

implementation challenge of such magnitude South Africa has never experienced before. This is because innovation in education is not a question of providing new information but is also a matter of changing attitudes and values, providing new skills and adjusting relationships. (Tema B: 1997)

The teacher is the key to educational transformation. No genuine innovation in education can be successful unless teachers are personally committed and prepared to ensuring its success. It is important that in the implementation of OBE the focus should shift to teachers.

One of the most important challenges facing the implementation of Outcomes Based Education lies in the area of educators, their skills, expertise and commitment to the new education system. It is important to ensure that teachers are well prepared for the role they have to play in OBE.

It is essential that the training needs of teachers are identified and that they should receive the necessary training and support to make them adequate professionals for OBE because ultimately, it is the teachers' competence and attitude that will determine the success or failure of the new education venture.

1.2 STATEMENT OF THE PROBLEM

In the transformation of education, teachers find themselves caught up in circumstances of change, especially the task of translating ideas into

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meaningful classroom practice. This study was an investigation into the practice of teachers to discover to what extent teachers engage in reflective teaching.

It is a necessary prerequisite that before any educational innovation is contemplated, teachers are provided with the necessary knowledge, skills and expertise to enable them handle the new programme. The skills, knowledge and competence of the educator and his enthusiasm about teaching will determine the success of the educational innovation.

The focus of this study was on teacher readiness for Outcomes Based Education with particular reference to reflective practice. Curriculum 2005 requires adequate versatile professionals who are capable of reflection. Reflective professionals are educators who are open minded, flexible, capable of analysis, exhibit resourcefulness, are enthusiastic about teaching; and have a high level of professional responsibility.

A few key questions emerged as important to understanding the teachers thoughts about reflective teaching:

1. To what extent do teachers engage in reflective teaching?
2. Do teachers reflect on their teaching before the lesson, during the lesson and after the lesson?
3. What classroom events stimulate the teachers reflective thinking?

4. What classroom events stimulate the teachers' innovativeness, open-mindedness, wholeheartedness and enquiry skills?
5. What do teachers think about their practice?
6. Using the methodology requirements of Outcomes Based Education, teachers were asked to conduct a self evaluation exercise to indicate areas where they felt inadequate and therefore desired training in the form of staff development programmes.

The success of Outcomes Based Education rests to a large extent, on the creation of reflective educators who are capable of self-evaluation. When educators learn to identify their training needs, it is the first step towards their professional development.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to assess to what extent teachers in the Molopo, Botshabelo and Dithakong circuits of the Mafikeng District are ready for the role educators are expected to play in Outcomes Based Education, with specific reference to reflective practice.

It was an attempt to explore aspects of the teachers' practice to evaluate whether teachers indeed display the qualities that are expected from reflective educators envisaged in Outcomes Based Education. Using the essential characteristics of a reflective teacher as a guide, a survey was carried out to discover areas where teachers need development and training in the area of reflective teaching.

The study took into account the teachers' reflective ability inside and outside the classroom. There was an attempt to probe to what extent teachers engage in reflective thought and action regarding their whole practice of teaching.

Secondly, the study was a test of the teachers' professional competence - with particular reference to methodology in the classroom. The idea was to discover whether teachers are professionals who are well-grounded in educational theory and practice. Again, this aspect was closely linked to the methodology that teachers are expected to be conversant with in Outcomes Based Education.

Thirdly, the study also aimed at discovering teachers' responses to challenges in their profession. One of the essential characteristics of the reflective teacher is the enthusiasm with which he approaches his daily activities. Enthusiastic teachers will be prepared to take up the challenges posed by Curriculum 2005. The teacher's thoughts and feelings about his profession have a direct impact on the quality of work he produces.

Finally, the study became a survey of the in-service needs of teachers-training, needs arising from areas of inadequacy taken from the observation of teachers, interviews, questionnaires and also from the teachers self-evaluation.

1.4 RATIONALE FOR THE STUDY

The teacher plays a potentially powerful role in bringing about educational transformation. Bishop. (1985), states a curriculum is only as good as the quality of its teachers. In other words, the knowledge, skills and competence of the teacher determine to a great extent, the success of an educational innovation.

When innovations like Outcomes Based Education are introduced, many teachers often lack the necessary skills and knowledge to carry them out. The teaching profession in South Africa, as in most African countries, is a mixed bag consisting of unqualified teachers, highly qualified teachers, and poorly qualified teachers. Beeby, outlined the difficulties that emerge when new programmes are given to inadequately trained teachers:

Poorly educated teachers can teach only what they know and so they cling to the textbook and depend on the narrow, formal framework of the system to give them a sense of security. To ask such teachers to... adapt their teaching boldly to them is like snatching the life-jacket from a poor swimmer. (Beeby, quoted in Bishop, 1985: 194)

The poorly educated teachers and the untrained teachers need help when innovations are introduced. They are insecure in normal situations, therefore, innovations throw them into the deep end. Adequate support and training must be provided for such teachers and there must be a sensitivity to their plight.

Experienced teachers also need help in the face of innovations. Innovations can render a teacher's skill and experience irrelevant. He can feel lost and insecure in the face of a complete change from what he has known before. For most teachers who are used to chalk and talk and other teacher-centred methods, Outcomes Based Education represents a complete shift in methodology. Experienced teachers have to adapt to new skills for instance, - learner centred methods in the classroom. Teachers have also expressed feelings of inadequacy:

“Yes, Outcomes Based Education offers the promise of better quality education, however, our members are concerned and worried that if quality is to improve, then effective in-service training is needed for (us) teachers...”
(South African Democratic Teachers Union Chairperson, Mafikeng, January 1998 - address to the teachers)

It is therefore imperative that the in-service needs of teachers be evaluated and the necessary training and re-training given to allay such concerns.

The kind of educator required in the education system of South Africa at the present moment has the qualities outlined by the South African Committee on Teacher Education.

The Department of Education COTEP document (Feb. 1996) indicates that each teacher must exhibit some of the following qualities:

1. The ability to reflect critically on his own practice.
2. The ability to reflect on education in society.
3. Must be autonomous, flexible, creative and a responsible agent for change in response to the educational challenges of the day.

(Department of Education COTEP, 1996: 10)

These qualities describe a reflective educator. Reflective teaching is a spiral or cyclical process where the teacher continually monitors, evaluates his own practice. The reflective teacher views teaching as a facilitating process to enhance and enrich development (Fostnot: 1989: 11).

In an attempt to bring about improvements in the quality of education, policy makers should focus on empowering educators with knowledge, skills and expertise to make them reflective professionals.

If the empowerment of educators is to be achieved it is important to discover the skills that educators need to make them adequate professionals for OBE. It is crucial to allow educators to evaluate themselves (in a typically reflective manner) and indicate areas where they feel they need in-service development, an analysis which can provide a focus for the in-service training of teachers.

Professional growth in these constantly changing times is the concern of every profession. Education, as a profession, must provide its staff with opportunities to grow... The fact still remains that an effective in-service program can produce results that will lead to increased

competence and effectiveness in the performance of teaching. (Cawood, 1981: 15)

A study of the in-service needs of teachers in the Mafikeng District will give insight on the professional development needs of most of the teachers in the North West Province and the whole of South Africa. It might shed light on the question of teacher readiness for Outcomes Based Education.

1.5 DEFINITION OF TERMS

In this study a number of terms have been used that lend themselves to a variety of meanings in different contexts. In this section, the definitions given reflect the meanings of these terms as they are used in this particular study.

1.5.1 Reflective Practice

This term embodies two concepts namely “reflection” and “practice”. The term reflective is derived from the idea of reflection.

Reflection is an important human activity in which people recapture their experience, think about it,.. And evaluate it. It is this working with experience that is important in learning. (Loughran, 1966: 3)

The concept “practice” refers to the practice of teaching, the professional duties and obligations of the teacher in the classroom and the school. The focus of this study was mainly on the teacher’s mindset or views about the way teachers should approach their day to day tasks in the classroom and the school.

If a teacher is reflective in the practice of teaching, he engages in reflective action. Reflective action .. involves a willingness to engage in constant self-appraisal and development. (Pollard and Tann, 1987: 4)

Teachers who engage in reflective practice are those who analyse and reflect on issues surrounding the execution of lessons and the broader issues surrounding education as a whole. Reflective teachers monitor, evaluate and improve their practice. (Pollard, and Tann, 1987)

1.5.2 Outcomes Based Education (OBE)

This is a reference to the new approach to education that has been introduced to the South African education system and is based on the National Qualifications Framework (NQF). OBE is presented to the schooling subfield through Curriculum 2005.

OBE aims to develop citizens who are creative, critical thinker. Innovators and problem solvers instead of meek students who are consumers of knowledge. It is logical that reflective practice has become a requirement for school educators.

Evaluation

At a definitional level, evaluation subsumes judgement, assessment and appraisal. Evaluation is about working out the value of something on the basis of evidence. (Alsway and Van Rensburg: 1995)

In this study the researcher had to make value judgements on the teachers reflective ability using their responses to questionnaires, interviews and also lesson observations.

1.5.3 In-Service Needs

In-service needs of teachers are referred to as areas where teachers in the field need staff development or in-service education. In this study in-service needs are assumed in the context of OBE to include skills required for reflective practice such as innovativeness, open-mindedness wholeheartedness or enthusiasm for teaching, evaluation skills and facilitation skills and communication skills.

1.5.4 Anticipatory Reflection

This involves thinking about the lesson before it begins, reflecting on different methods, posing problems and solutions before setting on a course of action. (Loughran, 1996)

1.5.5 Contemporaneous Reflection

It refers to the process of responding to the complex and dynamic nature of teaching circumstances in the classroom. The teacher must perceive and respond immediately to difficult situations in the lessons and offer satisfactory solutions for such occurrences. (Richards and Lockhart, 1994)

1.5.6 Retrospective Reflection

Retrospective reflection is the act of thinking about a lesson, reflecting on it in order to learn from the successes or failures experienced. (Pollard and Tann, 1987)

1.5.7 Innovativeness

This is the ability to introduce new things or new methods (Oxford Dictionary, 1990) In this study the innovative teacher is one who has a willingness to adapt to changes and new ideas and has a commitment to contributing towards educational developments. (Pollard and Tann, 1987)

1.5.8 Open-mindedness

To be open-minded is to be ready to listen to more sides than one. In this study the open-minded teacher is one who is flexible and responsive to alternative teaching strategies that are available to him. (Loughran, 1996)

1.5.9 Wholeheartedness

Wholeheartedness is displayed when a teacher projects a high level of interest and enthusiasm in his approach to teaching. In this study, the educator projects this wholeheartedness in addition to the high level of interest in teaching and also finds meaning and fulfilment in this occupation. (Dewey, 1933)

1.6 Educators

In this study, the term 'educator' refers to teachers in middle and high schools. The terms "teachers", "educators" and "practitioners" are used interchangeably to refer to teachers who are responsible for instructional practices in the classroom.

1.7 Summary

The successful implementation of OBE rests in the creation of reflective educators who possess the knowledge, skills and in expertise required in this challenging programme. If this aspect, that is so crucial to the success of any educational innovation is taken care of, it might go a long way in providing for a smooth transformation in the education of South Africa.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In order to carry out this project, two major variables were identified namely, reflective skills (for an educator) and outcomes-based education. This chapter focuses on these two variables and elaborates on how they might be related to each other. The organisation of the material in this chapter is as follows:- firstly there is background information on the transformation of education in South Africa and the introduction of OBE; secondly, the need for reflective practitioners in the implementation of OBE is discussed; thirdly the nature of reflective practice and the characteristics of reflective practitioners are discussed; finally the role of reflective teachers in OBE is the focus of the last section in the chapter.

2.1 BACKGROUND INFORMATION

THE TRANSFORMATION OF EDUCATION IN SOUTH AFRICA

The transformation of education in South Africa at the present moment, is part of the social change that is taking place in all sectors of life in the country. This transformation has come about because of the realisation that South African citizens must be fully equipped to solve the complex socio-economic and political problems that face, not only South Africa but other nations as well.

All South Africans look forward to a prosperous, democratic country, a nation that is free of discrimination. For many, this means they must be empowered to participate as active citizens who are able to influence public policy. In order to create active citizens who are capable of independent, creative thinking for a democratic society, something must be done in the education system. The previous education system did not prepare citizens for a democratic society.

The introduction of OBE is a response to the inadequacies of the old system of education in South Africa. The traditional approach created citizens who accepted knowledge packaged out for them, instead of being absorbed in critical thinking. Because of its teacher centred methods, it created passive learners who could not take responsibility for their own learning. Learners had no opportunities for decision-making in the classroom or school. It is assumed that individuals who were educated in this type of system were unable to participate actively in solving the problems or in socio-economic development of any society.

