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APPENDIX A

ETHICAL CLEARANCE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
INSTITUTIONAL OFFICE

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-4852
Web: <http://www.nwu.ac.za>

ETHICS APPROVAL OF PROJECT

This is to certify that the next project was approved by the NWU Ethics Committee:

Project title :

*Creating successful public schooling within a legal
milieu*

Student/Projectleader : Prof. Elda de Waal

Ethics number: NWU-0068-11-A9

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Expiry date: 2016/08/30

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project.

Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

The formal ethics approval certificate will follow shortly.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Halgryn'.

HM Halgryn
NWU Research Ethics Secretariate

APPENDIX B

FREE STATE DEPARTMENT OF EDUCATION



2009 – 03 – 20

Ms. Y PRETORIUS
UNIVERSITY OF NORTH WEST
AFRIKAANS HIGH SCHOOL

Dear Ms Pretorius

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **The teacher as mediator: a model to acknowledge fundamental rights.**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
 - 4.1 Educators and learners participate voluntarily in the project.
 - 4.2 The names of all schools and participants involved remain confidential.
 - 4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 4.4 This letter is shown to all participating persons.
 - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
 - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

The Head: Education, for attention: DIRECTOR : QUALITY ASSURANCE
Room 401, Syfrets Building, Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely


FR SELLO

DIRECTOR: QUALITY ASSURANCE

Directorate: Quality Assurance, Private Bag X20565, Bloemfontein, 9300
Syfrets Center, 65 Maitland Street, Bloemfontein
Tel: 051 404 8750 / Fax: 051 447 7318 E-mail: quality@edu.fs.gov.za

APPENDIX C

LETTER TO THE PRINCIPALS



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

The School Principal

Dear _____

REQUEST: Conducting research at PhD level with ethical clearance

This is a polite request for my student, Yolandie Pretorius (student number 10859527), who is studying for her PhD degree this year to be allowed to hand questionnaires to (1) the Grade 11 learners who take English First Additional Language at your school and (2) the educators who teach the subject. The questionnaire was compiled by her under the guidance of the co-promoter, Prof. M.M. Grösser, and me. The analysis will be done by a professional statistician, Ms Aldine Oosthuyzen, of the North-West University, Vaal Triangle Campus.

1. As the promoter study leader, I have received Ethical Clearance from the North-West University, Vaal Triangle Campus, to conduct research. Please see the copy attached.
2. The student has a letter addressed to the parents/caregivers available, asking permission for the learners to take part.
3. The student has a letter attached to the questionnaire, asking for learner participation.
4. The student has a letter attached to the questionnaire, asking for educator participation.

Please feel free to contact me if anything is unclear.

Thank you very much for your time and consideration in this regard.

Yours sincerely

Prof. Elda de Waal
Associate Professor: Education law

APPENDIX D

LETTER TO THE PARENTS/CAREGIVERS

Dear Parent/Caregiver

I am busy with a study towards completing my PhD-degree. I am aware of the fundamental rights of children and am focused on taking their rights to safety and dignity into special consideration. This document will provide you with information regarding the project and what the learners' involvement will entail. If you feel comfortable with the contents of the explanation, I will appreciate it if you could sign indicating your consent that he/she may take part in the study.

No teaching and learning programme exists to support educators in recognising the fundamental rights of the learners in their classrooms. I would like to hand out a questionnaire to each Grade 11 learner who has English First additional Language as a subject at the school. The questionnaire will take 25-30 minutes to complete.

For your attention, the following aspects will be regarded as of the utmost importance:

1. Learners will not have to disclose their names or other personal information.
2. Learners will be able to withdraw from the research at any time.
3. Learners will be invited to take part in the research as volunteers.
4. Learners' fundamental rights will be protected throughout the research process.

If you agree to allow the child/children under your care to complete my learner questionnaire, please just complete the block below.

Thank you very much for your time and consideration of this important matter.

CONFIDENTIALTY: The completed questionnaires of the learners will be kept confidentially by the researcher. I hereby request to utilize the data obtained during this research for publication purposes.

I am conducting my research under the supervision of Prof. Elda de Waal and Prof. Mary Grösser from the school of Educational Sciences, North-West University (Vaal Triangle Campus). If you have any queries, you can contact Prof. de Waal at (016) 910-3077 or 072 480 7971.

Thank you very much for your time and consideration of this important matter.

I _____ (Full name of parent/caregiver)
hereby give my permission for my child/children to be part of the research and
to complete the learner questionnaire.

SIGNATURE _____ Date _____

APPENDIX E

LETTER OF CONSENT AND LEARNER QUESTIONNAIRE

Vaal Triangle Faculty

Dear Learner

QUESTIONNAIRE: LEARNERS

The attached questionnaire forms part of the undersigned student's research to investigate **the role of the educator as mediator**.

You are hereby kindly requested to complete the questionnaire. The responses will be treated with the utmost confidentiality: no mention will be made of you or your school. Therefore, please do not write down your surname or the name of your school on the document. The questionnaire number will be used for control purposes only. For the reliability and validity of the information, you are requested to answer the questions on your own.

Thank you for being willing to form part of this research project.

Yours sincerely



Ms Y Pretorius



Prof Elda de Waal
Promoter



Prof Mary Grösser
Co-Promoter

Please complete the following statement to confirm your participation in the questionnaire:

This questionnaire will protect the identity of my school and me.

I am fully aware of the part I will play in completing the attached questionnaire and am willing to complete it to the best of my ability.

Signature : _____

Date : 2010 - - _____

QUESTIONNAIRE: LEARNERS

INSTRUCTIONS:

1. You are kindly requested to answer all the questions to the best of your ability.
2. Do not indicate your name or the name of your school on the document.
3. Please complete the questionnaire on your own.
4. **Please mark your answers with a cross (X) in the appropriate block.**

Your participation is highly appreciated.

SECTION A PERSONAL INFORMATION

- Make your choice by drawing an X in the appropriate box.

1	Grade	7	8	9	10	11	12
---	-------	---	---	---	----	----	----

2	Gender	Male	Female
---	--------	------	--------

3	Age (in years)	13	14	15	16	17	18	19+
---	----------------	----	----	----	----	----	----	-----

4	Type of school	Primary school	Secondary school	Combined school
---	----------------	----------------	------------------	-----------------

5	The school is situated in	Town	Township
---	---------------------------	------	----------

6	Language at home	English	Afrikaans	Sotho
		Zulu	Tswana	Xhosa
	Other			

7	I take English as	Home Language	First Additional Language	Second Additional Language
---	-------------------	---------------	---------------------------	----------------------------

SECTION B

MEDIATION IN LEARNING

- Indicate your view on the role that your English educator plays in the classroom by marking the response of your choice with an X in the appropriate block.

	Strongly disagree	Disagree	Agree	Strongly agree
1. My educator makes his/her intention with the lesson clear.				
2. My educator feels that how something is taught is just as important as what is taught.				
3. My educator adapts teaching strategies to learners' shortcomings.				
4. My educator always provides learners with the reasons for doing things.				
5. My educator believes that thinking skills are more important than learning content.				
6. My educator allows learners to take responsibility for their own learning.				
7. My educator ensures that interaction takes place during teaching.				
8. My educator is sensitive to learner needs.				
9. My educator gets learners to understand that alternatives should be explored to solve problems.				
10. My educator provides opportunities for me to feel competent.				
11. My educator assists learners to monitor their own behaviour.				
12. My educator encourages learners to think before acting or speaking.				
13. My educator provides opportunities for me to work together with other learners.				
14. My educator encourages independence in the learners' thinking.				

	Strongly disagree	Disagree	Agree	Strongly agree
15. My educator acknowledges my individual efforts.				
16. My educator guides me how to take responsibility for my own learning.				
17. My educator encourages learners to confront challenging situations.				
18. My educator encourages change in my behaviour.				
19. My educator allows us to set our own goals.				
20. My educator links lessons to real life experiences.				

SECTION C

FUNDAMENTAL RIGHTS

- Indicate your understanding of how your rights are managed in the English classroom by marking your response with an X in the appropriate block.

	Strongly disagree	Disagree	Agree	Strongly agree
1. My educator safeguards the interests of all learners.				
2. My educator handles a second official language in the classroom.				
3. My educator enforces school rules.				
4. My educator adapts teaching strategies according to gender differences.				
5. My educator paces learning according to learners' different needs.				
6. My educator ensures that I cope with the work.				
7. My educator analyses the weaknesses in addressing human rights in the classroom.				
8. My educator does not worry about cultural differences in the classroom.				
9. My educator understands the disciplinary rules of the learning area being taught.				
10. My educator organizes the portfolios of all learners.				
11. My educator understands the barriers that can affect my learning.				
12. My educator manages personal stress levels.				
13. My educator responds to my educational needs.				
14. My educator assesses the effect that conflict management has on my learning.				
15. My educator protects learners' right to education.				
16. Learners' rights are not my educators' concern.				

APPENDIX F

LETTER OF CONSENT AND EDUCATOR QUESTIONNAIRE

Vaal Triangle Faculty

Dear Educator

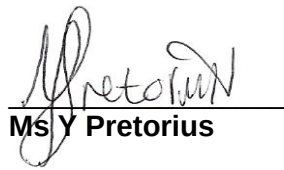
QUESTIONNAIRE: EDUCATORS

The attached questionnaire forms part of the undersigned student's research to investigate **the role of the educator as mediator**.

You are hereby kindly requested to complete the questionnaire. The responses will be treated with the utmost confidentiality: no mention will be made of you or your school. Therefore, please do not write down your surname or the name of your school on the document. The questionnaire number will be used for control purposes only. For the reliability and validity of the information, you are requested to answer the questions on your own.

Thank you for being willing to form part of this research project.

Yours sincerely



Ms Y Pretorius



Prof Elda de Waal
Promoter



Prof Mary Grösser
Co-Promoter

Please complete the following statement to confirm your participation in the questionnaire:

This questionnaire will protect the identity of my school and me.

I am fully aware of the part I will play in completing the attached questionnaire and am willing to complete it to the best of my ability.

Signature : _____

Date : 2010 - - _____

QUESTIONNAIRE: EDUCATORS

INSTRUCTIONS:

1. You are kindly requested to answer all the questions to the best of your ability.
2. Do not indicate your name or the name of your school on the document.
3. Please complete the questionnaire on your own.
4. **Please mark your answers with a cross (X) in the appropriate block.**

Your participation is highly appreciated.

SECTION A

PERSONAL INFORMATION

- Make your choice by drawing an X in the appropriate box.