Curriculum 2005 is a new programme for schooling in South Africa which, according to Department of Education Policy Document, 1996: 1 aims at;

Equipping all learners with the knowledge, competence and orientations needed for success after they leave school. ...Its guiding view is that of creating a thinking, competent future citizen. (Dept Of Education, 1996: 1)

2.2 COMPETENCE BASED TEACHER EDUCATION

The main focus of the transformation of education in South Africa is on changing classroom practice. The deficiencies in teaching should be assessed and remedied. The teacher is at the centre of this transformation process. It is ultimately his classroom practice that will determine the success or failure of the change effort in education.

In the search for quality in teaching, the Committee on Teacher Education came up with a policy document on Norms and Standard for Teacher Education in February 1996. In this document the qualities that are desirable in a prospective teacher are outlined. Quite significantly, a mixture of two models are proposed for reforming teacher education, namely a Competency Based Education and Reflective Practitioner Approach.

Competency Based Teacher Education is based on the belief that teachers should possess specified competencies that should contribute towards effective classroom practice. These competencies include competencies related to the knowledge a teacher must possess and competences related to skills like communication, methodology, classroom management and assessment skills.

However, the focus of this study is not on the competency model but on the Reflective Practitioner Model of Teacher Education.

2.2.1 The Need for Reflective Practitioners

The Cotep Document of 1996 clearly illustrates the type of teacher the country needs for the success of OBE.

This document stipulates that teacher education in South Africa should prepare;

... teachers to be active and reflective members of the teaching profession. (Department of Education (COTEP), 1996: 12)

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Teacher education, according to this document, should develop student teachers who are interested in: promoting the educational, moral and spiritual wellbeing of the learner, exercising critical thinking skills in all spheres of professional activity; show an active involvement with parents and parental community and are committed to professional development as educators.

The reflective practitioner envisaged in the Cotep Document of 1996 reflects the qualities such as.

a) The ability to reflect critically on his own practice

A reflective practitioner engages in self evaluation and self-enquiry. Richards and Lockhart (1994) maintain that the reflective teacher learns a lot from self-enquiry. For many teachers, classrooms visits by supervisors are the main source of information or feedback on their competence in

instructional practice. These comments are useful. However, teachers themselves are in the best position to examine their own teaching. From this enquiry the teacher is made aware of his competence and also areas of need. He is in a position to identify his in-service needs which can be addressed through staff development programmes or through private study. This approach leads to professional growth.

b) The ability to reflect critically on education in society

The reflective teacher has a willingness and commitment to contribute towards social and educational development in this society. Such a teacher can make this effective contribution if he is capable of reflecting on and obtaining information on educational and social developments in order to identify and understand recent trends. He can come up with positive suggestions about innovations which would enable his school to contribute to developments in the community and society in general.

c) Finally, the reflective practitioner is flexible, creative and is a responsible agent for change in response to the educational challenges of the day

The flexible teacher is adaptable in the changing situations and circumstances in the classroom or the whole practice of teaching. OBE has brought about changes in instructional practice to which teachers must adapt. Flexible teachers will take up this challenge of adapting to new methods of teaching and new methods of assessment. The reflective teacher is innovative. He is

capable of working out new ways of doing things or new approaches to solving problems. OBE requires creative and innovative educators who will instil these essential qualities in the learners.

2.3 THE NATURE OF REFLECTIVE PRACTICE

There are various ways of considering reflective practice. Loughran (1996) has distinguished three types of reflection: anticipatory reflection, contemporaneous reflection and retrospective reflection.

Schon (1987) described three forms of reflection, reflection-on-action, reflection-in-action and reflection-for-practice. Brubacher et al (1994) have used terms that are identical with Schon (1987).

2.3.1 Reflection-for-Practice: Anticipatory Reflection

This is the first and most common type of reflection most teachers embark on and it embraces the question:

How might I approach teaching this, particular lesson /
content?

If this question is the entry to reflective teaching then it should be a guide how the educator reasons through and develops a pedagogical approach that is tested through practice.

Anticipatory reflection offers opportunities to work through and offer suggestions and make purposeful decisions about the course of - action to be embarked upon in the lesson.

In order to teach a lesson satisfactorily, there is a need to think about the topic to be taught, the methods to employ in teaching it and why these methods are applicable. However, there is a difference between planning a lesson and reflecting on how the lesson might unfold, the options available in the teaching environment and the reasons for the action to be adopted. (Loughran, 1996)

Anticipatory reflection involves an approach to thinking about teaching in ways that allow the teacher to pose problems concerning the lesson, to reason through the choices, to hypothesize about what might and might not work and why, and to settle on a course of action which can be tested through teaching.

It involves reflecting on different approaches to teaching content, sifting and sorting the ideas until you settle on an approach to adopt. It gives the teacher an opportunity to approach teaching in a more responsive than mechanical way. Reflection on how a teaching episode might progress gives a greater sense of purpose to teaching.

The reflective teacher works out what we may call anticipated difficulties. Strategies for handling such occurrences are then worked out for use during the lesson.

The following questions are the kind of reflective questions that should be part of anticipatory reflection:

- a) Are the students going to learn something in this lesson?
- b) Is the lesson going to be enjoyable, varied and satisfying?
- c) Does the lesson connect up with what went on before?
- d) Is it building on previous learning?
- e) Does the lesson lead the way to useful activities in later lessons?
- f) Is it opening up new areas of knowledge or practice? (Hubbard, et al: 1983)

2.3.2 Reflection-in-Practice: Contemporaneous Reflections

This refers to reflection-in-practice or-action-present reflection. This type of reflection should occur during the course of the lesson. It is teacher's response to the anticipated and unexpected things that occur during the course of the lesson. The teacher learns from this practice in action.

Loughran (1996) states that it is through contemporaneous reflection when the complex and dynamic nature of teaching may be developed so that it becomes immediately responsive to learning. (Loughran, 1996)

It is a situation where decisions need to be made on the spot, problems and difficulties in the lesson have to be noted and resolved. In most cases, it calls for immediate changes or alternative approaches during the course of the lesson. This can be contrasted to a mechanical approach where the teacher follows a fixed route during the lesson even if obvious failures are observed.

For the inexperienced teachers reflection-in-practice can be frustrating and difficult because they lack extensive classroom teaching experience. The difficulties associated with attempting to respond quickly to changes in the lesson combined with the pressure of trying to develop mechanisms for addressing problems are all added pressures for such teachers.

Since contemporaneous reflection is a complex exercise, Schon (1983) suggests that the more often the process is employed, the more comfortable one might become with its use. Through constant practice and adaptation, the process becomes more and more refined. Schon also explains that reflection-in-practice can be understood through phrases like:

... thinking on your feet, keeping your wits about you, and learning by doing (and) suggest not only that we can think about doing but that we can think about doing something while doing it. Some of the most interesting examples of this process occur in the midst of a performance. (Schon, 1983: 54)

Reflection-in-practice demands that the teacher should be capable of evaluating his actions and also all aspects of classroom occurrences as they occur. It calls for a spontaneous approach to the dynamic nature of the teaching-learning situation.

Pollard and Tann (1987) describe the quality of withitness as an essential element in reflection-in-practice.

Teachers who are withit have eyes in the back of their heads. They are able to anticipate and see where help is needed. They are able to nip trouble in the bud. They are skilful at scanning the class while helping individuals.. They are alert, they can pre-empt disturbance, and they can act fast. They can sense the way a class is responding and can maintain a positive atmosphere. (Pollard and Tann, 1987: 122)

One realises that this kind of teacher effectively manages all events and interaction that occur in the classroom effectively.

Reflection-in-practice is a challenge for most teachers. It may be threatening or uncomfortable to recognize the need for alternative approaches during the course of the lesson and to boldly execute the change. However, this ability can salvage a lesson that could otherwise turn out to be a disastrous one.

Contemporaneous or reflection-in-practice is a crucial aspect of reflective practice.

2.3.3 Reflection-on-Practice: Retrospective Reflection

It is not adequate for teachers to depart from their classes relieved that they have completed another lesson. It is important to reflect on the experience and learn from it. The key to retrospective reflection lies in the following questions.

- i) Why was the lesson good or bad?
- ii) How can the learning from that lesson shape my thinking about other situations?

Retrospective reflection is not confined to bad lessons. It means learning from the experience regardless of the failure or success. It is more than a fleeting glance or thought about the lesson. From retrospective reflection comes the ability to improve the way lessons are taught.

Retrospective reflection must involve questioning what happened in the lesson and why. Open-mindedness is an important quality in this situation. There must be a willingness to change certain aspects of teaching in future lessons. Events in a lesson might affect approaches to subsequent lessons. It also affords the teacher time to see and reflect on things he might not have worked out during the lesson.

The reflective teacher makes evaluative decisions about a lesson. Richards and Lockhart (1994) describe evaluative decisions as those decisions a

teacher makes after a lesson has been taught. They arise from asking the following kinds of questions about a lesson:

- a) Was this lesson successful? Why? Or why not?
- b) What were the main strengths or weaknesses of the lesson?
- c) Did the students learn what they were intended to learn?
- d) Did the lesson address the students need?
- e) Were all students involved in the lesson?
- f) Did I do sufficient preparation for the lesson?
- g) Do I need to re-teach any aspect of the lesson?
- h) Will I teach the material in the same way again?

Retrospective reflection is a powerful tool in helping teachers to reshape their teaching in future instructional episodes. It can lead to improved practice as the teacher considers the options available and works towards some form of problem resolution.

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2.4 SIGNIFICANT ELEMENTS OF REFLECTIVE PRACTICE

Sparks-Langer and Amy Colton (1991) maintain that there are three essential elements that play a crucial role in fostering reflection and reflective practice in a teacher. These elements are: the cognitive element, the critical element and the narrative element.

2.4.1 The Cognitive Element

The cognitive element refers to the knowledge that teachers need to be reflective, to make good decisions regarding their practice. Seven broad categories of a knowledge base that would contribute to successful reflective teaching are:-

2.4.1.1 Content Knowledge

An informed teacher has an extensive knowledge base about teaching. Teaching is a complex, multidimensional activity. The teacher who has extensive knowledge of his subject matter, and a deeper awareness about the different dimensions of teaching is better prepared to make appropriate judgements and decisions.

2.4.1.2 Strategies of Classroom Management

A reflective educator is able to maintain order and discipline in the classroom. He is able to handle and control all aspects of the learning episode. This includes motivating the learners, managing, maintaining and monitoring learning successfully. Through active judgement and active decision-making, the teacher minimizes disturbance, handles crises and maintains a smooth flow of the lesson. (Pollard and Tann, 1987)

2.4.1.3 Knowledge of learners and their characteristics

The reflective practitioner has adequate knowledge of the learners and

their learning ability. This is a crucial element in OBE. The learner in OBE is at the centre of learning. The emphasis in OBE is to give opportunities to each learner that will permit him to realize his full potential. Because of this principle each learner's progress is assessed continually, each learner's needs are identified and accommodated through timely intervention - the provision of remedial classes. (Department of Education Assessment Policy in the General Education and Training Phase: 1998)

2.4.1.4 Knowledge of Educational Contexts: School Governance and the School Community

One area that has received significant transformation in South African education is school governance. A number of crucial changes have taken place, that have transferred power from principals and school boards to Parents and Teachers Associations and School Governing Bodies. It is essential that teachers should possess adequate knowledge of school governance in order to operate effectively in the school. The question of accountability is crucial. Teachers should know the people they are accountable to in the practice of teaching, learners, parents, the school, the school community and society in general.

The reflective teacher has adequate knowledge about, and interacts with the school community. Recent trends have shown that in the new

South Africa parents and the school community provide strong allies in generating support for school development.

2.4.2 The Critical Element

This aspect deals with moral and ethical aspects of social justice. Teachers must be active interpreters of policy. Teachers are individual members of society who have the right to pursue their own values and beliefs as guided by their individual, ethical concerns. However, reflective teachers cannot afford to be passive on issues of social justice.

Zeichner (1990) highlighted that the reflective teacher's attention is focused inwardly at his own practice and also outwardly at the social conditions in which these practices are situated. For Zeichner, the reflective teacher vocalizes instances of inequality and injustice within schooling and society for close scrutiny. He is also committed to reflection as a social practice. (Zeichner, 1990)

2.4.3 The Narrative Element

The third element of reflective practice, the narrative element refers to teacher accounts of their own classroom experiences. Each teacher has a repertoire of his own classroom experience and it can serve as a useful guide to his future lessons.

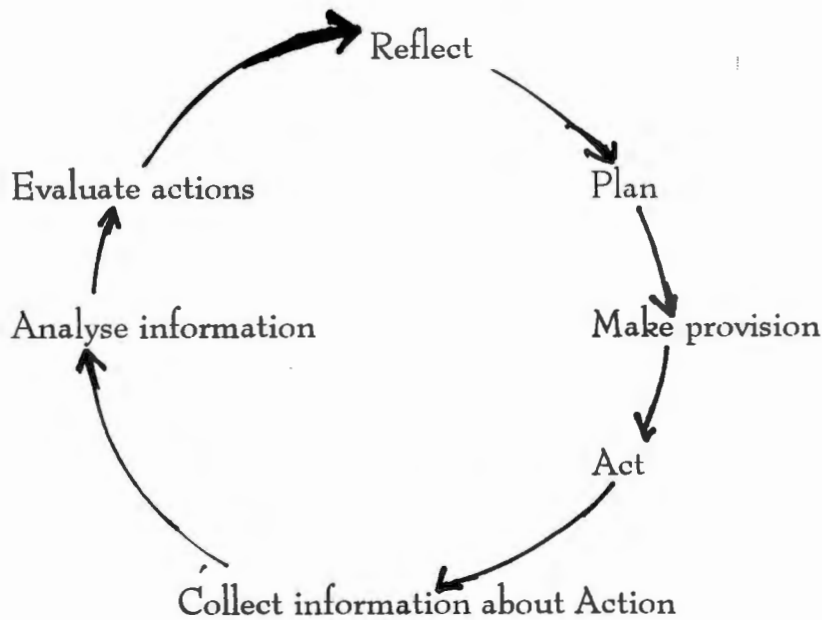
Cross (1988) maintains that a critical reflection on classroom experiences involves examining teaching experiences as a basis for evaluation and decision making and as a source of change.

Reflective teachers are better informed on the nature of their teaching since they are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. The assumption is that if teachers are actively involved in reflecting on what is happening in their classrooms, they are in a position to discover whether there is a gap between what they teach and what their learners learn. Examining classroom experiences therefore becomes a systematic exploration of classroom processes in order to improve instructional practices.

2.5 THE PROCESS OF REFLECTIVE TEACHING

Reflective teaching requires teachers to monitor, observe and collect information on their classroom practice. This information is then critically analysed and evaluated and certain decisions are made. This leads to a situation where teachers revise their classroom plans and actions before beginning the process again. It is a spiral on-going process that should lead to higher quality teaching. Diagram 2:5 on page 30 illustrates this process of reflective teaching.

Diagram 2:5: The Process of Reflective Teaching



When teachers engage in the types of reflection discussed here, namely: anticipatory reflection, contemporaneous reflection and retrospective reflection or reflection before, during and after a lesson, this is part of the ongoing process of reflection that should dominate continuously in the practice of teaching.

The steps outlined in Diagram 2:5 above illustrate that reflection should serve a purpose. The reflective practitioner at any stage in the teaching-learning process should reflect and make plans based on the reflection. After planning, provisions are made for the effective execution of plans. He then acts on the plans, and, during the action collects information about the action - strengths, weaknesses and other cues. After each act the information

is analysed and all actions are evaluated. In other words, he reconsiders all the activities of the learning episode. This becomes a useful starting point for reflecting on the next learning episode. This signals the beginning of the next cycle.

Brubacher et al (1994) summed up the nature of reflective practice. The reflective practitioner is one who makes decisions after a careful consideration of all the assumptions on which the decisions are made. These decisions are made before, during and after a learning episode. In order to make these decisions the teacher must have adequate curriculum knowledge, classroom management skills and instructional skills, knowledge about students, the school and society.

2.6 CHARACTERISTICS OF REFLECTIVE TEACHERS

Reflective teaching can be contrasted to routine teaching. The routine teacher is guided by tradition, habit, and authority and by institutional definitions. He is relatively static and does not respond to changing priorities and changing circumstances. (Pollard and Tann, 1987)

The reflective teacher possesses qualities that are a direct contrast to those that are exhibited by a routine traditional teacher. The reflective teacher is actively engaged in the process of reflection. He is actively and purposefully engaged in thinking and working out way of responding to problem situations and all situations surrounding the teaching-learning situation. He is not

static, but possesses an active concern for aims and consequences of teaching. He does not adopt a mechanical approach to teaching.

A mechanical approach is one where the teacher automatically repeats what he has done before, or goes through procedures without analysing or evaluating his actions and the success or failure of planned activities.

Good teaching requires rational, reflective and conscious decision-making. Reflection is a process which enables the teacher to justify his or her decisions in the classroom.

Teachers are confronted with a range of different options and are required to select from among these options the ones they think are best suited to a particular goal. The option the teacher selects is known as a decision.

Teaching involves making a great number of decisions. Before a lesson is taught it must be planned. The teacher makes planning decisions. During the lesson the teacher has to make on-the-spot decisions concerning different aspects of the lesson, many of which have not been planned. After the lesson, the teacher must make decisions about its effectiveness and what the follow up will be. These are known as evaluative decisions. (Richards and Lockhart, 1994)

Firstly, a reflective teacher combines enquiry with innovativeness, open-mindedness and wholeheartedness. He continually evaluates and revises his own practice, is creative, flexible and has great enthusiasm in his approach to teaching.

Secondly, a reflective teacher displays an active concern for aims, means and consequences. In other words he is goal-oriented. At the same time the issue of arriving at specified goals on outcomes is also important to him. That is why classroom procedures are of such importance to him.

Thirdly, the reflective practitioner relies on his own judgement, which is informed partly by self-reflection and partly by significant authorities and insights from educational disciplines.

Some of the essential characteristics of the reflective teacher will now be discussed in greater detail.

2.6.1 Innovativeness

An innovative teacher is one who is creative and is interested in the development of new ideas in his educational and social context. It is the responsibility of reflective teachers who possess an awareness of issues beyond the classroom, for instance, social issues, to contribute towards school developments. The reflective teacher comes up with positive suggestions about innovations in his subject or school which would enable the school to

contribute more fully to developments in the community and society in general.

2.6.2 Open-mindedness

Open-mindedness is the ability to consider problems in new and different ways, to be open to new ideas and thoughts. An open-minded teacher is ready to listen to more sides than his own, to be an active listener who is prepared to change previous practice in the light of new information. According to Dewey, open-mindedness is;

An active desire to listen to more sides than one, to give heed to facts from whatever source they come, to give full attention to alternative possibilities, to recognise the possibility of error even in beliefs which are dearest to us.
(Dewey, 1933: 29)

Open-mindedness is an essential quality in reflection because any enquiry that is based on partial evidence is weak. It is therefore healthy for teachers to engage in self reflection and to challenge their prejudices and ideologies as well as those of others. However, open-mindedness does not mean a reluctance to believe in one's value position on social and educational issues but to constantly evaluate one's position in the light of new ideas in society.

This quality of open-mindedness is particularly essential for teachers in the light of the new curriculum Outcomes Based Education. For some, if not most of the teachers, OBE represents a change in their professional beliefs

and their methods of teaching. It means entering new, unfamiliar areas in teaching. Open-mindedness is a quality that must be developed in teachers to make them receptive and ready to explore new areas in education.

2.6.3 Wholeheartedness

The third attitude that is desirable in a reflective teacher is that in a reflective of wholeheartedness. For Dewey, a reflective individual should be dedicated, single-minded, energetic and enthusiastic.

There is no greater enemy of effective thinking than divided interest. A genuine enthusiasm is an attitude that operates as an intellectual force when a person is absorbed, the subject carries him on. (Dewey, 1933: 30)

Wholeheartedness is displayed when a teacher is thoroughly involved in his subject. Interest is maintained at a very high level. Such an enthusiasm is contagious. Interested teachers make interested learners.

A teacher who arouses such an enthusiasm in his pupils has done something that no amount of formalized method, no matter how correct, can accomplish. (Dewey, quoted in Loughran, 1996)

Outcomes Based Education requires learners to take responsibility for learning. Enthusiasm and motivation become essential ingredients that will generate a drive to learn, a willingness to explore and discover new information.

Together, the three attitudes - innovativeness open-mindedness and whole-heartedness are vital ingredients of the professional commitment which must be demonstrated by those who aim to be reflective teachers. (Pollard and Tann, 1987)

2.6.4 Essential Skills for Enquiry

The reflective practitioner needs enquiry skills. The following skills are crucial for enquiry:-

Evaluation skills:- Evaluation is the ability to make judgements about educational issues. Such skills are needed to evaluate any kind of given information or situation.

Strategic skills:- The ability to plan for action and anticipate its implementation includes working out strategies for successful implementation is essential for the reflective teacher. This skill is particularly useful in lesson delivery, where the teacher has to put a number of strategies and activities for a successful lesson.

Practical skills:- These are linked to strategic skills. It is not satisfactory to plan for action but to fail to make an effective practical delivery . Practical skills involve the hands-on practical application of learning activities, handling interaction, pacing the lesson and all other relevant parts of the lesson.

Communication skills:- Reflective teachers are fluent communicators because such teachers need to communicate and share their ideas with others. Good communication skills are also necessary for effective lesson delivery.

Action Research Skills:- Action research is part of the reflective teachers classroom practice. In this context, action research refers to teacher-initiated classroom investigation which seeks to increase the teachers' understanding of classroom teaching and learning, and to bring about change in the teachers' own classroom. (Gregory, 1988)

It consists of a number of phases which can recur in circles: planning, action, observation and reflection.

The starting point may be to select an issue of concern and to examine it in more detail. For example, students in the teachers' class might be fond of reproducing lecture notes in tests and examinations.

The next step taken by the reflective teacher is to select a suitable procedure for collecting information on the above problem. The teacher then collects information, analyses it, and decides what changes might be necessary. He then develops an action plan to bring about a change in the behaviour. For instance, he might give incentive marks for original work produced by students. The final step is to observe the effects of the action plan.

2.7 REFLECTIVE TEACHERS AND OBE

OBE is the boldest attempt at curriculum renewal in recent south African history. OBE aims to develop citizens who are active and reactive, individuals who are capable of critical reflective thought and problem solving:

The new curriculum is aimed at creating individuals who have the capacity to reason, to ensure, form judgements and achieve understanding. (Department of Education: White Paper on Education: March, 1995: 22)

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WHAT IS OBE?

The concept acknowledges that everyone can learn. It defines what learners are to learn, emphasises on learning not teaching, measures their progress based on actual achievement, helps his learner to develop the innate skills. It is a set of principles and guidelines which provide the means to seek truth and knowledge of reality, the causes and nature of things and of the principles governing existence, the material universe and human behaviour, it allocates enough time for maximum potential development.

Broadly speaking, Outcomes Based Education is made up of the following components:- Learning Areas, National Qualifications Framework, Assessment and Curriculum Framework. These facets operate interdependently carrying the message of Curriculum Development. An important aspect of OBE is the two types of outcomes, namely Essential and

Specific Outcomes. (Department of Education - Introduction to OBE: 1997) - Curriculum Development Unit).

The entire effort of OBE is based on seven critical or essential outcomes, rather than on a quantum of content knowledge. These critical outcomes underpin the learning process, they inform and are relevant in all learning areas since they specify competences that are expected of learners in their mastery of all learning areas. Apart from the critical outcomes there are specific outcomes that are linked to learning areas.

A study of the critical outcomes in OBE will reveal how it is to achieve its desired goals. The first critical outcome states that learners should be able to communicate effectively using visual, mathematical and / or language skills in the modes of oral and / or written presentation. In order for teachers to impart communication skills in learners, they should be effective communicators themselves. Reflective teachers can handle communication in OBE since communication ability is one asset the reflective practitioner possesses.

The second critical outcome states that learners should be able to identify and solve problems by using creative and critical thinking. In order to achieve competence levels that are explicit in this outcome teachers should promote learners ability to think logically and analytically. This calls for problem solving strategies in teaching methodology. Reflective teachers are

competent at problem-solving and other learner-centred approaches that foster critical, analytical skills in learners. The third critical outcome also demands that learners should be equipped with evaluative skills. It states that learners should be able to collect, analyse, organise, and critically evaluate information. The two critical outcomes outlined in this paragraph refer to critical creative ability and analysis or evaluation skills.

Ennis Robert (1991) defines critical thinking as;

... reasonably reflective thinking that is focused on deciding what to believe or do. (Ennis, 1991: 6)

From Roberts definition, one realises that critical thinking demands independence in working out solutions, working without the assistance of someone. Secondly, critical thinking is dependent on the engagement of the thinker in the process, active involvement in working out relationships or solutions. It goes beyond recitation or memorisation of material. Teachers cannot tell learners to do critical thinking. They will be called upon to activate stimulate, propel students to become creative, critical thinkers. This calls for skill and expertise on the part of the teacher. This kind of task can be handled if teachers are reflective practitioners. Reflective teachers who engage in critical reflection as part of their classroom practice will be able to impart this reflective process in the learners.