1	What is your current position?	Principal	Deputy-Principal	Head of Department	Educator
---	--------------------------------	-----------	------------------	--------------------	----------

2	Type of school	Primary school	Secondary school	Combined school
---	----------------	----------------	------------------	-----------------

3	The school is situated in	Town	Township
---	---------------------------	------	----------

4	Gender	Male	Female
---	--------	------	--------

5	Nationality	White	Black	Coloured	Other
---	-------------	-------	-------	----------	-------

6	Age (in years)	20-29	30-39	40-49	50-59	60+
---	----------------	-------	-------	-------	-------	-----

7	Teaching experience (in years)	1-3	4-6	7-10	11-15	16-20	21-25	26+
---	--------------------------------	-----	-----	------	-------	-------	-------	-----

8	Qualification	REQV 13 (gr 12 + 3 years)	REQV 14 (gr 12 + 4 years)	REQV 15 (gr 12 + 5 years)	REQV 16 (gr 12 + 6 years)
---	---------------	---------------------------------	---------------------------------	---------------------------------	---------------------------------

SECTION B
MEDIATION IN LEARNING

- Indicate your understanding of the concept “**mediator of learning**” by marking the response of your choice with an x in the appropriate block.

	Strongly disagree	Disagree	Agree	Strongly agree
1. A mediator should make his/her intention with the lesson clear.				
2. A mediator feels that how something is taught is just as important as what is taught.				
3. A mediator should adapt teaching strategies to learners' shortcomings.				
4. A mediator should always provide learners with the reasons for doing things.				
5. A mediator believes that thinking skills are more important than learning content.				
6. A mediator allows learners to take responsibility for their own learning.				
7. A mediator ensures that interaction takes place during teaching.				
8. A mediator should be sensitive to learner needs.				
9. A mediator should get learners to understand that alternatives should be explored to solve problems.				
10. A mediator should provide opportunities for the learner to feel competent.				
11. A mediator should assist learners to monitor his/her own behaviour.				
12. A mediator should encourage learners to think before acting or speaking.				

SECTION B (continues)

	Strongly disagree	Disagree	Agree	Strongly agree
13. A mediator should provide opportunities for learners to work together with other learners.				
14. A mediator should encourage independence in the learners' thinking.				
15. A mediator should acknowledge a learner's individuality.				
16. A mediator should guide learners to take responsibility for their own learning.				
17. A mediator should encourage learners to confront challenging situations.				
18. A mediator should encourage change in learners' behaviour.				
19. A mediator should allow learners to set their own goals.				
20. A mediator should link lessons to real life experiences.				

SECTION C
FUNDAMENTAL RIGHTS

Indicate your understanding of the competences expected from mediators of learning as underpinned by the National Policy by marking your response with an X in the appropriate block

	Strongly disagree	Disagree	Agree	Strongly agree
1. A mediator should safeguard the interests of learners.				
2. A mediator should be able to manage a second official language in the classroom.				
3. A mediator should enforce school rules.				
4. A mediator should adapt teaching strategies according to gender differences.				
5. A mediator should pace learning according to learners' different needs.				
6. A mediator must ensure that most learners are coping with their work.				
7. A mediator needs to analyse the weaknesses in addressing human rights in the classroom.				
8. A mediator should not be concerned with cultural differences in the classroom.				
9. A mediator needs to understand the disciplinary rules of the learning area being taught.				
10. A mediator should organize the portfolios of all learners.				
11. A mediator needs to understand the barriers to learning.				
12. A mediator should be able to manage personal stress levels.				
13. A mediator should respond to learners' educational needs.				
14. A mediator must assess the effects that conflict management has on learning.				
15. A mediator should at all times protect learners' right to education.				
16. Learners' fundamental rights are not a mediator's concern.				

APPENDIX G

FOCUS GROUP INTERVIEWS, QUESTIONS, SUMMARY & RUNNING RECORD

1. What do you think is the main purpose of an educator?

- A. Probably to teach, although admin takes more time than learning.
- B. To lead a learner to learning. There is not enough time to give proper feedback on important issues – time is limited to educate (not just in English)
- C. To teach although there is no time to do something special in a period. If learners would be more interested in literature and reading the learners would make the educator feel good.
- D. To lead learners in making a future and to educate.
- E. To discover. Department feels if portfolios are 100% you've done your job – which is not true. To teach as well.

2. What do you understand under the term “teacher as mediator”?

- A. Forcing the horse at the water to drink.
- B. Mediator sounds like referee – to facilitate learning – actually all the wonderful things you think educating should be.
- C. To guide someone to learn.
- D. Facilitating.
- E. Educator is the switch to the light.

3. How do you think would an educator's role as mediator differ from that as mere provider of information?

- A. A mediator needs 'softness' and another approach: human touch.
- B. Information can be read in a book, but mediating means to get someone to learn – patience is needed.

- C. Explaining different ways; motivating; coach learners in life skills through literature?
- D. More patience is needed.
- E. Something is missing in education you know? Learners must see what is done in class relevant to their future and life. Fruitful results are needed.

4. What do you think is an effective way to start a lesson?

- A. Get their immediate attention. Tell a joke.
- B. Who didn't do homework??? No, get something from the beginning to catch attention of learners. Involve something about life experience. I don't think to say what to do today in class will get their interested.
- C. Make a statement. A wild statement. E.g. "Write an argumentative essay on the effect of chicken on the South African way of life."
- D. Explain exactly what to do during the lesson and why.
- E. Too much is expected of teachers. Link the lesson to other subjects...get them to be creative!

5. Do you think it is important to link the subject of the lesson to previous or future events?

- A. The learners mustn't think of just learning – but together with the universe.
- B. What events? World Cup Soccer for example?? The learners are quite interested. Link lessons with history – e.g. Animal Farm – historical events. But literature can't be just to enjoy. And they hate the moral of the story. They should learn to think differently.
- C. I don't think it's always good to link history, but it's good to use previous lessons or things happening now in life.

- D. Children are visual – if something is already in their minds, e.g. previous knowledge, they will learn easier.
- E. Sometimes it can get boring. It would be more interesting to bring in life-long topics, like illnesses.

6. How important is it to enforce school rules?

- A. The whole school needs to apply it. There are many things that parents should take care of that the educators must do now. But they are shifting the blame.
- B. (Candidate appears to be very negative) Agg, always phoning parents...no discipline...no teaching. I don't always want to be the bad guy, but it is necessary because you don't want to waste time
- C. Discipline is very important not only in school, but also in life. You learn it in the house. Bad discipline means a lack of pride in the learner. Bad discipline demotivates a person.
- D. Discipline is problematic...no...the educator is losing the battle. It is time for the learner to take responsibility of their actions. Forcing learners don't work.

7. Whose duty do you think is it to ensure that a pupil copes with the work?

- A. The educator's.
- B. Look, the educator should explain the work nicely. The learner should learn and tell if he doesn't understand. That's his work.
- C. It is the responsibility of the educator to explain the work in a way a learner should understand, but it is the learner's responsibility to cope. It is fine with me if I need to discuss the work again.
- D. It is NOT acceptable to explain ten times if the children didn't pay attention.

- E. It is the educator's responsibility to explain the work on their level but they should pay attention. For example, the language should be on their level.

8. How can a learner's right to education be protected?

- A. You don't always know what happens at home. I feel the educator should know a child's circumstances. By protecting an educator's rights to teach? Well, every action gives a reaction. You should be able to do your job. Respect is important. Yes. Teach learners to respect themselves.
- B. They work, but expect to pass. Sometimes they take other's rights. An educator must never be a "pal" to learners.
- C. It is the teacher's responsibility to teach and to create a teaching environment in a friendly classroom.
- D. Some learners don't have responsibility.
- E. Some learners bring baggage. And how does bringing baggage to school affect a learner's right to education? The result is that some learners disrespect a teacher – truancy – they don't open up to educator. Some learners don't take responsibility. And oh yes, some learners just don't come along with teachers.

9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.

- A. You don't know individuals...classes are too big. It is impossible to know all learners and what makes them "tick".
- B. Can you explain to me what is "mediation"? (Researcher briefly explains). Well, no, it isn't a waste of time, but it isn't always practical. You can try to, but it is not always possible. For example, Romeo and Juliet: it involves either watching a film or reading.
- C. Classes are too big. It is not easy, but it is a good idea.

- D. It would be perfect to apply everything, like all their senses in a lesson, but it is not practical. It actually works better for older learners. They understand.
- E. No. Assessment is a problem. When you teach, you don't know which learner is how capable. Some learners can answer orally, but they fail o paper. There is just not enough time.

10. How do you feel about applying rights in the classroom? Please explain yourself.

- A. Rights goes to both sides. The teacher is the first person a learner sees in a day.
- B. It is wonderful. It is the ideal But every right has a responsibility.
- C. It is a good idea, but without pride of who they are and wanting to learn...it's not working.
- D. They must know educators also have rights.
- E. Something must happen if you infringe someone's rights. Learners don't know something must happen...like expulsion. With OBE, educators are not taught or counseled how to apply of do this.

11. How possible is it to accommodate the needs of all learners? Why do you say so?

- A. You can only do so much. I feel the government should take responsibility. An educator can't do everything! How do you promise a utopia to a learner's future?
- B. No...It's not very possible. Material needs trigger emotional needs.
- C. It's impossible.
- D. Impossible! It is possible for educators to help with educational needs but not with emotional needs.

- E. Some learners even come tired to school because they need to walk very far.

12. Demographic details:

Age (years)	35	49	42	25	38
Experience in education(years)	11	26	5	3	17
Experience in teaching English?	4	26	3	2	1
Gender: M / F	F	F	F	F	M
Qualification (last)	B.Com HED	B.Ed (in Funda- mental teaching)	HED	B.Ed (snr FET)	HED
Culture: Black/ white/coloured / Indian/other	W	W	W	W	C

1. What do you think is the main purpose of an educator?

- A. To teach, guide learners, to assist them with info they want.
- B. To teach, monitor their work and see what they understand.
- C. To mould and shape a learner into a better person and to enable him to become a productive citizen.
- D. To motivate learners and to act *in loco parentis*.
- E. To teach and to motivate learners.

2. What do you understand under the term “teacher as mediator”?

- A. You are acting as guardian or parent and identify problems.
- B. You give people information and supply mediation between the parent and child.
- C. It means a source of knowledge taking children through the learning process.
- D. The teacher acts as facilitator to help the children in developing.
- E. You see what is in the textbooks.

3. How do you think would an educator’s role as mediator differ from that as mere provider of information?

- A. To get rid of being provider of information, you need to tell them to seek information – you should encourage children and not allow children to be passive learners.
- B. A mediator should allow children to search for information themselves and not be the sole provider to information.
- C. A mediator should teach a child to fish, not give him the fish.

- D. The teacher is only the facilitator and should only help the children, not keep providing everything.
- E. This is a new system which means the educator mustn't give the learners information.

4. What do you think is an effective way to start a lesson?

- A. To start by encourage learner participation.
- B. Start with pre-knowledge. See what they already know.
- C. Create an interesting atmosphere to get their attention.
- D. Reflect from what they already know.
- E. Start from what they know to what they should know.