The fourth critical outcome states that learners should be able to use science and technology effectively and critically, showing responsibility towards the environment and the health of others. The use of the word "critically" suggests once again reflective qualities that learners must possess. The knowledge of science and technology must not be content knowledge only. Learners should be able to identify and solve problems in this discipline. They are expected to be creative or innovative and come up with inventions that would contribute to the development of the country. In order for science teachers to be able to deliver more than just content knowledge in science, they must be reflective teachers. Reflective teachers will employ and impart enquiry skills like evaluation, analysis, strategic and practical application skills to science and technology students.

The fifth critical outcome emphasises the need for learners to take the responsibility for their own learning. Learners are expected to organise and manage themselves and their activities responsibly and effectively. The sixth critical outcome states that learners should be able to work effectively with others in a team, group, organisation and community. If a learner is supposed to manage his own learning he must be capable of self-direction and self-evaluation. At the same time he must work well with others. These are reflective qualities. A reflective person is both inward and outward looking. He is capable of self-evaluation to control his activities but is also has a strong sense of social awareness. He understands and influences but is also transformed by others. If learners are to be transformed to reflective people in OBE they need reflective teachers. The same reflective processes that

govern the daily practice of reflective teachers will be imparted in their learners.

The last two critical outcomes also relate to social awareness. The sixth outcome states that learners should be able to understand that the world as a set of related systems and the seventh states that learners should show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial ability.

These are broad areas of social knowledge that only capable reflective teachers can handle. OBE aims at equipping all learners with the knowledge, competence and orientations needed for success after they leave school. Teachers cannot create reflective learners if they are not reflective themselves. A close study of the critical outcomes in OBE illustrates clearly that the aim of OBE is to create reflective thinkers. If teachers are to train learners to be reflective, then a similar reflective process must predominate their own practice. Teachers will not tell learners to be reflective but will be required to train and develop learners through well-thought out, well developed strategies so that they become reflective learners. It is quite clear that OBE requires professionals who are broad-minded.

2.7.1 Broad-minded and Versatile professionals

OBE requires competent, broad-minded, versatile professionals who possess good general knowledge, have adequate knowledge in their subjects and have adequate teaching expertise. Such teachers have a wide repertoire of teaching

strategies. Teachers in OBE are expected to have adequate skills in learner-centred methods of teaching.

In OBE the focus is on the learner. What learners are to learn is clearly identified. Each learner's progress is measured through demonstrated achievement. Each learner's needs are identified and remediation is provided. Each learner is given time and assistance to realise his potential. (Department of Education Draft Assessment Policy Document, May 1998)

2.7.1.1 Effective Teaching Strategies

Because of the learner-centred focus in OBE all activities involve the learner or learners. There will now be a greater emphasis on student activity, learning by doing, learning how to learn, learning through experiential group processes by using critical contextual analysis.

OBE represents a new attitude to education where the emphasis is on learning and not teaching. Teacher dominance, teacher talk and authoritarian relations are replaced by collaborative activity between teachers, learners and other learners. This new attitude, it is hoped, will bring out inquisitiveness, critical ability and creativity in students and develop their communication ability.

It is therefore a necessary pre-requisite for the success of OBE that teachers should be adequate reflective professionals who can handle learner-centred approaches in the learning situation like Activity Based Teaching, Group work, Project Work and Role Play.

2.7.1.2 Assessment Expertise

Assessment in OBE demands skills that are different from the traditional content-based, mainly summative assessment that teachers do. It is mainly formative on-going assessment where the learners' progress is carefully monitored all the time. Continuous assessment uses a variety of modes of assessment for instance teachers are advised to use presentations drama, projects and oral work among other methods. For recording purposes, teachers are advised to select meaningful and comprehensive formats. Examples of such methods include profiles written in descriptive terms, symbols, marks and rating scales. Teachers are advised to be systematic in recording the progress of pupils.

From the above description, it is clear that assessment policy has changed. Assessment in OBE calls for analytical, evaluative skills in teachers. The variety of modes teachers are supposed to use mean that teachers should be more versatile, flexible and creative in order to motivate learners to perform well. Such skills are found in reflective practitioners who are flexible and adaptable to changing circumstances.

2.7.1.3 Facilitation Skills

In OBE, the teacher takes the role of facilitator. He rises above the level of chalk and talk and uses a variety of learner centred methods like group-work and teamwork to allow learners to be innovative and creative.

The role of a facilitator is rather complex. It is a role that calls for a number of special skills. A facilitator is a resource person who is adequately equipped in the knowledge of social interaction and group dynamics. He is a leader who must be sensitive to group culture and also individual characteristics.

The facilitator directs learning. He provides information where necessary. He is an adviser, and organizer who evaluates the progress of pupils. In order to keep motivation at a high level such a teacher must be dynamic and motivated.

A facilitator is also responsible for motivating individuals and groups. A high level of interest must be maintained for learners to take responsibility for their own learning. At the same time, the facilitator has the task of establishing and maintaining discipline and order the lesson. Fostnot, (1989) maintains that the reflective teacher views;

teaching as a facilitation process to enhance
and enrich development. (Fostnot, 1989:
11)

In OBE teachers need to be reflective in order in to display those essential qualities that are required for facilitation in the classroom. An effective facilitation possess strategic skills and practical skills that are found in reflective practitioners.

2.8 REFLECTIVE LEARNING

The purpose of reflective teaching is to bring about reflective learning. The process of reflection results in metacognition-self-evaluation, self-appraisal leading to self-understanding and self-knowledge on the part of learners. Teachers must aim at guiding learners through process of critical self-evaluation or self-appraisal leading to self-understanding and self-knowledge on the part of learners.

The role of the teacher is to develop effective metacognitive styles in learners. These can be taken to be the characteristics of learners which affect their general approach to learning. (Richards and Lockhart, 1994)

Metacognitive strategies enable learners to control their own work. They are able to plan, organize and evaluate their work. When planning, learners can set goals and objectives. When these goals have been set out steps, strategies and procedures are set for the attainment of these goals. Finally, there is a process of self-monitoring, self-appraisal on the part of the learners during the process that should lead to the attainment of the goals. In other words as they learn, learners evaluate their own learning. These strategies can be

employed through Discovery learning, Project Work or Journals. Metacognition is a reflective process that enables learners to gain insight into their own approach to learning. It helps them to choose strategies that are appropriate for different tasks.

One of the critical outcomes of OBE states that learners should take responsibility for their own learning. When learners take responsibility and monitor their own learning they engage in reflective learning. They become reflective learners who are able to analyse, evaluate and monitor their progress. The role of the teacher is that of a facilitator of learning. He is responsible for directing learning by giving guidance and advice where appropriate.

Reflective learning requires an emphasis on student learning than teaching. OBE has the same emphasis. OBE is an approach where learners interact with the material to be learnt, with one another and with the educator.

In OBE learners are expected to monitor their own learning. This is a process of reflective learning. Students are involved in a continuous process of self-evaluation or self-appraisal to improve their learning competence.

Reflective learning requires the reflective teacher to use problem solving approaches, discovery learning methods to foster problem posing and problem solving skills. The same learner-centred methods are encouraged in OBE to foster critical and creative skills.

It is clear that the principles of reflective learning that have been discussed have a direct link with OBE.

2.9 SUMMARY

The guiding vision of OBE is to create thinking, competent citizens who will be capable of handling the demands of a complex society. The education system must be transformed to take up this challenge of educating and training all South Africans to be critical, creative and competent citizens.

The kind of educator who has the capability of providing a sound knowledge base for learners, one who can harness learners potential to be analytical, evaluative, critical and creative is the reflective practitioner. Reflective educators possess those qualities that enable them to rise above chalk and talk and employ a variety of teaching strategies that can lead to the kind of competences learners are supposed to obtain in OBE. If educators are not reflective, the ideals of OBE will be lost.

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CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The chapter is a description of the research design of this study. Descriptions of the sample and data collection techniques are provided.

3.2 THE SAMPLE FRAME

The participants in this study were taken from sixteen schools in the Mafikeng District of the North West Province. Eight of the schools are middle schools and the other eight are high schools. Schools in the North West Province of South Africa generally fall into three categories: primary, middle and high schools. Only two categories - middle and high schools were used in the study. The inclusion of primary schools was desirable, but a number of limiting factors led to the concentration on middle and high schools. Because of the fact that three methods of data collection, namely questionnaires, interviews and lesson observation were used for the study, time and human resources were limiting constraints.

However, there was an attempt to obtain the sample from different environments in the Mafikeng. The selected schools are found in the rural, peri-urban and urban areas of the Mafikeng District. The schools chosen represent in terms of character and size the typical middle and high schools found in the urban, peri-urban and rural areas of the Mafikeng District.

3.3 THE SAMPLE

In working out the size of the sample certain factors have to be considered. Among the major factors to be considered are the size and representativeness of the sample. The larger sample (in relation to the population) provides better estimates of characteristics in the population than smaller sizes of samples.

However, the size of the sample may vary according to the unique circumstances of each study.

... a sample size of 30 is held by many to be the minimum number of cases if the researcher plans to use some form of statistical analysis of his data. (Cohen and Manion, 1981: 77)

In this particular study, the major consideration was that the sample had to be large enough to allow meaningful generalisation of the findings and yet at the same time it should not be too large to pose management problems. Consideration was given to the fact that three data collection techniques, namely questionnaires, interviews and lesson observations were used. The last two methods are known to be time consuming. The sample was representative of the population from which it was taken.

Eighty respondents were randomly selected for the study. Sixty-four respondents filled in and returned the questionnaires. Twenty respondents

were randomly selected to take part in the interviews and twenty more were randomly selected for the purpose of lesson observation.

3.3.1 Breakdown of Sample

	Teachers		
	Male	Female	Total
Middle schools	17	15	32
High schools	16	16	32
	33	31	64

3.4 TECHNIQUES FOR COLLECTING DATA

3.4.1 Instruments

Three methods of data collection were used: One questionnaire, interviews and lesson observations.

One central issue in research is the question of methods to be used in the investigation. The researcher requires reliable and valid methods that would lead to an efficient investigation with reliable results. For this reason, the researcher tried to employ three methods to achieve the effect of triangulation. Triangulation is the use of several or multiple methods, and each measure serves as a check on the accuracy of another.

3.4.2 The Questionnaire

The questionnaire method was used because it guarantees a measure of

frankness on the part of the respondent because there is greater assurance of anonymity. Because there is no question of identification, the respondents are free to answer undesirable, private or questions that violate norms. The questionnaire is also economical in terms of time and money. It also eliminates interviews bias.

The main aim of the questionnaire was to determine to what extent educators are reflective in their teaching.

The second objective was to identify areas in education, with particular reference to reflective teaching and Outcomes Based Education, where educators desire greater competency. Educators had to express the need for in-service training in areas related to Outcomes Based Education. Identifying areas where training is required would be a useful starting point for the construction of a staff development programme in preparation for OBE in middle and high schools.

The questionnaire had the following main sections:-

The first part contained information of the location, type of school and school circuit. Educators were asked to provide information on their gender, age, qualifications, teaching experience and their position in the school.

The second part assessed teacher beliefs on the practice of teaching. Questions in this section were meant to explore to what extent educators

exhibit reflective ability in their approach to teaching. The researcher wanted to get insight on whether educators are actively engaged in reflecting on what is happening in their classrooms and also evaluating themselves as educators in order to improve classroom practice.

The third section explored teacher beliefs on the essential knowledge areas reflective educators should possess. Educators had to respond to a number of questions related to the kinds of knowledge educators must have that contributes to successful reflective teaching.

The fourth section was an evaluation of educators' attitude to teaching. A number of statements were given to educators to assess to what extent they project a wholehearted approach to teaching.

The final section was a teacher self-evaluation exercise. This question was included to take respondents through a process of self evaluation and self-enquiry that is the cornerstone of reflective teaching. Respondents were asked to examine themselves and their practice of teaching objectively and then identify areas where they think they need to improve their competency.

Response Rate

Eighty questionnaires were sent out to sixteen schools. Sixty-four questionnaires were completed and returned by respondents.

3.4.3 The Interview

The interview was chosen in this study to complement the questionnaire and observation methods. The interview technique of data collection has its advantages and disadvantages.

One major advantage of the interview is its flexibility. The researcher has the opportunity to rephrase difficult questions and to probe wherever necessary. These techniques proved to be useful particularly in the area of reflective teaching. The use of the interview also reduces non-response to a minimum. The interviewer can also ensure that all of the questions are answered by the respondent without any help from other people.