5. Do you think it is important to link the subject of the lesson to previous or future events?

- A. I think so. Bring the outside world into the classroom. It must go hand-in-hand with the lesson.
- B. Bring the outside world and teach them how to use it in the future.
- C. When doing literature, for example, say what happened in past – use it now to guide them for the future.
- D. A theme is important. Link everything to that theme – e.g. problem solving, comprehension and summaries.
- E. Teach from what they know and link it to the future.

6. How important is it to enforce school rules?

- A. It enables you to control the learners.
- B. If you enforce these rules, learners will know what to do and what not to do.

- C. The thing is, if learners adhere to school rules, they will also learn how to react as adults.
- D. Effective school rules = effective discipline.
- E. Even in South Africa we are living under rules. Enforcing school rules will teach learners to obey rules in general.

7. Whose duty do you think is it to ensure that a pupil copes with the work?

- A. The department of education's duty. If there is proper intervention from the department, some learners will cope easier with work. The department must realize that slow learners need urgent intervention.
- B. Ensuring that a pupil copes with the work, works in a triangle: At the top is the parent (the secondary partner in ensuring this), at the bottom left angle is the educator and opposite him in the other angle is the learner. The parent should thus pick up if his child experiences difficulty at school.
- C. Yes, I also think the department is liable, because they need to intervene to ensure child progress.
- D. The teacher, parent and learner have equal liability to make sure that the learner copes with the school work.
- E. Four people are involved: (1) the teacher (2) the parent (3) the learner (4) the department of education. Of all these, the teacher has most work to do.

8. How can a learner's right to education be protected?

- A. A children may not be prevented from attending school because of fees not paid. You may never discriminate against a learner on grounds of colour, culture of disability. They have a right to be protected.
- B. To always remember that it is their right to go to school.

- C. There should be proper and equal chances to education for all.
- D. As educators, we need to ensure that all learners attend school and get a proper education. Policies such as those of inclusive education need to be considered.
- E. The teacher is not just a provider – he should also support learners.

9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.

- A. No. Mediation has an important role. Some learners learn in different ways – some hear and others speak in learning information.
- B. No. Learners will absorb only what they know.
- C. Mediation brings confidence. It ensures confidence.
- D. No. It improves learner involvement in the classroom.
- E. They understand better if you teach them different skills.

10. How do you feel about applying rights in the classroom? Please explain yourself.

- A. An educator must still have the final say.
- B. It teaches a learner respect and independency.
- C. Rights must only be exercised to a certain limit. Dedication to work must be in place.
- D. Rights go hand in hand with responsibility.
- E. If rights must be important, responsibility must also be important.

11. How possible is it to accommodate the needs of all learners? Why do you say so?

- A. Everyone has different needs – the educator must meet it, but in context.

- B. Overcrowded classes make it difficult
- C. It is impossible! Because of different types of schools, funds aren't always available. The department makes promises, but don't provide. Especially in black schools.
- D. It all depends on the school context. Deliverance will occur in different situations.
- E. It is possible through teaching skills.

12. Demographic details:

Age (years)	45	30	39	36	35
Experience in education (years)	11	6	15	13	7
Experience in teaching English?	7	2	15	13	3
Gender: M / F	F	F	F	F	F
Qualification (last)	B.Com	ACE STD	B.Ed (H)	B.Ed	STD
Culture: Black/ white/ coloured / Indian/other	B	B	B	B	B

1. What do you think is the main purpose of an educator?

- A. An educator must have the desire to take critical thinking further and should aim that learners should weigh information and make sensible conclusions. Educators must have the desire that the learners must make sensible conclusions and grow in improvement from all the drilling.
- B. To educate and to get learning material to learners.
- C. An educator must develop critical thinkers. She must get learners to think about the information that they get.

2. What do you understand under the term “teacher as mediator”?

- A. Someone who wants to challenge to see what reading material works and what not. It's someone who should get suitable texts for learners and who adapts to different backgrounds.
- B. A person who mediates – should mediate in the classroom and with the context. A teacher mediates his environment.
- C. Isn't it to empower learners to become teachers? To give them the 'tools'? Yes, you give the learners what they need to achieve. Not answers, but help them to get answers. Mediators should guide.

3. How do you think would an educator's role as mediator differ from that as mere provider of information?

- A. If you try to give examples of movies, they would say 'nice', because they do not need to explain. They may be clueless.
- B. Interpretation is added.
- C. You're not just giving an answer. That's not what you would want to achieve. There is not just a right or wrong in Literature. It's rather HOW they get it and from which perspective.

4. What do you think is an effective way to start a lesson?

- A. Get the learners' attention – immediately. Get something in context. Get an example, e.g. an animal or snake if it's in the book – at least you've got their interest and attention. Try something else each time. Variation is the spice of life.
- B. Set the outcomes and challenges of the lesson beforehand and then bring it 'to their world'. Connect with something they know.
- C. Make it more personal – it would get them interested and tuned into the theme. Give key words, e.g. corruption – key concepts to connect with the content.

5. Do you think it is important to link the subject of the lesson to previous future events?

- A. It's like building blocks. It's good to teach and debate on the content. The learners read their own framework in poetry / literature.
- B. That's why we read and have literature. To see where would the book leave me. Poetry gives critical thinking.
- C. Are we learning from history or are we repeating history? They'll know from literature. Repetition and revision is important, although it's tricky due to time that is limited.

6. How important is it to enforce school rules?

- A. "Enforce" would differ from class to class. Some rules are stupid, though sometimes you just don't see something wrong, for example when a girl wears the wrong earrings. It is important to ensure effective rules prevail because transgressions snowball and next time the girl would do something worse. We need to define "enforce" though, because it is not the same with everyone. An educator should be left with his own initiative or discretion. Rules should be seen holistically.

- B. It's the backbone of what's going on in class. From there, you can apply whatever in class. Each teacher has a domain. If everything goes right there, everything goes fine in school.
- C. Bottom line = no rules = no discipline. There are always rules to enforce. If the learners don't cut their hair, how can they work and be quiet in class? Without rules, there would be chaos. It's necessary for us to have an orderly environment, but it is a team effort to enforce the rules.

7. Whose duty do you think is it to ensure that a pupil copes with the work?

- A. An educator must make sure a learner isn't pushed to a next grade. Parents come in in a primary school. Problems come from the primary school. It always becomes an argument on whose work it was.
- B. To be self-radiant – realize it is 'my own' duty – make them see it's their duty. In the end, it stays the learner's duty, but the educator must help. No responsibilities of learners. Everyone is responsible for their own learning.
- C. Responsibilities are taken from learners and put on the educator and parent's . Excuses are made for learners –no support would be needed if learners are held accountable. Only ½ would need extra help. 60% of parents are involved in learners' day-to-day homework activities. Now suddenly, parents need to only assist. Why not in the past? In primary school, parents do the educator's work at home. Tasks are far beyond learners' capabilities. Parents do the work and learners achieve nothing. Educators take away their sense of feeling able to do something. It knocks their confidence. They provide what is not theirs. Thinking about it, it is educators being responsible to ensure a pupil cope with the work, because the system doesn't work. We decide on a syllabus and see that they do it. Nothing is done internally.

8. How can a learner's right to education be protected?

- A. By teaching him the equivalent responsibilities. Rights = responsibilities – it should balance. See to have the right learning material. Be careful not to offend a child through material – they will switch off. Protect rights of teachers in the same way. Balance. Make sure of your and children's rights and responsibilities.
- B. Educators should have a good knowledge of the individuals in front of them. Understand classroom dynamics, it determines what to use to illustrate your point.
- C. If you think about social contexts, it is not protected. In class, by strict discipline. Mutual respect is important. Show you care and they'll treat you the same. Lead by example.

9. Do you think it is a waste of time to apply mediation in the classroom? Explain your answer.

- A. The more, the merrier. More viewpoints enrich and enhance. It's like building blocks, more ideas make a better block. You'd easily pick up conflict between learners.
- B. No. Not at all. Mediation opens communication lines between individual critical thinking about different topics. Even mediating in material works better.
- C. Definitely not. It's more fun for learners to discover conclusions that being taught so. Mediating works better in groups, Doesn't it?? They'd feel more comfortable to raise questions in groups than individually.

10. How do you feel about applying rights in the classroom? Please explain yourself.

- A. Use discretion. Like eating in class – right to be fed, but can you share? It could be challenging, e.g. diabetes – you should know if there are problems. Be careful for exceptions. All people should have discretion. Not all do though. They should. Learners' discretion is questionable though. You don't just teach = growing in progress.

B. Whose rights? It's not easy.

C. Do unto others as you'd like others would do unto you. Everyone needs to apply his discretion. Your motives behind things affects your discretion.

11. How possible is it to accommodate the needs of all learners? Why do you say so?

A. Impossible. Everything develops everyday. The need is addressed through stating what would be done in class.

B. We are aware of a few needs, but you need to find out. We generalize the needs.

C. Very difficult. You're sitting with learners with different abilities. Big classes are a problem and then time is also limited and then learners "fall through the cracks". If you have a close relationship with learners, you'd pick up problems, although educators are not equipped to handle situations but can refer them to grade guardians for example.

12. Demographic details:

Age (years)	50	35	42
Experience in education(years)	30	12	19
Experience in teaching English?	25	7	19
Gender: M / F	F	F	F
Qualification (last)	Diploma + Degree (HED)	B.Ed (Hons)	B.A. (Ed)
Culture: Black/ white/coloured / Indian/other	White	White	White

APPENDIX H

OBSERVATIONS CHECKLIST, SUMMARY AND RUNNING RECORD

OBSERVATIONS 1,2,3

OBSERVATION 1

DATE AND TIME: 12 OCTOBER 2009; 7:45 (first period)

PARTICIPANTS: GRADE 11 - 16 BOYS; 1 GIRL

CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	Does marking of previous worksheets and immediately starts reading aloud to learners.
2. Are the reasons for the lesson and for doing certain things discussed?		X	Immediately marks answers of worksheets and moves to reading to learners. No reasons communicated.
3. Does the mediator link the lesson with previous or future events?		X	Once referred to something in general: "can you remember that..." however, there was no response.
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	Learners appear to be lethargic. Educator once said: "come on, guys!" With no reaction from learners. Doesn't try again.
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	The educator asks relevant questions, but tends to immediately answer it herself even before a learner could try answering it.
6. Is group work encouraged?		X	Questions and answers marked: 1 to 1 work – no interaction or discussion of answers; Reading: only educator reads aloud – learners expected to follow.
7. Does the mediator respect individuality and originality in learners' thinking?		X	There is no opportunity for learners to try their own answers per question – educator reads answers rigidly.