The main disadvantage of the interview is that it is costly in terms of time and money. Because of this reasons the researcher had to limit the respondents selected for the interview to twenty only.

3.4.3.1 Interview Questions

The questions used were semi-structured and a few were open ended. Most of the questions were designed to evaluate to what extent educators are reflective in their practice of teaching. Respondents had to state their ^{beliefs on the} learning process. Such beliefs included stating the role of the teacher, the role of the learner and the kinds of interaction styles that occur in the lesson.

A number of questions were designed to assess to what extent educators engage in reflection before, during and after the lesson.

Finally, some questions were included to measure the educators enthusiasm and wholeheartedness in the teaching profession.

3.4.4 Lesson Observation

The observation method was also chosen for the study because it allowed an on-the-spot, first-hand access to data on certain characteristics that may not be easily highlighted in a questionnaire or interview.

The use of a questionnaire is useful for discovering sensitive, personal information, but in certain instances, as in the case where teachers are asked to reveal classroom practices, respondents may give inaccurate information or include denial of certain behaviours in order to project desirable images of professionalism.

The lesson observation technique is a useful technique, particularly in the area of reflective teaching. It can be useful for discovering real classroom practice that might be difficult to unravel through the questionnaire or interview. For instance, through observation reflective behaviour can be found to be present or totally lacking in the classroom. Secondly, the teachers' enthusiasm and wholeheartedness can be best tested through direct observation of the lesson.

3.4.4.1 Lesson Observation Schedule

The lesson observation schedule had three main sections:-

Section A was designed to check on lesson preparation skills. The main purpose of this section was to identify the existence of anticipatory reflection on the part of the educator - his ability to reflect on objectives, selection and planning of activities, materials and appropriate organisations of the lesson.

Section B was designed to observe the methods employed by the educator and his ability to apply contemporaneous, on-the-spot reflections during the lesson. It was also a test of the educators ability to make use of a variety of methods for the lesson; to employ learner-centred approaches, to manage interaction, to display facilitation skills and an overall collaborative approach to teaching.

Section C had an emphasis on the reflective educator characteristics - those salient qualities that are the trademark of a reflective practitioner - innovativeness, open-mindedness, wholeheartedness towards learners, adequate display of knowledge of the subject, evaluative skills, communication skills and facilitation skills.

3.5 RELIABILITY AND VALIDITY

Efficient measuring instruments must be reliable and valid. The reliability of a measure is simply its consistency. It describes the consistency with

which a measuring instrument will give similar results for the same individuals at different times. In other words, if the test were to be repeated, it should yield the same results.

In this study, the use of three methods was meant to achieve the effect of triangulation. The interview and observation methods were used to check the accuracy of results obtained in the questionnaire.

The validity of measurement has two parts (1) it seeks to ascertain that the measuring instrument is actually measuring the concept in question and (2) that the concept is being measured accurately.

In this study, the researcher made use of three methods of data collection namely questionnaire, interviews and observations. Each of these techniques was used to verify the presence or otherwise of absence^{of} selected aspects of reflective teaching among respondents. For instance, in order to test the existence of contemporaneous reflection in educators, the researcher used three different tests in the form of a questionnaire, interview and direct observation.

To further ensure validity the measuring instruments were taken to experts in research methodology for assessment.

CHAPTER FOUR

4.0 DATA ANALYSIS

4.1 INTRODUCTION

The purpose of this study was to evaluate to what extent educators in the Botshabelo, Dithakong and Molopo circuits in the Mafikeng District are ready for the reflective role educators are expected to play in Outcomes Based Education.

Responses were elicited from educators in four areas identified in the study:-

- 4.1.1 The essential qualities of reflectiveness namely innovativeness, open-mindedness and wholeheartedness.
- 4.1.2 Timing of reflective practice in educators: anticipatory reflection, contemporaneous reflection and retrospective reflection.
- 4.1.3 Awareness of the knowledge areas required for reflective practice.
- 4.1.4 Reflective self-evaluating of professional competence to handle crucial methodology areas in OBE.

4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The study sample was drawn from sixteen middle schools and high schools in urban, peri-urban and rural areas of the Mafikeng District. Altogether, the sixteen schools were chosen to participate. Out of a total of 80 educators in the sample, sixty-four valid responses were received for the questionnaire.

Twenty educators from ten out of sixteen schools in the sample frame were chosen for the interview and observation techniques.

TABLE 4.2.1: Breakdown of Sample by Gender

Gender	Middle School	High School	Total	%
Male educators	17	16	33	52%
Female educators	15	16	31	48%
Total	32	32	64	100%

As shown in Table 4.2.1 above, the total number of respondents to the questionnaire was sixty-four, comprising seventeen male and fifteen female educators from middle schools, and a similar proportion of sixteen male and sixteen female educators representing high school educators. Both sexes were equally represented in the sample.

4.2.2 Respondents by Age

Age Distribution of Sample			
Age	Middle school	High school	%
20-29	13	15	44
30-39	14	15	45
40 yrs. And above	5	2	11
Total	32	32	100%

An analysis of the ages of the respondents revealed that forty-four percent (44%) of the respondents were between the age range of twenty to twenty-nine years, and only eleven percent (11%) were above forty years. The vast majority of educators 89%, fall between the 20-39 years range, a clear indication of a very young sample of professionals.

	Middle school	High school	Total	%
5 yrs and below	14	21	35	54,7
6-10 years	10	2	12	18,8
11-15 years	3	3	6	9,4
Above 15 years	5	6	11	17,1
	32	32	64	100

Fifty-four point seven percent (54,7% of the educators in the sample have five years or less of teaching experience. This indicates that a little over half of the educators in the sample are new professionals in the teaching field.

There were eighteen point eight percent (18, 8%) educators with a range of 6-10 years of teaching experience, nine point four percent (9,4%) of the educators have 11-15 years and seventeen point one percent (17,1%) have 15 or more years of teaching experience.

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An overall analysis of these figures indicates that the majority of educators in the study are not sufficiently experienced to take up reflective practice without any intervention.

4.3 ESSENTIAL QUALITIES OF REFLECTIVE EDUCATORS

Research participants were given statements on the practice of teaching. Items were constructed on a 4-6 point scale based on Likert's method.

The statements given were meant to evaluate whether educators possessed the essential qualities of reflective educators. The qualities included innovativeness, open-mindedness and wholeheartedness and the results are reported below.

4.3.1 Innovativeness of Educators

Respondents were asked to indicate to what extent they enjoyed grappling with new ideas. The results have been represented in Table 4.3.1. The null hypothesis formulated on the quality of innovativeness stated that there was no relationship between innovativeness of educators and type of school.

Table 4.3.1: The Innovativeness of Educators in Middle and High School

	Middle school	High school	Total	%
High level of innovativeness	14	14	28	43,7
Average level of innovativeness	13	7	20	31,25
Low level of innovativeness	5	11	16	25
	32	32	64	

Pearson's $r = .13199$

A statistical analysis shown in Table 4.3.1 accepts the null hypothesis that there is no relationship between innovativeness and type of school. (Pearson's r at .13199)

Twenty eight respondents showed a high level of innovativeness and this number was made up of 14 middle school and 14 high school educators respectively. 16 out of 64 respondents are not interested in new ideas. One sees that this could be a formidable group of antagonists to a new idea like OBE.

A total of 36 respondents approximately in the study are not interested in innovation. This pattern is found in both middle and high schools in the study.

4.3.2 Open-mindedness of Educators

A number of statements were used to test to what extent respondents demonstrate traits of open-mindedness.

4.3.2.1

One item used to measure the open-mindedness of educators was a question related to the willingness of educators to change their teaching plan in the course of a lesson.

Table 4.3.2.1 suggests that most of the respondents rated themselves as being open-minded in their response to the unexpected in classroom lessons.

Table 4.3.2.1: Flexibility to Change Teaching Plans

	Middle school	High school	Total	%
High level of open-mindedness	25	11	36	56,3
Moderate open-mindedness	5	4	9	14,1
Low level of open-mindedness	2	13	15	23,4
Absence of open-mindedness	0	4	4	6,3

Pearson's $r =$ Significance: .00053

About half of the educators in both middle and high schools (56,3%) indicated their open-minded approach in teaching methods. 14,1 percent have a moderate level of open-mindedness and about 29 percent have a low level or zero open-mindedness.

Table 4.3.2.1 shows a significant relationship between the openmindedness of educators and the type of school they are in. Educators at middle schools were more open-minded than high school educators. Only 11 out of 32 high school educators (34%) indicated a high level of open-mindedness in contrast to 25 middle school educators (78%) who indicated a high level of open-mindedness.

4.3.2.2

In a second item used to measure open-mindedness, respondents were asked to indicate to what extent they believed that there are unlimited alternative possibilities that are accessible to the teacher in the course of the lesson. The results obtained are shown in Table 4.3.2.2.

Table 4.3.2.2: Acceptance of Unlimited Alternative Methods

	Middle school	High school	Total	%
High level of open-mindedness	22	12	34	53,1
Moderate open-mindedness	9	9	18	28,1
Low level of open-mindedness	1	8	9	14,1
Absence of open-mindedness	0	3	3	4,7

Pearson's r = Significance = 00981

These findings repeat the pattern observed in Table 4.3.2.1. By their willingness to accept alternative teaching methods, about half of the educators (53%) indicate a high level of open-mindedness. 28,1%

percent of the educators have a moderate level of open-mindedness 14,1% have a low level of open-mindedness and 4,7% revealed an absence of the trait of openmindedness.

Table 4.3.2.2 shows that out of 34 educators who indicated high acceptance of alternative methods, 22 came from middle schools and only 12 represented high school educators. The analysis of the results on openmindedness reveals that ^{about} ~~about~~ half of the educators in the sample possess some trait of open-mindedness. This means that the other half of the educators do not possess this essential quality that all reflective educators should have.

4.3.3 WHOLEHEARTEDNESS OF EDUCATORS

Respondents were given items intended to measure their level of interest and enthusiasm towards teaching. In the first item they had to indicate whether they considered teaching to be an interesting job. Table 4.3.3 represents the results obtained on this item.

Table 4.3.3.1: Attitude to Teaching: Interest Levels

	Middle school	High school	Total	%
High level of interest	11	18	29	45,3
Moderate of interest	21	13	34	53,1,
Low level of interest	0	1	1	1,6

Pearsons' $r = \text{Significance} . 10167$

Less than half of the educators in the study, both middle and high schools (45,3%) indicated a wholehearted enthusiasm for teaching. 53,1% have probably divided or moderate levels of interest in teaching and about 1,6% are definitely not interested in teaching.

It is likely that those educators who have moderate levels of interest are the half-hearted reluctant educators. 18 out of 29 educators who claim dedication are high school educators. It may be inferred that more educators in the high school seem to have made up their minds about their career than educators in middle school educators.

For the second item used to assess enthusiasm and wholeheartedness, respondents were given two statements which were means to elicit to what extent they found fulfilment in teaching.

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Table 4.3.3.2: Attitude to Teaching: Fulfilment

	Middle school	High school	Total	%
Teaching is highly fulfilling	10	9	19	29,7
Teaching is fulfilling to some extent	13	2	15	23,4
Teaching is not quite fulfilling	3	21	24	37,5
Teaching is not fulfilling at all	6	0	6	9,4
	32	32	64	100

29,7% of the educators obtain fulfilment from teaching. Teaching is fulfilling to some extent for 23,4% of the educators. This group could be teaching as a last resort and are willing to leave at the first opportunity.

37,5% of the educators indicated that teaching is not quite fulfilling and for 9,4% of the educators, teaching is not fulfilling at all. This result suggests that about half of the educators (46,9%) indicated and explicitly that they do not find fulfilment in teaching.

The interviews and lesson observations confirmed the findings of the questionnaire on the wholeheartedness of educators. Thirteen out of twenty respondents in the interviews maintained that teaching was not a rewarding profession. Educators cited a number of problems that make teaching unattractive at the moment. Among other reasons, overcrowded classrooms, lack of promotion prospects, insecurity,

disciplinary problems and generally poor conditions of service make the teaching profession unrewarding for most educators.

4.4 REFLECTIVE PRACTICE

A number of statements on a reflective practice were given to respondents to evaluate their reflective skills. The main idea was to probe to what extent teachers engage in reflective thought or action before, during and after the lesson. This refers to anticipatory, contemporaneous and retrospective reflection which were discussed in Chapter 2.

4.4.1 ANTICIPATORY REFLECTION (Reflection for Practice)

Respondents were asked to indicate whether they considered it important to think about and arrange a variety of teaching methods for the lesson before the lesson. The effect of type of school, gender, professional qualifications and teaching experience on reflective ability were analysed. Table 4.4.1 indicates the main effect of these variables on reflectiveness.