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒ Learners are immediately requested to get their Literature books to mark prose (My Family and Other Animals). Educator reads each question and immediately reads her answer to learners. No opportunity is given to learners to answer.	✓ There are definitely no 'grey' areas in this educator's class. No opportunity is given for learners to explore the text and to form their own opinion about matters. ✓ Educator appears to be very rigid when reading the answers. No mediation takes place at all although there is enough room for mediation in the process.
⇒ Educator moves to reading aloud to learners in class from the reading book during the second half of the period. She manages to walk up and down whilst reading. She stops now and then, explaining to learners what has been read so far. ⇒ Most learners are merely following the text in their books while educator reads to them. ⇒ Some learners appear to sleep (lying on their arms with eyes closed) and two are busy with their cell phones under their desks	✓ Not once does the educator ask learners what she has read so far or test if they have understood what has been read. She simply explains without involving mediation in order to test their responses to the text. ✓ It appears that the only one in the class who enjoys what is being read, is the educator. She even laughs at things she reads, although the learners remain passive without responding once. ✓ Learners appear to have no or little interest in what is being read.
⇒ Educator notes that learners don't follow the text in their books and requests them to do some reading on their own. ⇒ Immediately hereafter, she orders them to start answering the questions up to question 13 for their next literature period.	✓ Educator could rather involved the learners in the reading and try to get them interested in what is being read. ✓ The educator could have involved some group work when learners are asked to answer the questions. At least they would have discussed the period's work.
⇒ For the remains of the period, the educator sits at her desks whilst learners are supposed to answer the questions in their books. Few learners use this opportunity.	✓ The educator could have made use of some interaction to move around in class, motivating learners to partake in discussing questions.

OVERALL REMARK / IMPRESSION:

Disappointing observation with little to observe.

OBSERVATION 2**DATE AND TIME:** 13 OCTOBER 2009; 8:55 (second period)**PARTICIPANTS:** GRADE 11 - 16 BOYS; 2 GIRLS**CHECKLIST:**

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	No intention of lesson is given to learners.
2. Are the reasons for the lesson and for doing certain things discussed?		X	The educator simply starts reading the poem aloud without discussing any reasons.
3. Does the mediator link the lesson with previous or future events?		X	No link with future or previous events – the educator simply tells the learners that the poem is much more difficult than their previous poem.
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	Learners don't present any interest in the complex poem.
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	The educator gives no opportunity for learners to respond.
6. Is group work encouraged?		X	No group work is done – the educator reads the poem.
7. Does the mediator respect individuality and originality in learners' thinking?		X	The educator asks questions and are rigid with her answers.

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒ When telling the learners that the poem is much more difficult than the previous one, they look quite astounded.	✓ The educator immediately gets a negative reaction even before the learners have explored the poem themselves.
⇒ Educator reads poem to learners and explains it line for line. ⇒ She even explains the meaning of some of the words.	✓ Poem is read monotonously. Few learners look involved and interested. She could have had a more positive reaction if a learner had read it. ✓ Although there are quite a few dictionaries in the front of the class, the learners are not motivated to do self-exploration, instead the educator explains the meaning of words.
⇒ After the educator had read the poem, she reads each question and helps them to find the answers in the poem. Now and then she asks them to answer. Learners are reluctant to answer and then the educator answers the questions. ⇒ Overall, only four of the 18 learners in the class look interested in the lesson by means of copying her answers and remarks.	✓ No motivation from the side of the educator for learners to try their own hands and the answers.. ✓ The educator only manages to get the interest of 4 learners and does not make any attempt to get the others interested or involved.
⇒ Learners appear to be quite bored – many yawn. ⇒ A learner's cell phone rings. The educator addresses this matter. Later, the educator's phone rang and she answered the phone in front of learners. ⇒ Learners get half the period to answer the questions in their books – few make use of this opportunity.	✓ No attempt to waken the learners or to get their interest. ✓ Educator sets a bad example when answering her own phone in class.

OVERALL REMARK / IMPRESSION:

Educator was late for class.

OBSERVATION 3**DATE AND TIME:** 15 OCTOBER 2009; 11:50 (period 5)**PARTICIPANTS:** GRADE 11 - 14 BOYS; 1 GIRL**CHECKLIST:**

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	Learners are simply informed that they need to go on where they have left the previous period.
2. Are the reasons for the lesson and for doing certain things discussed?		X	Reading simply commences.
3. Does the mediator link the lesson with previous or future events?		X	Reading starts with a new chapter and educator reads aloud.
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	Reading is less enthusiastically done this time and learners even seem to be more bored than the previous time.
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	While reading from the book, educator stops twice, explaining some words.
6. Is group work encouraged?		X	Passive learners are listening to the teacher reading. No group activities.
7. Does the mediator respect individuality and originality in learners' thinking?		X	No opportunity given for learners.

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒ Educator stands in the front of the class while reading. She later sits at her desk. ⇒ Educator sometimes interrupts herself to give meaning of certain words.	✓ Learners could have used the dictionaries in the front of the class to look up the meanings of difficult words.
⇒ No interaction with learners. Learners are notably bored and some of them are sleeping on their arms. Some of them didn't bring their reading books.	✓ Learners are passive and only the educator seems enthusiastic about the reading lesson.
⇒ The educator stops and tells learners that what they will read now is very important and they will be tested on it in the exams.	✓ Little room is left to explore the content on their own.
⇒ At a stage, the educator stops. She told the learners that it is important that they should distinguish between the character's two tutors. She only briefly says something about the tutor of whom they are currently reading about, but talks a lot about the one that will surface in the following chapters. ⇒ Learners are now asked to get out their Literature writing books – which they reluctantly do. They are immediately told which questions to do for the next period. The remains of the period is spent discussing when some of the learners will write an examination paper which they have missed out on.	✓ By telling them about a character that will still be read of in future chapters, the educator takes away the little excitement for reading the rest of the book, for they now know what to expect. ✓ The remains of the period are well wasted for most of the learners. Most of them take the opportunity to sleep further.

OVERALL REMARK / IMPRESSION:

Educator was five minutes late for class. Learners were still standing outside. This was an even more disappointing observation.

OBSERVATION 1**DATE AND TIME:** 14 OCTOBER 2009; 12:40 (period 7)**PARTICIPANTS:** GRADE 11 - 6 BOYS; 7 GIRLS**CHECKLIST:**

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	Lesson starts by educator telling learners to get out their notes.
2. Are the reasons for the lesson and for doing certain things discussed?		X	Educator reads through their notes.
3. Does the mediator link the lesson with previous or future events?		X	No reference to any events is made.
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	She reads through the exact notes that they have in front of them. Some look very bored.
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	A few times a learner (mostly the same one) tries to respond. Not much attention is paid to this though.
6. Is group work encouraged?		X	No group activities.
7. Does the mediator respect individuality and originality in learners' thinking?		X	No individuality or originality found in reading and underlining notes.

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒ Lesson starts off by educator reading notes. Each learner has notes and is told when to underline important information.	✓ This is a very lethargic process. Learners seem to be busy with other things and quickly respond when the educator tells them to underline important information.
⇒ A learner refers to an incident in Lord of the Flies (the reading book) and asks the educator if a particular character was involved – the educator says she isn't sure.	✓ The learners look amused when the educator says she isn't sure if the character was involved. The educator seems to appear uncomfortable.
⇒ All the explanations take place in Afrikaans.	✓ Learners are obviously not encouraged to work, speak or think in English.
⇒ There is quite a lot of disruption on the school grounds which causes learners to jump up and peek through the window. The educator makes no remark. ⇒ Educator tells them that they will read for a part of the period and that they will then be given the opportunity to finish their test which they started the previous period.	✓ Educator is obviously not totally in control of the class. She is not able to capture their attention and to address their bad behaviour of constantly peeking outside. ✓ Learners argued about who will read. This tells me that reading isn't exciting to them, but instead a burden. It is also awkward to let learners continue a literature test in another period.

OVERALL REMARK / IMPRESSION:

The educator immediately looked shocked when seeing the researcher and admitted that she totally forgot about the appointment. She asked if it will be all right if the children may finish writing a test which they couldn't finish the previous period. The educator again apologized for being totally unprepared and asked if it would be fine if she took off where she left the previous lesson. All this appeared to be strange, because it was an announced visit and she even contacted the co-observer the same morning to confirm the time.

<u>OBSERVATION 2</u> <u>DATE AND TIME:</u> 21 OCTOBER 2009; 12:05 <u>PARTICIPANTS:</u> GRADE 11 - 5 BOYS; 6 GIRLS

CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	Educator immediately starts reading to the class.
2. Are the reasons for the lesson and for doing certain things discussed?		X	Reading simply commences.
3. Does the mediator link the lesson with previous or future events?		X	No link with any events.
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	She reads whilst the learners need to follow in their reading books.
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	No opportunity whilst reading.
6. Is group work encouraged?		X	No group activities.
7. Does the mediator respect individuality and originality in learners' thinking?		X	Many times she asks a question and answers it herself.

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒ When telling the learners to open their reading books, she becomes confused with the numbers, saying, “ We were on page sixty-nine- no, uhh, ninety-six...” ⇒ Educator allows learners to speak Afrikaans in class and even does so herself. When asking something in English, she even allows learners to respond in Afrikaans.	✓ Educator seems quite incompetent to properly teach English to grade 11's. ✓ The educator contributes to learners' confusion when she asks the questions in English but allowing the learners to respond in Afrikaans. She also explains in Afrikaans.
⇒ Educator stops reading a few times and asks if the learners knew the meaning to some of the words – once again she explains the meaning in Afrikaans.	✓ The educator could have used this opportunity that learners look up the meaning of the words in some of the many dictionaries in her class.
⇒ Thrice, the educator struggles to pronounce words whilst reading. Once a learner helped her.	✓ An experienced educator would not struggle reading or pronouncing words. This makes her appear to be incompetent.
⇒ Twice, the educator allows lengthy discussions on matters having nothing to do with the reading lesson: firstly, discussing why some learners pass out when they donate blood and secondly, discussing the need for an air conditioner in class. Both times, she had difficulty finding the place in the book where she stopped reading.	✓ The educator doesn't only appear incompetent, but also immature when joining in useless discussions.

OVERALL REMARK / IMPRESSION:

Little was learnt by the learners. More attention was paid to useless discussions in class. Not even the educator seemed to have been interested in reading during the period.

OBSERVATION 3

DATE AND TIME: 18 OCTOBER 2009; 12:05 (period 6)

PARTICIPANTS: SHOULD HAVE BEEN THE SAME GRADE 11 GROUP AS THE PREVIOUS TWO TIMES

NO OBSERVATION TOOK PLACE. THE EDUCATOR SAID THAT HER LEARNERS WERE WRITING PAPER 3 AND SHE FORGOT TO TELL US THAT THE LEARNERS WOULD BE STARTING WITH EXAMINATIONS EARLIER (after the researcher priorly confirmed with her that one observation still needs to be done and asking twice when examinations will commence.) SHE APPOLOGISES AND THE OBSERVERS LEFT WITHOUT BEING ABLE TO OBSERVE A LESSON.

CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?			
2. Are the reasons for the lesson and for doing certain things discussed?			
3. Does the mediator link the lesson with previous or future events?			
4. Does the mediator promote a positive attitude towards learners and the learning material?			
5. Does the mediator provide opportunities for the learners to respond and master the tasks?			
6. Is group work encouraged?			
7. Does the mediator respect individuality and originality in learners' thinking?			

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒	✓
⇒	✓
⇒	✓
⇒	✓
⇒	✓
⇒	✓
⇒	✓

OVERALL REMARK / IMPRESSION:

No observation was done due to the educator's incompetence to make proper arrangements and to keep by it.

THE FOLLOWING MEDIATION PRINCIPLES WERE TESTED IN THE OBSERVATIONS

OBSERVATION QUESTION NR	MEDIATION PRINCIPLE TESTED
1	* intentionality
2	* meaning
3	* transcendence, * self-change * human as being
4	* belonging * individuality
5	* competence * challenge
6	* individuality * sharing
7	* self-control

<u>OBSERVATION 1</u> <u>DATE AND TIME:</u> 12 OCTOBER 2009; 7:45 <u>PARTICIPANTS:</u> GRADE 11 - 16 BOYS; 1 GIRL
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CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	
2. Are the reasons for the lesson and for doing certain things discussed?		X	
3. Does the mediator link the lesson with previous or future events?		X	
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	
6. Is group work encouraged?		X	
7. Does the mediator respect individuality and originality in learners' thinking?		X	

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒	✓
⇒	✓
	✓ .
⇒ .	✓ .
⇒	✓ .
	✓ .
⇒ .	✓ .
⇒ .	✓ .
⇒	✓
⇒ .	✓ .

OVERALL REMARK / IMPRESSION:

<u>OBSERVATION 2</u> <u>DATE AND TIME:</u> 12 OCTOBER 2009; 7:45 <u>PARTICIPANTS:</u> GRADE 11 - 16 BOYS; 1 GIRL

CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	
2. Are the reasons for the lesson and for doing certain things discussed?		X	
3. Does the mediator link the lesson with previous or future events?		X	
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	
6. Is group work encouraged?		X	
7. Does the mediator respect individuality and originality in learners' thinking?		X	

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒	✓
⇒	✓
	✓ .
⇒ .	✓ .
⇒	✓ .
	✓ .
⇒ .	✓ .
⇒ .	✓ .
⇒	✓
⇒ .	✓ .

OVERALL REMARK / IMPRESSION:

<u>OBSERVATION 3</u> <u>DATE AND TIME:</u> 12 OCTOBER 2009; 7:45 <u>PARTICIPANTS:</u> GRADE 11 - 16 BOYS; 1 GIRL
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CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	
2. Are the reasons for the lesson and for doing certain things discussed?		X	
3. Does the mediator link the lesson with previous or future events?		X	
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	
6. Is group work encouraged?		X	
7. Does the mediator respect individuality and originality in learners' thinking?		X	

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒	✓
⇒	✓
	✓ .
⇒ .	✓ .
⇒	✓ .
	✓ .
⇒ .	✓ .
⇒ .	✓ .
⇒	✓
⇒ .	✓ .

OVERALL REMARK / IMPRESSION:

<u>OBSERVATION 1</u> <u>DATE AND TIME:</u> 12 OCTOBER 2009; 7:45 <u>PARTICIPANTS:</u> GRADE 11 - 16 BOYS; 1 GIRL
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CHECKLIST:

	Yes	No	Comments
1. Is the intention of the lesson communicated thoroughly?		X	
2. Are the reasons for the lesson and for doing certain things discussed?		X	
3. Does the mediator link the lesson with previous or future events?		X	
4. Does the mediator promote a positive attitude towards learners and the learning material?		X	
5. Does the mediator provide opportunities for the learners to respond and master the tasks?		X	
6. Is group work encouraged?		X	
7. Does the mediator respect individuality and originality in learners' thinking?		X	

FIELDNOTES:

<u>OBSERVATIONS</u>	<u>INTERPRETATIONS</u>
⇒	✓
⇒	✓
	✓ .
⇒ .	✓ .
⇒	✓ .
	✓ .
⇒ .	✓ .
⇒ .	✓ .
⇒	✓
⇒ .	✓ .

OVERALL REMARK / IMPRESSION:

APPENDIX I

FOCUS GROUP INTERVIEWS VERBATIM TRANSCRIPTS

1	Verbatim Transcript 1	Open Code	Axial Code
2	Researcher: 1. What do you think is the main purpose of an educator?		
3	Educator 1: Probably to teach, although admin takes more time than learning.	to teach admin takes more time	Admin overwhelms the teaching process.
4	Educator 2: To lead a learner to learning. There is not enough time to give proper feedback on important issues – time is limited to educate (<i>not just in English</i>)	lead a learner not enough time for feedback time is limited to educate	It is important to lead a learner, although time is not enough for feedback.
5	Educator 3: To teach although there is no time to do something special in a period. If learners would be more interested in literature and reading the learners would make the educator feel good.	To teach no time to do something special learners not interested	To teach is important, but a lack of time and learners' little interest is a barrier.
6	Educator 4: To lead learners in making a future.....and to educate.	To lead to educate	To lead and educate.
7	Educator 5: To discover. Department feels if portfolios are 100% you've done your job – which is not true. To teach as well.	To discover To teach	To discover and to teach.

8	Researcher: 2. What do you understand under the term “teacher as mediator”?		
9	Educator 1: Forcing the horse at the water to drink.	Forcing	To force learners to do something.

10	Educator 2: Mediator sounds like referee – to facilitate learning – actually all the wonderful things you think educating should be.	like referee wonderful things educating should be	Judging the learning process according to what it should be like.
11	Educator 3: To guide someone to learn.	To guide	Guidance.
12	Educator 4: Facilitating.	Facilitating	Facilitation.
13	Educator 5: Educator is the switch to the light.	switch to the light	Switch to turn on a light.
14	Researcher 3: How do you think would an educator's role as mediator differ from that as mere provider of information?		
15	Educator 1: A mediator needs 'softness' and another approach: human touch.	softness human touch	To be a mediator involves a soft, human touch
16	Educator 2: Information can be read in a book, but mediating means to get someone to learn – patience is needed.	get someone to learn patience	Mediators should use patience to get someone to learn.
17	Educator 3: Explaining different ways; motivating; coach learners in life skills through literature?	motivating coach learners	Mediators motivate and coach learners.
18	Educator 4: More patience is needed.	patience	Mediators should have patience.
19	Educator 5: Something is missing in education you know? Learners must see what is done in class relevant to their future and life. Fruitful results are needed.	what is done in class relevant to their future and life Fruitful results	Mediators should ensure that learners see what is done in class is relevant to their future and lives.

20	Researcher 4: What do you think is an effective way to start a lesson?		
21	Educator 1: Get their immediate attention. Tell a joke.	immediate attention joke	Get learners' immediate attention through e.g. jokes.
22	Educator 2: Who didn't do homework??? No, get something from the beginning to catch attention of learners. Involve something about life experience. I don't think to say what to do today in class will get their interested.	catch attention Involve life	Catch their attention through involving life experiences.
23	Educator 3: Make a statement. A wild statement. E.g. "Write an argumentative essay on the effect of chicken on the South African way of life."	wild statement	Start off with a wild statement
24	Educator 4: Explain exactly what to do during the lesson and why.	what to do during the lesson and why	Tell them what to do during the lesson and why.
25	Educator 5: Too much is expected of teachers. Link the lesson to other subjects...get them to be creative!	Link the lesson creative	Link the lesson with other subjects and be creative.
26	Researcher: 5. Do you think it is important to link the subject of the lesson to previous or future events?		
27	Educator 1: The learners mustn't think of just learning – but together with the universe.	universe	Interweave learning with the universe.

28	Educator 2: What events? World Cup Soccer for example?? The learners are quite interested. Link lessons with history – e.g. Animal Farm – historical events. But literature can't be just to enjoy. And they hate the moral of the story. They should learn to think differently.	Link lessons history	Link lessons to historical events.
29	Educator 3: I don't think it's always good to link history, but it's good to use previous lessons or things happening now in life.	use previous lessons things happening now in life	Use previous lessons and combine it with things happening now in life.
30	Educator 4: Children are visual – if something is already in their minds, e.g. previous knowledge, they will learn easier.	visual previous knowledge	Use learners' visual side by reflecting back to previous knowledge.
31	Educator 5: Sometimes it can get boring. It would be more interesting to bring in life-long topics, like illnesses.	life-long topics	Use life-long topics in the learning process.
32	Researcher: 6. How important is it to enforce school rules?		
33	Educator 1: The whole school needs to apply it. There are many things that parents should take care of that the educators must do now. But they are shifting the blame.	whole school needs to apply it	It is effective if the whole school applies it.
34	Educator 2: always phoning	it is necessary	It is necessary

	parents...no discipline...no teaching. I don't always want to be the bad guy, but it is necessary because you don't want to waste time	waste time	because it prevents a wastage of time.
35	Educator 3: Discipline is very important not only in school, but also in life. You learn it in the house. Bad discipline means a lack of pride in the learner. Bad discipline demotivates a person.	Discipline is very important Bad discipline lack of pride	Discipline is important because bad discipline points towards a lack of pride.
36	Educator 4: Discipline is problematic...no...the educator is losing the battle . It is time for the learner to take responsibility of their actions. Forcing learners don't work.	educator is losing the battle learner to take responsibility	The educator loses the battle and it is time for learners to take responsibility.
37	Educator 5: It is teamwork .	teamwork	Enforcing school rules is teamwork.
38	Researcher: 7. Whose duty do you think is it to ensure that a pupil copes with the work?		
39	Educator 1: The educator's .	educator	It's the educator's.
40	Educator 2: Look, the educator should explain the work nicely. The learner should learn and tell if he doesn't understand . That's his work.	educator should explain learner should learn tell if he doesn't understand	The educator must explain and the learner should learn and tell if he doesn't understand.
41	Educator 3: It is the responsibility of the educator to explain the work in a way a	educator explain the work learner should	An educator should explain the work and a learner

	learner should understand, but it is the learner's responsibility to cope. It is fine with me if I need to discuss the work again.	understand learner's responsibility to cope	should understand and take responsibility to cope with the work.
42	Educator 4: It is NOT acceptable to explain ten times if the children didn't pay attention.	NOT explain ten times children didn't pay attention.	It's not fair to expect educators to explain many times if learners don't pay attention
43	Educator 5: It is the educator's responsibility to explain the work on their level but they should pay attention. For example, the language should be on their level.	educator's responsibility to explain they should pay attention	Educators should explain the work but learners should pay attention.
44	Researcher: 8. How can a learner's right to education be protected?		
45	Educator 1: You don't always know what happens at home. I feel the educator should know a child's circumstances. By protecting an educator's rights to teach? Well, every action gives a reaction. You should be able to do your job. Respect is important. Yes. Teach learners to respect themselves.	educator should know a child's circumstances Teach learners to respect themselves.	Educators should know children's circumstances and teach them to respect themselves.
46	Educator 2: They work, but expect to pass. Sometimes they take other's rights. An educator must never be a "pal"	take other's rights educator must never be a "pal" to learners	Educators should never be too familiar with learners.

	to learners.		
47	Educator 3: It is the teacher's responsibility to teach and to create a teaching environment in a friendly classroom.	teacher's responsibility to teach create a teaching environment	It is the educator's responsibility to teach and to create a suitable teaching environment.
48	Educator 4: Some learners don't have responsibility.	learners don't have responsibility	Learners should be taught to be responsible.
49	Educator 5: Some learners bring baggage. And how does bringing baggage to school affect a learner's right to education? The result is that some learners disrespect a teacher – truancy – they don't open up to educator. Some learners don't take responsibility. And oh yes, some learners just don't come along with teachers.	Some learners bring baggage. some learners disrespect a teacher Some learners don't take responsibility.	Learners should be taught respect and responsibility.
50	Researcher: 9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.		
51	Educator 1: You don't know individuals...classes are too big. It is impossible to know all learners and what makes them "tick".	classes are too big impossible to know all learners	The problem is classes are too big and you can't know all learners.
52	Educator 2: Can you explain to me what is "mediation"? (Researcher briefly explains). Well, no, it isn't a waste of	it isn't always practical not always possible	It is not always practical or possible.

	time, but it isn't always practical. You can try to, but it is not always possible. For example, Romeo and Juliet: it involves either watching a film or reading.		
53	Educator 3: Classes are too big. It is not easy, but it is a good idea.	Classes are too big	It is not easy because classes are too big.
54	Educator 4: It would be perfect to apply everything, like all their senses in a lesson, but it is not practical. It actually works better for older learners. They understand.	it is not practical works better for older learners	It is not practical but can work better for older learners.
55	Educator 5: No. Assessment is a problem. When you teach, you don't know which learner is how capable. Some learners can answer orally, but they fail on paper. There is just not enough time.	No There is just not enough time	No, because there is not enough time.
56	Researcher: 10. How do you feel about applying rights in the classroom? Please explain yourself.		
57	Educator 1: Rights goes to both sides. The teacher is the first person a learner sees in a day.	Rights goes to both sides.	Both learner and educator should apply rights.
58	Educator 2: It is wonderful. It is the ideal, but every right has a responsibility.	every right has a responsibility.	Rights go hand-in-hand with responsibilities.
59	Educator 3: It is a good idea,	it's not working	No, it is not

	but without pride of who they are and wanting to learn...it's not working.		working.
60	Educator 4: They must know educators also have rights.	They must know educators also have rights	Learners don't respect educators' rights.
61	Educator 5: Something must happen if you infringe someone's rights. Learners don't know something must happen...like expulsion. With OBE, educators are not taught or counseled how to apply of do this.	Something must happen if you infringe someone's rights	There must be a consequence if you don't respect another's rights.
56	Researcher: 11. How possible is it to accommodate the needs of all learners? Why do you say so?		
57	Educator 1: You can only do so much. I feel the government should take responsibility. An educator can't do everything! How do you promise a utopia to a learner's future?	government should take responsibility	The government should first take responsibility.
58	Educator 2: No...It's not very possible. Material needs trigger emotional needs.	not very possible Material needs	It is not very possible due to the importance of materialism.
59	Educator 3: It's impossible.	impossible	It is impossible.
60	Educator 4: Impossible! It is possible for educators to help with educational needs but not with emotional needs.	Impossible not with emotional needs	It is impossible to help learners with emotional needs.

61	Educator 5: Some learners even come tired to school because they need to walk very far.	Some learners even come tired to school	Some learners even come tired to school.
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1	Verbatim Transcript 2	Open Code	Axial Code
2	Researcher: 1. What do you think is the main purpose of an educator?		
3	Educator 1: To teach , guide learners, to assist them with info they want.	teach guide assist	Educators should teach, guide and assist learners.
4	Educator 2: To teach , monitor their work and see what they understand .	teach monitor what they understand	An educator must teach and monitor and determine what they understand.
5	Educator 3: To mould and shape a learner into a better person and to enable him to become a productive citizen .	mould shape enable productive citizen	Educators mould, shape and enable learners to become productive citizens.
6	Educator 4: To motivate learners and to act in loco parentis .	motivate act in loco parentis	Educators should motivate learners whilst acting <i>in loco parentis</i> .
7	Educator 5: To teach and to motivate learners.	teach motivate	Educators must teach and motivate learners.

8	Researcher: 2. What do you understand under the term “teacher as mediator”?		
9	Educator 1: You are acting as guardian or parent and identify problems .	acting as guardian or parent identify problems	Someone acting as guardian or parent and who identifies problems.
10	Educator 2: You give people information and supply mediation between the parent and child	give information supply mediation between the parent and child	Someone giving information and supplying mediation between parent and child.
11	Educator 3: It means a source	source of knowledge	A person who is a

	of knowledge taking children through the learning process.		source of knowledge.
12	Educator 4: The teacher acts as facilitator to help the children in developing.	facilitator help the children in developing	A facilitator who helps children to develop.
13	Educator 5: You see what is in the textbooks.	see what is in the textbooks.	Someone seeing what is in textbooks.
14	Researcher 3: How do you think would an educator's role as mediator differ from that as mere provider of information?		
15	Educator 1: To get rid of being provider of information, you need to tell them to seek information – you should encourage children and not allow children to be passive learners.	tell them to seek information encourage children	You will rather tell learners to seek information and encourage them.
16	Educator 2: A mediator should allow children to search for information themselves and not be the sole provider to information.	allow children to search for information	They will allow children to search for information.
17	Educator 3: A mediator should teach a child to fish, not give him the fish.	teach a child to fish	Mediators teach children to 'fish' for knowledge.
18	Educator 4: The teacher is only the facilitator and should only help the children, not keep providing everything.	help the children not keep providing	They help children and don't simply provide information.
19	Educator 5: This is a new system which means the educator mustn't give the learners information.	new system mustn't give the learners information.	Mediation is a new system in which educators mustn't just give information.

20	Researcher 4: What do you think is an effective way to start a lesson?		
21	Educator 1: To start by encourage learner participation.	encourage learner participation	Educators should encourage learners to participate.
22	Educator 2: Start with pre-knowledge. See what they already know.	pre-knowledge	By using pre-knowledge.
23	Educator 3: Create an interesting atmosphere to get their attention.	interesting atmosphere	By creating an interesting atmosphere.
24	Educator 4: Reflect from what they already know.	Reflect already know	In reflecting what children already know.
25	Educator 5: Start from what they know to what they should know.	what they know what they should know	Starting with what they know and moving to what they should know.
26	Researcher: 5. Do you think it is important to link the subject of the lesson to previous or future events?		
27	Educator 1: I think so. Bring the outside world into the classroom. It must go hand-in-hand with the lesson.	I think so outside world into the classroom	I think it is important to link the outside world with the learning content.
28	Educator 2: Bring the outside world and teach them how to use it in the future.	outside world how to use it in the future.	Use things from the world and teach them how to use it in their futures.
29	Educator 3: When doing literature, for example, say what happened in past – use it now to guide them for the future.	what happened in past guide them for the future	Tell them what happened in the past and use it to guide them for their futures.

30	Educator 4: A theme is important. Link everything to that theme – e.g. problem solving, comprehension and summaries.	theme is important	A theme is important to do this.
31	Educator 5: Teach from what they know and link it to the future.	what they know link it to the future	Use what they know and link it to the future.
32	Researcher: 6. How important is it to enforce school rules?		
33	Educator 1: It enables you to control the learners.	enables control the learners	It enables educators to control learners.
34	Educator 2: If you enforce these rules, learners will know what to do and what not to do.	learners will know what to do and what not to do	Learners will then know what to do and not to do.
35	Educator 3: The thing is, if learners adhere to school rules, they will also learn how to react as adults.	learners adhere to school rules they will also learn how to react as adults	If adhering to school rules, learners will learn how to react as adults.
36	Educator 4: Effective school rules = effective discipline.	effective discipline	It ensures effective discipline.
37	Educator 5: Even in South Africa we are living under rules. Enforcing school rules will teach learners to obey rules in general.	will teach learners to obey rules	It will teach learners how to obey rules in general.
38	Researcher: 7. Whose duty do you think is it to ensure that a pupil copes with the work?		
39	Educator 1: The department of education's duty. If there is proper intervention from the	department of education	It is the duty of the department of education.

	department, some learners will cope easier with work. The department must realize that slow learners need urgent intervention.		
40	Educator 2: Ensuring that a pupil copes with the work, works in a triangle: At the top is the parent (the secondary partner in ensuring this), at the bottom left angle is the educator and opposite him in the other angle is the learner. The parent should thus pick up if his child experiences difficulty at school.	triangle: parent educator learner parent should thus pick up if his child experiences difficulty	It works in a triangle: parent, educator and learner, with the parent having the liability to spot a learner's difficulty.
41	Educator 3: Yes, I also think the department is liable, because they need to intervene to ensure child progress.	department	The department's.
42	Educator 4: The teacher, parent and learner have equal liability to make sure that the learner copes with the school work.	teacher, parent and learner equal liability	The teacher, parent and learner have equal liability.
43	Educator 5: Four people are involved: (1) the teacher (2) the parent (3) the learner (4) the department of education. Of all these, the teacher has most work to do.	Four people teacher parent learner department teacher has most work	Four people: teacher, parent, learner and department, but the teacher has most of the responsibility.

44	Researcher: 8. How can a learner's right to education be protected?		
45	Educator 1: A children may not be prevented from attending school because of fees not paid. You may never discriminate against a learner on grounds of colour, culture of disability. They have a right to be protected.	never discriminate against a learner They have a right to be protected	To never discriminate against a learner and to remember learners have a right to be protected.
46	Educator 2: To always remember that it is their right to go to school.	remember that it is their right to go to school	To always remember that learners have a right to go to school.
47	Educator 3: There should be proper and equal chances to education for all.	proper and equal chances	To supply proper and equal chances to all.
48	Educator 4: As educators, we need to ensure that all learners attend school and get a proper education. Policies such as those of inclusive education need to be considered.	Policies need to be considered	To consider policies.
49	Educator 5: The teacher is not just a provider – he should also support learners.	teacher should also support learners	Teachers should support learners.
50	Researcher: 9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.		
51	Educator 1: No. Mediation has an important role. Some learners learn in different ways – some hear and others speak in learning information.	No Some learners learn in different ways	No, because learners learn in different ways.