Table 4.4.1 ANALYSIS OF VARIANCE. ANTICIPATORY REFLECTIVENESS BY TYPE OF SCHOOL, GENDER, ACADEMIC QUALIFICATIONS AND TEACHING EXPERIENCE

	Sum of squares	DF	Mean Square	F	Significance of F
Main Effects	112.694	12	9.391	8.670	.000
Type of school	.694	1	.671	.619	.435
Gender	6.068	1	6.068	5.602	.022
Academic qualifications	3.001	2	1.501	1.385	.259
Professional qualifications	4.967	3	1.566	1.446	.240
Teaching experience	69.780	5	13.956	12.884	.000
Explained	112.694	12	9.391	8.670	.000
Residual	55.244	5	1.083		
Total	167.938	63	2.666		

The individual effect of teaching experience on reflective ability is significant at .0001. As expected experienced educators exhibited higher levels of reflective ability than educators with fewer years of teaching experience. The individual effect of gender on reflective ability is not significant at 0.22. The individual effect of type of school (.435) academic qualification (.259) and professional qualifications (.240) are not significant.

It is worth noting that teaching experience plays a major role in making educators more reflective in their instructional practice. The demographic characteristics of this sample indicated that the majority of the educators (55%) are not experienced. More than half of the educators have five years

or less teaching experience in schools. It is likely that most of them have yet to acquired the skills of reflexive practice.

4.4.2 CONTEMPORANEOUS REFLECTION: REFLECTION IN PRACTICE

Contemporaneous reflection is the educators' response to situations that occur during the course of the lesson. The educator must think about and question his responses and actions during the lesson. He needs to identify and act on immediate problems and situations as the lesson unfolds.

Respondents were asked to indicate whether they question their actions during the lesson. The correlation between reflective ability during the lesson and gender was analysed.

Table 4.4.2: Gender and Contemporaneous Reflections

	High reflective ability		Moderate reflective ability		Low reflective ability		Total
	MS	HS	MS	HS	MS	HS	
Male educators	5	5	7	6	6	4	33
Female educators	7	4	4	6	6	4	31
Percentage	18,75	14,06	17,1	18,75	18,75	12,5	64

Ten male educators and eleven female educators in the sample projected high levels of reflective ability. This is an indication of equal reflective ability in both genders. Thirteen male educators and ten female educators in both middle and high school have moderate reflective ability.

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An overall analysis irrespective of gender indicates that 67,1% of the educators do not possess high levels of reflective ability during lessons.

The interviews revealed that 60% of the educators do not possess the reflective flexibility to make on-the-spot decisions during the course of the lesson to suit circumstances. This lack of flexibility and failure to handle changing circumstances in the lesson was further confirmed in lesson observation. Educators responded to problems that occur in the form of questions from learners. Problems that required a change in the course of the lesson or in instructional methodology were ignored.

Table 4.4.3 RETROSPECTIVE REFLECTION: REFLECTION-ON-PRACTICE

After the lesson reflective educators are expected to note and act on problems that occurred during the lessons. In the event of a successful lesson, reflective practitioners work out the ingredients that led to the success of the lesson in order to improve performance in future lessons. In all instances, reflective educators reconsider all the activities of the lesson after the lesson.

Respondents in this study were asked to indicate whether it was important to note and act on problems encountered in the lesson after completion of the lesson. The effect of teaching experience, academic qualifications and professional qualifications on reflective ability after the lessons, were analysed.

4.4.3 ANALYSIS OF VARIANCE

Retrospective Reflection by Academic Qualifications, Professional Qualifications and Teaching Experience

Main Effects	Sum of squares	DF	Means square	F	Significance of F
Academic qualifications	8.624	2	4.312	3.574	.035
Professional qualifications	2.392	3	.797	.661	.580
Teaching experience	15.219	5	3.044	2.522	.0417

The individual effect of academic qualifications on Retrospective reflective ability is statistically significant at .035. The individual effect of teaching experience is also statistically significant = .0417. It is worth noting once again that teaching experience appears to play a major role in contributing to reflective ability. Similar findings were obtained on anticipatory reflection. It would appear that reflective ability appears to improve with the number of years of teaching experience.

The interviews revealed that more than half of the respondents do not engage in reflection after the lesson. Twelve respondents out of twenty maintained that after a successful lesson there was no need for the educator to think about the methods used or to reconsider all the activities of the lesson. The respondents who held such views were those who had five years or less of teaching experience.

4.5 SIGNIFICANT ELEMENTS OF REFLECTIVE PRACTICE

Reference has been made in this study (Chapter 2) to three essential elements that play a crucial, important role in fostering a reflective approach to teaching in educators. These elements, the cognitive, the critical and the narrative element formed part of the study and are reported below.

4.5.1 THE COGNITIVE ELEMENT

In order to explore the extent to which educators possessed a sound knowledge based in the learners, the school community and school governance, respondents were asked to indicate their attitude to the need for educators to be conversant with each of the categories of knowledge indicated in this section.

4.5.1.1 Curriculum Knowledge

Table 4.5.1 indicates the responses made by the respondents on the essential knowledge area of curriculum.

Table 4.5.1.1: Educators and the Importance of Curriculum Knowledge

Curriculum knowledge:	Middle school	High school	Total	%
Essential	17	14	31	48,4
Very important	14	9	23	35,9
Important	1	1	2	3,1
Important to some extent	0	8	8	12,5
Fairly unimportant	0	0	0	0
	32	32	64	100

A total of eight-four percent(84,3%) of educators believe that a knowledge of curriculum is very important for educators. Only a small percentage 12,5% do not attach much importance to curriculum.

4.5.1.2 Classroom Management

Table 4.5.1.2 indicates the responses obtained on the importance of this area of knowledge for the educators.

Table 4.5.1.2: Educators and the Importance of Classroom Management

Classroom Management Knowledge is:-	Middle school	High school	Total	%
Essential	10	15	25	39,1
Very important	21	15	36	56,3
Important	1	2	3	4,7
Important to some extent	0	0	0	0
	32	32	64	100

The majority of educators appreciate the importance of a sound knowledge base on classroom management a total of (95,4%) ninety-five percent reflected a very high awareness of this fact.

4.5.1.3 Knowledge of Learner's Characteristics and Abilities

Respondents indicated to what extent they believed they must have adequate knowledge about their learners in the classroom - the characteristics of learners and their ability levels. Table 4.5.1.3 illustrates the responses made by the research participants on this area of knowledge.

Table 4.5.1.3 : Educators and the Importance of Knowledge about Learners

Knowledge of learners:	Middle school	High school	Total	%
Essential	13	11	24	37,5
Very important	8	4	12	18,8
Important	3	3	6	9,4
Important to some extent	8	13	21	32,8
Fairly unimportant	0	1	1	1,6
	32	32	64	100

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Thirty-seven percent of the educators believe that educators cannot do without the knowledge of learner's abilities and characteristics. Eighteen percent (18%) of the educators regard this knowledge as very important. About thirty-four percent (34,4%) do not attach much

importance to the knowledge educators should have about the learners in the classroom.

It is significant to note that over thirty-percent of educators do not believe in knowing more about the learner - the individual at the centre of the teaching-learning situation. The focus of all instructional practice is the learner and any effective meaningful reflective impact in the classroom.

4.5.1.4 Knowledge of School Governance

Table 4.5.1.4 represents the respondents' on views the significance of the knowledge of the effective management of schools - school governance.

Table 4.5.1.4: Educators and the Importance of School Governance Knowledge

School Governance Knowledge is:-	Middle school	High school	Total	%
Essential	12	9	21	32.8
Very important	14	5	19	29.7
Important	3	2	5	7.8
Important to some extent	2	5	7	10.9
Fairly unimportant	0	9	9	14.1
Important at all	1	2	3	4.7
	32	32	64	100

Twenty-six middle school educators (81,3%) of the subsample as against fourteen high school educators (43,8%) put a high premium on knowledge about school governance. About seventy percent (70,3%) of educators in middle and high schools believe that as educators they must possess knowledge of school governance. About thirty percent (30%) do not appreciate the importance of this knowledge for the educator. Again this is a large percentage of educators who would require re-education to realise how crucial the issue of governance is for educational transformation to occur in South Africa.

4.5.1.5 Knowledge of the School Community

Reflective educators are expected to have adequate knowledge about the educational contexts within which they operate and those contexts include the school community. The responses to this item are presented in Table 4.5.1.5.

Table 4.5.1.5 Educators and the Importance of the School Community

School Community Knowledge is:-	Middle school	High school	Total	%
Essential	12	11	23	34.9
Very important	12	2	14	21.9
Important	6	3	9	14.1
Important to some extent	1	6	7	10.9
Fairly unimportant	1	7	8	12.5
Not important at all	0	3	3	4.7
	32	32	64	100

Table 4.5.1.5 reflects differences in attitudes regarding background knowledge for effective educators. 30 middle school educators (93,8%) put high value on the importance of the school community whilst 16 high school educators (50%) give high value to the school community. About half of the educators in the sample, (57,8%) believe that a knowledge of the school community in which they operate is very important, (14,1%) believe this knowledge is important and (38%) believe that, as educators, this kind of information is rather peripheral.

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4.5.2 THE CRITICAL ELEMENT

Reflective educators must show an active concern for moral and ethical issues. Table 4.5.2 represents the findings obtained on this area of critical, reflective ability.

Table 4.5.2: Educators and Critical Reflective Ability

	Middle school	High school	Total	%
Very high critical ability	9	8	17	26.5
High level of critical ability	9	4	13	20.3
Moderate level of critical ability	3	8	11	17.2
Low level of critical ability	11	12	23	35
	32	32	64	99.9

Eighteen middle school educators as against twelve high school educators showed an active concern for moral and ethical issues. This indicates a higher levels of critical ability in middle schools than high schools. Equal proportions of educators in both middle and high schools, (11 middle school educators and 12 high school educators) indicated low levels of reflective ability.

4.5.3 THE NARRATIVE ELEMENT

Keeping a wide repertoire of information on classroom experiences is important for reflective educators. Table 4.5.3 illustrates the extent to which educators believe it is important to keep a store of information on classroom experiences.

Table 4.5.3: Educators and Classroom Experiences

Classroom experiences are;	Middle school	High school	Total	%
Essential	11	10	21	32,8
Very important	12	3	15	23,4
Important	5	2	7	10,9
Important to some extent	1	9	10	15,6
Fairly unimportant	2	7	9	14,1
Not important at all	1	1	2	3,1
	32	32	64	100

A total of 28 middle school educators (43,75%) in contrast to 15 high school educators (23,4%) appreciate the importance of classroom experiences for the educators. Again 17 high school educators as against 4 middle school educators do not value classroom experiences.

About half of the educators (56,2%) in the sample believe that it is very important for them to keep an account of classroom experiences for future reference in classroom instruction.

Approximately ten percent believe that is just important to remember classroom experiences (10,9%). Thirty-two percent (32,8%) do not attach any importance to events that occur daily in the classroom. They do not see any connection between these events and future practices.

4.6 REFLECTIVE PRACTICE AND OUTCOMES BASED EDUCATION: THE TRAINING NEEDS OF EDUCATORS

Educators selected in the study were given an opportunity to critically evaluate themselves and state areas of reflective practice where they feel inadequately equipped and therefore desire training.

Table 4.6 indicates the educators responses on areas of need. These areas were ranked according frequencies.

Table 4.6 RANKING OF EDUCATORS PRIORITIES OF TRAINING NEEDS

Training Need on:	Percentage of Educators
Activity based teaching	93,8
Teaching for critical/creative thinking	92,2
Facilitation skills	89,1
Discovery methods	89,1
Continuous Assessment	89,1
Discussion	71,9
Group work	70,3

4.6.1 NEW CONCEPTS IN OBE

A number of new concepts or new terms in teaching methodology have come up with the introduction of OBE. One such area is Activity Based Teaching.

4.6.1.1 Activity Based Teaching

This is a new concept for most educators and the highest number of educators desire training in this area because it is strange to them, they need to be enlightened.

In Activity Based Teaching the learner has;

- 1) to achieve or obtain information in a number of innovative ways
- 2) to engage in activities aimed at understanding and assimilating the information.
- 3) do a project, practical or theoretical which would demonstrate the ability to apply given information.

In other words, activity based teaching is one where the learner is taken through a series of activities that would facilitate ^{the} understanding of concepts. These activities can be observed and monitored as processes during the learning experience. Such activities can be individual or group activities and when they are done in groups, social and interpersonal skills of pupils can be developed. One can also observe the link between activity - based methods and the discovery method as one of the methods that can be used as activity based teaching. About ninety-three percent (93,8%) of the educators in the sample desire training in this area because for most of them, it is a new concept.

Another new concept for most of the educators in OBE is teaching for critical/creative thinking.

4.6.1.2 Teaching for Critical/Creative Thinking

In OBE educators will be called upon to develop critical thinking ability in learners. Learners will be expected to cultivate independence in thought, to reflect active involvement in working out solutions beyond memorisation.

They will be expected to project creative ability and be excellent communicators of information. In other words, the types of learners to be produced by OBE will be those who have the capacity to reason, enquire, form judgements and arrive at a complete understanding of whatever context they are in.

Educators will play a crucial role in activating and developing pupils to become critical, creative thinkers. For most educators, this is a new concept. The findings revealed that ninety-two percent (92,2%) of the educators in the study had an interest in training in this area. This percentage reflects the overwhelming desire for training in this aspect of OBE.

OBE has strategies educators can use to create critical, creative thinkers. The integrated approach is an avenue for critical thinking.

Learners should be able to connect ideas across disciplines. Educators need to move away from 'chalk and talk' to a situation where learners 'find out'. Learners will be expected to be responsible for their development and progress.

4.6.2 FACILITATION SKILLS

For most educators, the concept of facilitation is not a new one. However, they need training and practice in this area.

In chapter Two, the complex role of a facilitator was discussed. It is a role that calls for a number of special skills. A facilitator is a resource person, an advisor, and an organiser who directs learning.

Most of our educators are deeply entrenched in teacher-centred methods and the flexible role of a facilitator is one which makes educators feel inadequate. Eight-nine percent (89,1%) of the educators in the study expressed a desire for training in facilitation skills.

Most of our educators need a paradigm shift from teacher-centred approaches to learner-centred methods of teaching. This change in instructional practice will not occur overnight but educators need grooming and practice to make them well acquainted to and comfortable with the idea of being facilitators in the learning process.

4.6.3 CONTINUOUS ASSESSMENT

The term 'continuous assessment' was familiar to most educators. However, continuous assessment in OBE and competence based education is a new phenomenon because it is based not on teacher-centred methods that educators are used to, but learner-centred methods of teaching and assessment.

Continuous Assessment in OBE is used to support the development on progress of the learner and to improve instructional practices of educators by providing feedback on teaching and learning. It uses a wide variety of techniques for assessing learners to ensure validity of results - techniques like diagnostic assessment, achievement-based assessment and peer assessment. For most educators these are new techniques in assessment, they are used to tests and examinations as the mode of assessing pupils.

About eighty-nine percent (89,1%) of the educators in the study expressed a desire for training in continuous assessment in OBE.

4.6.4 DISCUSSION AND GROUP WORK: FAMILIAR AREAS

The two methods of teaching mentioned above, namely Group work and Discussion emerged as familiar areas for most educator, in the study. Because of this reason, fewer educators in the study expressed a desire for training in Group work and discussion methods of teaching. Seventy-one

percent (71,9%) of the educators in the study desire training in the Discussion method of teaching and seventy percent (70,3%) desire training Group work.

Although the percentage of educators who need training in Group work and Discussion methods of teaching is lower than the percentage of educators who desire training in other areas already mentioned, one realises that seventy percent is still a high percentage. The implication is that although educators have been using Group Work and Discussion in their lessons, they do not feel they are adequately competent in these methods of teaching. There is an indication that they do not use these methods regularly in their classrooms.

4.6.5 FINDINGS

More than seventy percent of the educators in the study expressed a desire for training in specific areas of OBE that were selected in the study. This finding reflects the deep feelings of inadequacy on the part of educators in the face of OBE.

4.7 SUMMARY OF FINDINGS

This section provides a summary of the main findings of this study. The four main areas of reflective practice are outlined in this action and they provide the framework of this summary.

4.7.1 The essential qualities of reflective educators, identified in this study were innovativeness, open-mindedness and wholeheartedness.

Innovativeness: 56,2% of the educators in the sample are not innovative. This pattern was observed in both middle and high schools.

Open-mindedness: 53,1% of the educators exhibited the quality of open-mindedness in their responses. Middle school educators projected higher levels of open-mindedness than high school teachers. 46,9% of the educators exhibited low levels of open-mindedness.

Wholeheartedness: The interest and enthusiasm of middle and high school educators is rather low. Only 45,3% of the educators projected interest in the teaching profession. The implication is that approximately half of the educators do not have a wholehearted approach to teaching. Approximately 46,9% of the educators do not find fulfilment in teaching.

4.7.2 REFLECTIVE PRACTICE

Results indicated a significant relationship between reflective ability and teaching experience. Experienced educators tended to engage in contemporaneous reflection much more than educators with fewer years of experience. Experienced educators also believe in reflecting on and selecting a variety of methods for the lesson and also reviewing the lesson at the end. This retrospective ability is lacking in less experienced educators.

Results also revealed that there is no relationship between gender and reflective ability. Both male and female educators exhibited more or less equal reflective ability.

67,1% of the educators, irrespective of gender, do not possess high levels of reflective ability during lessons. Interviews revealed that 60% of the educators do not possess reflective ability during lessons.

4.7.3 SIGNIFICANT ELEMENTS OF REFLECTIVE PRACTICE

4.7.3.1 Cognitive Element

The following percentages indicate the number of educators who appreciate the importance of cognitive knowledge for the educator.

1. Curriculum knowledge - 87,4%
2. Classroom management - 94%
3. Knowledge of learners - 64,9%
4. School governance - 70,3%
5. School community - 62%

Educators possess a fairly strong awareness of the importance of classroom management and knowledge of the curriculum. Educators, however, revealed weaknesses in their failure to

appreciate the importance of a knowledge about learners and the school community.

Critical element

Only 46,8% of the educators appreciate the importance of moral and ethical issues, and issues of social justice.

Narrative Element

67,2% of the educators appreciate the importance of classroom experiences.

4.7.4 THE TRAINING NEEDS OF EDUCATORS IN OBE

The following figures reveal the percentages of educators who require training in specified areas of OBE:-

Activity Based Teaching:	93,8%
Teaching for Critical Creative Thinking:	92,2%
Facilitation Skills:	89,1%
Discovery Methods:	89,1%
Continuous Assessment:	89,1%
Discussion:	71,9%
Group work:	70,3%

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Educators expressed concern about their competence to handle learner - centred methods in OBE like Activity-Based Teaching, Teaching for Critical / Creative Thinking, Discovery Methods and Facilitation Skills. Fewer educators need training in Group work and Discussion methods.

CHAPTER FIVE

5.0 DISCUSSION AND RECOMMENDATIONS

The study was a preliminary survey of the competence of educators in selected areas of reflective practice. A summary of the main findings in these areas was provided in chapter four. This chapter includes a discussion on each of these areas. The final section of this study contains recommendations based on findings.

5.1 ESSENTIAL QUALITIES OF REFLECTIVE EDUCATORS

5.1.1 INNOVATIVENESS

Results obtained in this study revealed that there was no relationship between innovativeness and type of school. Middle school and high school educators did not exhibit significantly different levels of innovativeness. (Pearsons' $r = .13199$).

56,25% of the respondents believed they would consider moderate to low levels of innovativeness. Only 43% of the educators claimed some level of innovativeness.

Innovativeness is a crucial quality that is required in educators for the success of OBE. The education system at the present moment in SA requires effective implementation of new ideas such as reflection practice. The lack of innovativeness in educators may be due to many complex factors amongst which may be the prescriptive traditional teacher-dominated methods of

teaching that most of the educators were exposed to during their own education and training.

The value of innovative, reflective practitioners for the success of OBE should not be underestimated. Innovative educators can offer positive, useful suggestions on OBE. They can be a valuable source of information on the areas of OBE practice that require alterations and modifications. The information that can be generated by such educators is credible since it is based on the day-to-day action-research mode of instruction. Educators must also be innovative enough to want to develop materials for OBE.

5.1.2 OPEN-MINDEDNESS

Results revealed a significant relationship between open-mindedness and type of school.. Middle school educators were more open-minded than high school educators (Pearsons obtained a significance of level of .00053) Only 11 out of 32 high school educators indicated some amount of open-mindedness in contrast to 25 middle school educators who indicated a high level of open-mindedness.

The difference in open-mindedness between high school and middle school educators is difficult to explain. It is possible that the middle school environment, with learners who are young and closer to the primary school demands that the educator be more resourceful and open to possibilities in his environment than the high school teacher who expects the learner to

generate most of his own learning in a discipline-based time table. It is possible that handling learners who are young, with lower attention spans creates a challenge for the teacher. He must be flexible and open to create a stimulating learning environment at all times.

About half of the responses in sample, (53,1%) suggest some trait of open-mindedness and about forty-six percent (46,9%) claim moderate to low levels of open-mindedness.

A more scientific quantitative study would probably have yielded even lower levels of open-mindedness as required for reflective practice. This study was an exploratory descriptive survey, it was more of measuring what educators claimed they did in their classroom practice and minimal classroom observation.

Open-mindedness is a trait that educators who implement OBE should possess. OBE requires versatile, flexible educators who can make use of a variety of classroom strategies. If educators lack this trait, they will find it extremely difficult to execute flexible changeable programmes expected in educators in implementing OBE. If educators are rigid in their approach, the essence of OBE could be lost. Educators who are not open-minded cannot create or develop creative, open-minded critical learners in the school.

5.1.3 WHOLEHEARTEDNESS

Less than half of the educators in the study, both middle and high schools (45, 3%) indicated their wholehearted enthusiasm for teaching. 54,7% have divided or moderate levels to low levels of interest in teaching.

One possible influence is that the 54,7%, (over half of the educators) are half-hearted and reluctant participants. The system cannot expect innovations or extra-in-put from half-hearted educators. OBE requires committed educators who will go an extra mile to be resourceful. A lot of extra effort is required for any new venture to take off, one's time and commitment are crucial resources and it takes enthusiasm and wholeheartedness.

Apart from a lack of interest in teaching, a good number of educators do not find any fulfilment in teaching. Only 29,7% obtain fulfilment from teaching. Teaching is fulfilling to some extent for 23,4% of the educators. This finding confirms a half-hearted, reluctant group on hand. They do not embrace teaching as a worthwhile activity. One therefore does not expect them to invest time and effort in their daily practice.

The interviews revealed that the lack of enthusiasm for most educators is a result of unattractive conditions in most schools. The overcrowded classrooms have brought about unmanageable workloads. Among other things, large classes contribute to disciplinary problems. Discipline is one area of concern for most educators and a major source of job demotivation.

Large classrooms, according to educators, take away the educators' initiative in applying learner-centred methods of teaching. Learner-centred approaches like Group work and drama work well in the context of small, manageable class sizes.

The half-hearted attitude of approximately half of the educators have serious implications for the success of OBE. Attitudes play a key role in the successful implementation of any new programme. Positive attitudes can go along way in aiding the implementation while negative attitudes can stifle the success of an innovation.

Teacher attitudes can play a crucial role in curriculum change. If OBE is to succeed, educators must view the programme positively and be willing to adopt new methods. It is crucial for educators to develop positive attitudes towards teaching because attitudes influence behaviour. Positive attitudes in educators mean that they can embrace the change and be willing to learn. Negative attitudes can result in a low work output.

5.2 REFLECTIVE PRACTICE

Results revealed that there is a significant relationship between reflective ability and teaching experience. The individual effect of teaching experience was highly significant at .0001. Experienced educators revealed higher levels of reflective ability than educators with fewer years of teaching experience. However, there is no relationship between reflective ability and gender. Ten

male educators and eleven female educators in the sample projected high levels of reflective ability. Thirteen male and ten female educators in both middle and high schools indicated moderate reflective ability. These figures suggest more or less equal levels of reflective ability in both male and female educators.

The questionnaires indicated that 67,1% of the educators, irrespective of gender do not possess high levels of reflective ability during lessons. The interviews and lesson observations revealed that 80% of the educators do not possess reflective skills during lessons. The difference in these percentages might be attributed to the difference in the instruments used. The interviews gave the researcher an opportunity to probe and elicit more authentic responses than the questionnaire.

Interviews and lesson observations revealed that over half of the educators do not use a variety of teaching methods in their lesson. They lack the versatility and wide repertoire of teaching strategies that reflective teachers must possess.

Results also indicated that experienced educators appreciate the importance of noting and acting on problems after the lesson and reconsidering all the activities of the lesson at the end. This reflective skill is lacking or weak in teachers with fewer years of experience.

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It can be noted that the majority of teachers in the study have between zero to five years of experience (0-5 years), the group of teachers lack reflective skills outlined above.