52	Educator 2: No. Learners will absorb only what they know.	No Learners will absorb only what they know	No, because learners will absorb only what they know.
53	Educator 3: Mediation brings confidence. It ensures confidence.	It ensures confidence.	Mediation ensures confidence.
54	Educator 4: No. It improves learner involvement in the classroom.	No improves learner involvement	No, because it improves learner involvement.
55	Educator 5: They understand better if you teach them different skills.	They understand better	It helps learners to understand better.
56	Researcher: 10. How do you feel about applying rights in the classroom? Please explain yourself.		
57	Educator 1: An educator must still have the final say.	educator the final say	The educator should have the final say.
58	Educator 2: It teaches a learner respect and independency.	teaches a learner respect	Rights teach learners respect.
59	Educator 3: Rights must only be exercised to a certain limit. Dedication to work must be in place.	Rights must only be exercised to a certain limit	Rights must only be used to a certain limit.
60	Educator 4: Rights go hand in hand with responsibility.	Rights go hand in hand with responsibility	Rights are one with responsibility.
61	Educator 5: If rights must be important, responsibility must also be important.	responsibility must also be important	Responsibility is also very important.
62	Researcher: 11. How possible is it to accommodate the needs of all learners? Why do you say so?		

63	Educator 1: Everyone has different needs – the educator must meet it, but in context.	the educator must meet it, but in context	Educators must meet it in context.
64	Educator 2: Overcrowded classes make it difficult	Overcrowded classes make it difficult	It is difficult due to overcrowded classes.
65	Educator 3: It is impossible! Because of different types of schools, funds aren't always available. The department makes promises, but don't provide. Especially in black schools.	impossible funds aren't always available	It is impossible and funds aren't always available.
65	Educator 4: It all depends on the school context. Deliverance will occur in different situations.	depends on the school context	It depends on the school's context.
66	Educator 5: It is possible through teaching skills.	is possible through teaching skills	It is possible through teaching skills.

1	Verbatim Transcript 3	Open Code	Axial Code
2	Researcher: 1. What do you think is the main purpose of an educator?		
3	Educator 1: An educator must have the desire to take critical thinking further and should aim that learners should weigh information and make sensible conclusions. Educators must have the desire that the learners must make sensible conclusions and grow in improvement from all the drilling.	to take critical thinking further learners must make sensible conclusions and grow	An educator should take critical thinking further by helping learners to make sensible conclusions and to grow.
4	Educator 2: To educate and to get learning material to learners.	educate get learning material	To educate and to get learning material.
5	Educator 3: An educator must develop critical thinkers. She must get learners to think about the information that they get.	develop critical thinkers	Educators should develop critical thinkers.

6	Researcher: 2. What do you understand under the term “teacher as mediator”?		
7	Educator 1: Someone who wants to challenge to see what reading material works and what not. It's someone who should get suitable texts for learners and who adapts to different backgrounds.	someone who should get suitable texts for learners adapts to different backgrounds	It is someone who should get suitable texts for learners and who adapts to different backgrounds.
8	Educator 2: A person who mediates – should mediate in	person who mediates	It is a person who mediates his

	the classroom and with the context. A teacher mediates his environment.	mediates his environment.	environment.
9	Educator 3: Isn't it to empower learners to become teachers? To give them the 'tools'? Yes, you give the learners what they need to achieve. Not answers, but help them to get answers. Mediators should guide.	give the learners what they need to achieve	They should give learners what they need to achieve.
10	Researcher 3: How do you think would an educator's role as mediator differ from that as mere provider of information?		
11	Educator 1: If you try to give examples of movies, they would say 'nice', because they do not need to explain. They may be clueless.	need to explain	They need to explain work.
12	Educator 2: Interpretation is added.	Interpretation is added	They interpret information.
13	Educator 3: You're not just giving an answer. That's not what you would want to achieve. There is not just a right or wrong in Literature. It's rather HOW they get it and from which perspective.	not just giving an answer HOW they get it and from which perspective	They don't just give an answer – they emphasise how to get it and from which perspective.
14	Researcher 4: What do you think is an effective way to start a lesson?		
15	Educator 1: Get the learners' attention – immediately. Get something in context. Get an	Get the learners' attention	By getting learners' attention through using variation.

	example, e.g. an animal or snake if it's in the book – at least you've got their interest and attention. Try something else each time. Variation is the spice of life.	Variation	
16	Educator 2: Set the outcomes and challenges of the lesson beforehand and then bring it 'to their world'. Connect with something they know.	Set the outcomes and challenges Connect with something they know	To set outcomes and challenges and connecting with something learners know.
17	Educator 3: Make it more personal – it would get them interested and tuned into the theme. Give key words, e.g. corruption – key concepts to connect with the content.	Connect with something they know key concepts to connect with the content	By connecting with something learners know and using key concepts to connect with the content.
18	Researcher: 5. Do you think it is important to link the subject of the lesson to previous or future events?		
19	Educator 1: It's like building blocks . It's good to teach and debate on the content. The learners read their own framework in poetry / literature.	like building blocks	It is like building blocks.
20	Educator 2: That's why we read and have literature. To see where would the book leave me. Poetry gives critical thinking .	critical thinking	It evokes critical thinking.
21	Educator 3: Are we learning from history or are we repeating history? They'll	Repetition and revision is important	Repetition and revision is important.

	know from literature. Repetition and revision is important, although it's tricky due to time that is limited.		
22	Researcher: 6. How important is it to enforce school rules?		
23	Educator 1: "Enforce" would differ from class to class. Some rules are stupid, though sometimes you just don't see something wrong, for example when a girl wears the wrong earrings. It is important to ensure effective rules prevail because transgressions snowball and next time the girl would do something worse. We need to define "enforce" though, because it is not the same with everyone. An educator should be left with his own initiative or discretion. Rules should be seen holistically.	It is important to ensure effective rules prevail educator should be left with his own initiative or discretion Rules should be seen holistically	It ensures that effective rules prevail, but the educator should be left with his own discretion and rules should be seen holistically.
24	Educator 2: It's the backbone of what's going on in class. From there, you can apply whatever in class. Each teacher has a domain. If everything goes right there, everything goes fine in school.	It's the backbone of what's going on in class	Rules are the backbone of what is going on in the class.
25	Educator 3: Bottom line = no rules = no discipline. There	no rules = no discipline	With no rules, there is no discipline and

	are always rules to enforce. If the learners don't cut their hair, how can they work and be quiet in class? Without rules, there would be chaos. It's necessary for us to have an orderly environment, but it is a team effort to enforce the rules.	Without rules, there would be chaos have an orderly environment, but it is a team effort	it would evoke chaos, but it is a team effort.
26	Researcher: 7. Whose duty do you think is it to ensure that a pupil copes with the work?		
27	Educator 1: An educator must make sure a learner isn't pushed to a next grade. Parents come in a primary school. Problems come from the primary school. It always becomes an argument on whose work it was.	Problems come from the primary school	The primary school's duty.
28	Educator 2: To be self-radiant – realize it is 'my own' duty – make them see it's their duty. In the end, it stays the learner's duty, but the educator must help. No responsibilities of learners. Everyone is responsible for their own learning.	it stays the learner's duty the educator must help	The learner's duty, but the educator should help the learner.
29	Educator 3: Responsibilities are taken from learners and put on the educator and parents. Excuses are made for	no support would be needed if learners are held accountable	Learners should take responsibility, but educators should also be

	learners –no support would be needed if learners are held accountable. Only ½ would need extra help. 60% of parents are involved in learners’ day-to-day homework activities. Now suddenly, parents need to only assist. Why not in the past? In primary school, parents do the educator’s work at home. Tasks are far beyond learners’ capabilities. Parents do the work and learners achieve nothing. Educators take away their sense of feeling able to do something. It knocks their confidence. They provide what is not theirs. Thinking about it, it is educators being responsible to ensure a pupil cope with the work, because the system doesn’t work. We decide on a syllabus and see that they do it. Nothing is done internally.	it is educators being responsible to ensure a pupil cope with the work, because the system doesn’t work	responsible to ensure that a learner copes, because the system doesn’t work.
30	Researcher: 8. How can a learner’s right to education be protected?		
31	Educator 1: By teaching him the equivalent responsibilities. Rights = responsibilities – it should balance. See to have the right learning material. Be	By teaching him the equivalent responsibilities	By teaching him responsibilities.

	careful not to offend a child through material – they will switch off. Protect rights of teachers in the same way. Balance. Make sure of your and children's rights and responsibilities.		
32	Educator 2: Educators should have a good knowledge of the individuals in front of them. Understand classroom dynamics, it determines what to use to illustrate your point.	Educators should have a good knowledge of the individuals in front of them	Educators must know their learners.
33	Educator 3: If you think about social contexts, it is not protected. In class, by strict discipline. Mutual respect is important. Show you care and they'll treat you the same. Lead by example.	by strict discipline Lead by example	It can be achieved by strict discipline and by educators leading by example.
34	Researcher: 9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.		
35	Educator 1: The more, the merrier. More viewpoints enrich and enhance. It's like building blocks, more ideas make a better block. You'd easily pick up conflict between learners.	The more, the merrier More viewpoints enrich and enhance You'd easily pick up conflict between learners.	More viewpoints, like mediation enrich and enhance and help you to pick up conflict between learners.
36	Educator 2: No. Not at all. Mediation opens communication lines between	Mediation opens communication lines between individual	Mediation links critical thinking with topics.

	individual critical thinking about different topics. Even mediating in material works better.	critical thinking about different topics	
37	Educator 3: Definitely not. It's more fun for learners to discover conclusions that are being taught so. Mediating works better in groups, Doesn't it?? They'd feel more comfortable to raise questions in groups than individually.	It's more fun for learners to discover conclusions that are being taught so works better in groups	Mediation works better in groups and is more fun when learners discover conclusions.
38	Researcher: 10. How do you feel about applying rights in the classroom? Please explain yourself.		
39	Educator 1: Use discretion. It could be challenging, e.g. diabetes – you should know if there are problems. Be careful for exceptions. All people should have discretion. Not all do though. They should. Learners' discretion is questionable though. You don't just teach = growing in progress.	Use discretion could be challenging Be careful for exceptions	It could be challenging, but educators should use their discretion but be careful for exceptions.
40	Educator 2: Whose rights? It's not easy.	It's not easy	It is not easy.
41	Educator 3: Do unto others as you'd like others would do unto you. Everyone needs to apply his discretion. Your motives behind things affect your	Everyone needs to apply his discretion motives behind things affect your	Educators should apply it to their own discretion, but should know your motives affect their

	discretion.	discretion	discretion.
42	Researcher: 11. How possible is it to accommodate the needs of all learners? Why do you say so?		
43	Educator 1: Impossible. Everything develops everyday. The need is addressed through stating what would be done in class.	Impossible	It is impossible.
44	Educator 2: We are aware of a few needs, but you need to find out. We generalize the needs.	We generalize the needs	Educators generalize needs.
45	Educator 3: Very difficult. you're sitting with learners with different abilities. Big classes are a problem and then time is also limited and then learners "fall through the cracks". If you have a close relationship with learners, you'd pick up problems, although educators are not equipped to handle situations but can refer them to grade guardians for example.	difficult Big classes are a problem time is also limited educators are not equipped to handle situations	It is difficult due to big classes, limited time and unequipped educators.