When innovations like OBE are introduced, educators have the unenviable task of translating new ideas into meaningful, classroom practice. The teacher's skills, knowledge and competence play an important role in the successful implementation of the new programme. In Pratt's words:-

A gifted teacher transcends a mediocre curriculum but an excellent curriculum is unlikely to be successful in the hands of an incompetent teacher. (Pratt, 1980: 52)

Well trained adequate professionals can be an asset in the area of skills and knowledge required for OBE. Such educators can be used to train other educators.

Reflective professionals can be useful models for other educators who are not reflective in their approach to teaching. In order for OBE to succeed, the full cooperation of teachers is crucial, their attitudes play a critical role in influencing other people, their skills and expertise contribute towards effective delivery. In all this, commitment on the part of the educator is a prerequisite for the success of the new programme.

5.3 SIGNIFICANT ELEMENTS OF REFLECTIVE PRACTICE

Results obtained on the significant knowledge areas for reflective practice indicated that educators possessed a fairly strong awareness of the importance of classroom management (94% of the educators) and curriculum knowledge (87,4% of the educators). 70,3% of the educators appreciate the knowledge of school governance as an important knowledge area for the educator. 67,2% of the educators believe in the importance of classroom experiences. 64,9% of the respondents regard the knowledge about learners, and their abilities as important. 62% of the educators indicated an awareness of the importance of the school community. Only 46,8% of the educators revealed an active concern for moral, ethical issues or issues of social justice.

The strong appreciation for classroom management as the most essential area for educators may be ascribed to the teacher-centred, environment under which most educators were educated and trained.

5.3.1

Educators need to appreciate the importance of school governance and the school community. These are important aspects in the transformation of education in South Africa. Reflective educators are expected to have a full understanding of the educational contexts in which they work. A knowledge of school governance equips the educator with skills that are needed for professional development in his career. The educator must not view himself or herself as static in the profession, but as an individual who is daily

equipped for greater capacity and more important role to play than the teacher's role. This kind of perception should contribute towards forward looking, enthusiastic reflective educators.

The educator is accountable to the parents and community in which he operates. This knowledge creates a sense of professional responsibility that is essential in reflective educators. The educator can only serve the interests of the community if he is aware of the needs, problems, interests and aspirations of this community. The study revealed that about thirty-percent of educators need awareness training on the importance of school governance and about forty percent need this training on the role of the educator and the school community he serves.

Approximately 63,2% of the educators also need awareness training in critical reflective ability. If teachers are to produce critical, creative thinkers they need to be critical thinkers too.

Four areas of concern where teachers lack awareness are: the importance of knowing their learners abilities and characteristics, the value of classroom experiences for the practising, reflective educator, the knowledge of the school community and critical awareness.

In OBE the learner is at the centre of all learning. In order to enter into a collaborative process of teaching and learning with pupils, the reflective

educator needs to know the learner, his competencies and areas where he needs help. Without this knowledge, the whole instructional practice becomes meaningless as the competencies of pupils will not be tested. A knowledge of learners and their abilities is an integral part of OBE.

Classroom experiences play an invaluable role for the reflective educator. It is only when past experiences in the classroom are utilised that the educator gets a picture of what works and what needs modification and adjustment. A consideration of classroom events becomes part of the reflective process that acts as a guide for the educator for future lessons.

A neglect of classroom experiences, a lax attitude about what transpires in lessons indicates the attitude an educator who is not interested in professional growth. It paints an uncaring attitude where an effective contribution to the whole practice of teaching cannot be envisaged. It is also significant that only 46,8% of the educators appreciate the critical creative element a concern for social issues and social justice. This lack of awareness on critical issues might be an indication that educators are not equipped with knowledge on social issues. It also implies that they are not in touch with social trends around them.

5.4 THE TRAINING NEEDS OF EDUCATORS FOR REFLECTIVE TEACHING IN OBE

Educators were given a chance to evaluate themselves and state their

strengths and weaknesses in instructional methodology. This self-evaluation is the kind of reflective process that should dominate the daily practice of reflective educators.

The findings in this area revealed the overwhelming sense of inadequacy felt by educators in handling aspects of OBE. Over seventy percent of the educators in middle and high schools expressed a desire for training in activity based methods, facilitation skills, continuous assessment and other areas outlined in Chapter 4 as essential competence areas for educators in OBE.

The percentage of educators who required training in the aspects of OBE chosen for the study is even higher than ninety percent (90%) if one includes the percentage of educators who were uncertain whether they need training. The fact that these educators are uncertain about their competence is in itself indicative of their lack of reflective skills. It also suggests a lack of confidence about their competence in teaching.

This category of educators are also in need of training to be reflective educators who are capable of self-evaluation.

It is also significant that educators were able to evaluate themselves and indicate, without reservation, that they are desperately in need of training. What else could be a more accurate measure of educator's needs than the educators themselves? This exercise should be taken as an indication that

educators are capable of self-evaluation when the chips are down for real and there are OBE skills to be employed they are under pressure to state their needs for staff development programmes. For instance, if educators are given workshops only on groupwork, it would not be surprising if they show a lack of interest because the findings of this study reveal that they feel a sense of competence in this area of teaching. It is therefore useful to note that educators should be involved in needs assessment.

The evaluation of educators on aspects of reflective teaching and qualities of reflective educators revealed that most of the educators need training to be versatile, innovative and committed reflective educators envisaged for the successful implementation of OBE.

5.5 RECOMMENDATIONS

The main findings of this study, although limited in scope, still allow us to come up with a number of recommendations on the implementation of reflective practice:-

5.5.1 Comprehensive In-Service Development Programmes for Educators

- a) There is a need for the education department to respond to the educators' desire for training in aspects of OBE. A comprehensive programme of In-Service Development for all educators in foundation, intermediate and senior phases would go a long way in changing

teacher attitudes and equipping them with the skills and knowledge they need to have in OBE.

The comprehensive programme envisaged here is not the provision of one or two day workshops on OBE. In addition to these workshops, (though useful they may be in introducing educators to OBE) a large-scale programme involving the creation of professional centres where all educators would have a chance to go for short courses in essential areas of OBE in an instalmental structure is desirable. Such centres would be occupied by curriculum facilitators. From such centres teachers would be exposed to participatory self-regulated sessions where they identify common problem areas in OBE. These centres can also serve as consultancy service providers on OBE and as continuous support units for school-based projects in OBE. Resources centres could develop from such centres and the provision of resource materials could involve teachers. Teacher centres would also monitor the induction of new teachers in the field.

The training given to educators should not be confined to OBE methodology. Like the staff in the corporate environment, educators also need dynamic workshops on motivation and other aspects of self-development that would help them to refocus their thoughts and feelings in a positive way. Such workshops would provide one avenue for restoring teacher enthusiasm and wholeheartedness.

Initial training given to educators must include self-evaluation techniques for educators. In-service training must respond to the different and changing needs of educators. In other words, before workshops are provided, an identification of the particular needs of educators must be done.

The professional development of educators must be part of school development.

The everyday life of the school is a major source of learning for educators. Good schools help educators to grow professionally. Efficient school management, the supervision and monitoring of educators leads to teacher development. Principals and heads of department need to play an active role in the professional growth of educator in the school.

5.5.2 ADEQUATE SUPPORT FOR TEACHERS IN THE IMPLEMENTATION OF OBE

If the shift from teacher-centred to learner-centred methods is to be realised, apart from in-service training, educators need conditions in schools that will enable them to execute their duties effectively. The reduction of the teacher-pupil ratio, although it is much talked about, is long overdue. An audit exercise incorporating class sizes, available classroom space and teachers must be conducted. Apart from the teacher-pupil ratio, all the other concerns that hamper effective instructional delivery must be dealt with holistically.

5.5.3 FURTHER RESEARCH ON IN-SERVICE NEEDS OF EDUCATORS

One area that is neglected in educational research in African countries involves the needs of educators. In order to ensure success in the implementation of OBE, FRD and CSD are providing support for research that focuses on educators and ways to prepare them to be adequate, reflective and professionals for Outcomes Based Educators. This commendable initiative should be institutionalized into a prominent feature in the education industry of South Africa.

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APPENDIX A

Questionnaire: Teachers

The aim of this questionnaire is

- i) To determine to what extent teachers are reflective in their teaching.
- ii) To identify areas in education in which teachers desire greater competence.
- iii) To establish points of departure for a staff development programme.

NB.: The information you give in this questionnaire will be treated in the strictest confidence.

You are kindly requested to complete this questionnaire by ticking (✓) in the appropriate block and giving necessary information where required.

1. Location of school

1. Rural	
2. Urban	
3. Peri-urban	

2. Type of school

1. Primary	
2. Middle	
3. High	

3. School Circuit:-

Personal Details:-

4. Gender

1. Male	
2. Female	

5. Marital Status

1. Married	
2. Single	

6a. Academic Qualifications

1. Below Std 10	
2. Standard 10	
3. Junior Degree	
4. Honours Degree	
5. Masters Degree	
6. Other (specify)	

6b. Professional Qualifications

1. Primary Teacher's Course	
2. Secondary Teachers's Course	
3. University Degree	
4. Diploma	
5. Other (please specify)	

7. What is your position in the school?

1.	Principal	
2.	Deputy Principal	
3.	Head of Department	
4.	Teacher	

8. Your age category

1.	20-29	
2.	30-39	
3.	40+	

9. Teaching experience

1.	0-5 years	
2.	6-10 years	
3.	11-15 years	
4.	15 years +	

10. Terms of service

1.	Permanent	
2.	Temporary	
3.	Contract	

11. How far do you agree with each of these statements about the practice of teaching?

	Agree completely	Agree to some extent	Disagree to some extent	Disagree completely
1. I like to grapple with new ideas.				
2. It is important to change one's plans during the course of the lesson to suit the situation.				
3. There are unlimited alternative possibilities in the classroom.				

12. How important do you find each of the following practices in teaching?

Practice	Essential	Very Important	Important	Important to some extent	Fairly Unimportant	Not Important at all
1. To reflect on different methods of teaching methods before the lesson.						
2. To think about my teaching before the lesson.						
3. To think about my teaching during the lesson.						
4. To note and act on difficulties of problems during the lesson.						
5. To note and act on problems difficulties after the lesson.						
6. To change methods during the lesson to suit the situation.						
7. To question my actions during the lesson.						
8. To reconsider all the activities of the lesson after the lesson.						

13. To what extent do you think the knowledge of the following items is essential for a teacher?

Knowledge Area	Essential	Very important	Important	Important to some extent	Fairly unimportant	Not important at all
1. Curriculum knowledge.						
2. Classroom management.						
3. Knowledge of learners characteristics and abilities.						
4. School governance						
5. The school community.						
6. Concern for moral, ethical issues and social justice						
7. Keeping an account of classroom experiences.						

13. How far do you agree with each of the following statement about teaching?

Statement	Agree completely	Agree to some extent	Disagree to some extent	Disagree completely
1. I find teaching an interesting job.				
2. Teaching is a fulfilling experience.				
3. Teaching gives meaning to my life.				

14. Each of the following items identifies an aspect of teaching in which greater competence can be achieved. Read all the items and respond by a tick (✓) in the appropriate column to indicate to what extent you wish to improve your competency in this aspect.

	I wish to obtain greater competency in this aspect	I am uncertain whether I need greater competency	I am fully competent in this aspect	I consider this aspect unimportant for a staff development programme
Activity based methods of teaching.				
Facilitation skills				
Groupwork as a teaching method				
Discussion as a teaching method				
Discovery methods				
Continuous assessment				
Formulating outcomes of learning				
Teaching for critical/creative thinking				
Developing teaching materials.				

APPENDIX B

REFLECTIVE TEACHING
INTERVIEW QUESTIONS

- 1.i) In your opinion, should learning be;
 - a) teacher centredOr
 - b) learner centred?
- ii) Why?
2. How many methods do you use per lesson?
 - I) Name those methods
 - ii) What is the best method to teach your subject?
3. What kinds of learning styles do you encourage in your learners?
4. What is your role in the classroom?
5. What roles are students supposed to assume in your classroom?
6. Are there any planning decisions you take before the lesson? Elaborate.
- 7i) In your teaching do you stick to your plan or there are situations where you change and follow a different course?
 - ii) What kind of circumstances would lead to a change of plan during your lesson?
8. After a lesson, do you make any assessment?
 - of the lesson?
 - of yourself?
 - of pupils?

9. After a successful lesson, do you think about the methods that you used? Why?
10. What kind of on-the-spot decision do you make while you teach?
11. What kinds of interaction occur in your lesson?
12. With the introduction of OBE do you need training?
 - i) What kind of training do you feel you need?
 - ii) What kind of training do you think other teachers in your subject need?
13. Do you find teaching a rewarding experience?
14. Are there any frustrating aspects in the teaching profession?