Grouping of axial codes into themes:

1. What do you think is the main purpose of an educator?			
1	2	3	Themes
● Admin overwhelms the teaching process.	◎ Educators should teach, guide and assist learners.	◎ An educator should take critical thinking further by helping learners to make sensible conclusions and to grow.	Teach learners.
● It is important to lead a learner, although time is not enough for feedback.	◎ An educator must teach and monitor and determine what they understand.	◎ To educate and to get learning material.	To lead and guide learners.
● To teach is important, but a lack of time and learners' little interest is a barrier.	◎ Educators mould, shape and enable learners to become productive citizens.	◎ Educators should develop critical thinkers.	Educators should support learners.
● To lead and educate.	◎ Educators should motivate learners whilst acting <i>in loco parentis</i> .		To motivate learners to grow.
● To discover and to teach.	◎ Educators must teach and motivate learners.		Help learners to become critical thinkers.

2. What do you understand under the term “teacher as mediator”?			
1	2	3	Themes
● To force learners to do something.	◎ Someone acting as guardian or parent and who identifies problems.	◎ It is someone who should get suitable texts for learners and who adapts to different backgrounds.	It is a facilitator.
● Judging the learning process according to what it should be like.	◎ Someone giving information and supplying mediation between parent and child.	◎ It is a person who mediates his environment.	Someone supplying learners with information and knowledge.
● Guidance.	◎ A person who is a source of knowledge.	◎ They should give learners what they need to achieve.	Someone choosing texts and textbooks.
● Facilitation.	◎ A facilitator who helps children to develop.		A person who guides.
● Switch to turn on a light.	◎ Someone seeing what is in textbooks.		

3. How do you think would an educator's role as mediator differ from that as mere provider of information?			
1	2	3	Themes
● To be a mediator involves a soft, human touch.	◎ You will rather tell learners to seek information and encourage them.	◎ They need to explain work.	Mediators need a lot of patience.
● Mediators should use patience to get someone to learn.	◎ They will allow children to search for information.	◎ They interpret information.	Mediators encourage learners to get their own information.
● Mediators motivate and coach learners.	◎ Mediators teach children to 'fish' for knowledge.	◎ They don't just give an answer – they emphasise how to get it and from which perspective.	A mediator should explain and interpret information.
● Mediators should have patience.	◎ They help children and don't simply provide information.		A mediator should ensure what is done is relevant to the future.
● Mediators should ensure that learners see what is done in class is relevant to their future and lives.	◎ Mediation is a new system in which educators mustn't just give information.		

4. What do you think is an effective way to start a lesson?			
1	2	3	Themes
● Get learners' immediate attention through e.g. jokes.	◎ Educators should encourage learners to participate.	◎ By getting learners' attention through using variation.	Get their attention.
● Catch their attention through involving life experiences.	◎ By using pre-knowledge.	◎ To set outcomes and challenges and connecting with something learners know.	Inform them what to do and why.
● Start off with a wild statement	◎ By creating an interesting atmosphere.	◎ By connecting with something learners know and using key concepts to connect with the content.	Connecting with what learners already know.
● Tell them what to do during the lesson and why.	◎ In reflecting what children already know.		By using creativeness, variation, concepts and statements.
● Link the lesson with other subjects and be creative.	◎ Starting with what they know and moving to what they should know.		

5. Do you think it is important to link the subject of the lesson to previous or future events?			
1	2	3	Themes
● Interweave learning with the universe.	◎ I think it is important to link the outside world with the learning content.	◎ It is like building blocks.	Learning should be connected to things from the world.
● Link lessons to historical events.	◎ Use things from the world and teach them how to use it in their futures.	◎ It evokes critical thinking.	Lessons should link with what happened in the past.
● Use previous lessons and combine it with things happening now in life.	◎ Tell them what happened in the past and use it to guide them for their futures.	◎ Repetition and revision is important.	Involve current occurrences in life and work towards future events.
● Use learners' visual side by reflecting back to previous knowledge.	◎ A theme is important to do this.		
● Use life-long topics in the learning process.	◎ Use what they know and link it to the future.		

6. How important is it to enforce school rules?			
1	2	3	Themes
● It is effective if the whole school applies it.	◎ It enables educators to control learners.	◎ It ensures that effective rules prevail, but the educator should be left with his own discretion and rules should be seen holistically.	School rules help to establish good discipline.
● It is necessary because it prevents a wastage of time.	◎ Learners will then know what to do and not to do.	◎ Rules are the backbone of what is going on in the class.	School rules are only effective if applied by the whole school.
● Discipline is important because bad discipline points towards a lack of pride.	◎ If adhering to school rules, learners will learn how to react as adults.	◎ With no rules, there is no discipline and it would evoke chaos, but it is a team effort.	Enforcing school rules also contributes to forming learners towards adulthood.
● The educator loses the battle and it is time for learners to take responsibility.	◎ It ensures effective discipline.		
● Enforcing school rules is teamwork.	◎ It will teach learners how to obey rules in general.		

7. Whose duty do you think is it to ensure that a pupil copes with the work?			
1	2	3	Themes
● It's the educator's.	◎ It is the duty of the department of education.	◎ The primary school's duty.	The educator's major purpose is to explain the work.
● The educator must explain and the learner should learn and tell if he doesn't understand.	◎ It works in a triangle: parent, educator and learner, with the parent having the liability to spot a learner's difficulty.	◎ The learner's duty, but the educator should help the learner.	The learner should learn, pay attention and tell if he does not understand or cope.
● An educator should explain the work and a learner should understand and take responsibility to cope with the work.	◎ The department's.	◎ Learners should take responsibility, but educators should also be responsible to ensure that a learner copes, because the system doesn't work.	Parents should be aware in their children don't cope with work.
● It's not fair to expect educators to explain many times if learners don't pay attention	◎ The teacher, parent and learner have equal liability.		The Department of Education also has a responsibility.
● Educators should explain the work but learners	◎ Four people: teacher, parent, learner and		

should pay attention.	department, but the teacher has most of the responsibility.		
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8. How can a learner's right to education be protected?			
1	2	3	Themes
● Educators should know children's circumstances and teach them to respect themselves.	◎ To never discriminate against a learner and to remember learners have a right to be protected.	◎ By teaching him responsibilities.	Learners should be taught how to respect themselves and others.
● Educators should never be too familiar with learners.	◎ To always remember that learners have a right to go to school.	◎ Educators must know their learners.	Educators should know their learners well.
● It is the educator's responsibility to teach and to create a suitable teaching environment.	◎ To supply proper and equal chances to all.	◎ It can be achieved by strict discipline and by educators leading by example.	Show learners upon their responsibilities.
● Learners should be taught to be responsible.	◎ To consider policies.		A suitable teaching environment, supported by good discipline.
● Learners should be taught respect and responsibility.	◎ Teachers should support learners.		Inform them about rights.

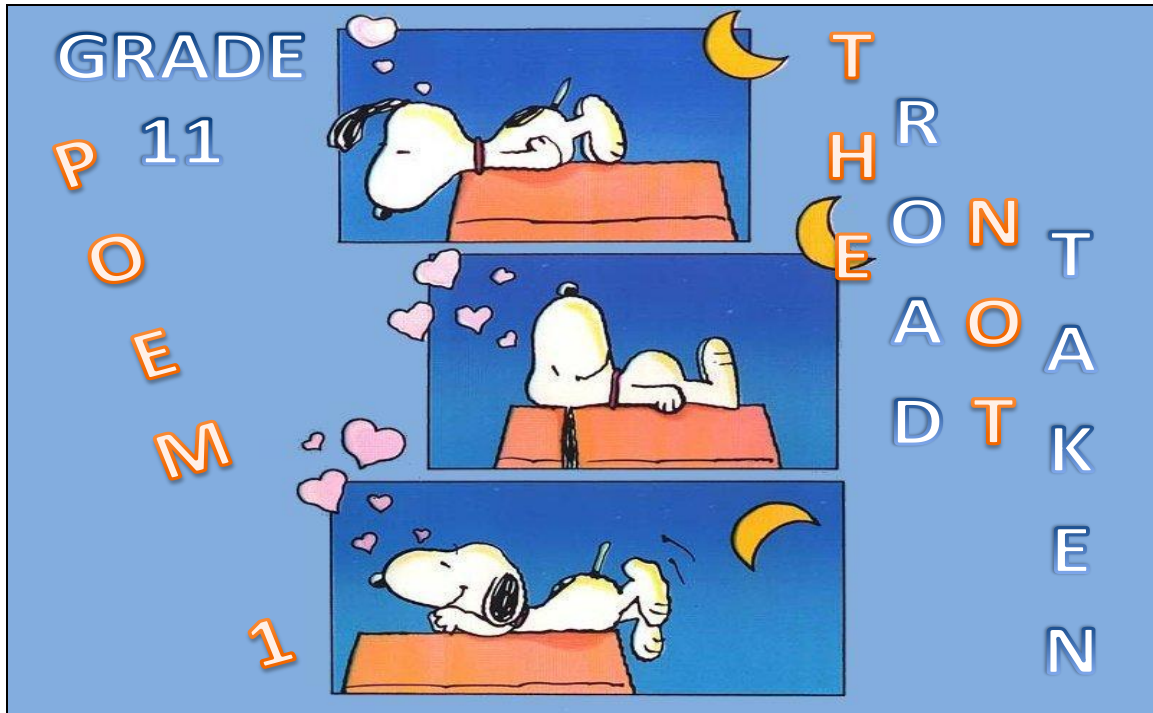
9. Do you think it is a waste of time to apply mediation in the classroom? Please explain your answer.			
1	2	3	Themes
● The problem is classes are too big and you can't know all learners.	◎ No, because learners learn in different ways.	◎ More viewpoints, like mediation enrich and enhance and help you to pick up conflict between learners.	Classes are too big.
● It is not always practical or possible.	◎ No, because learners will absorb only what they know.	◎ Mediation links critical thinking with topics.	It is not always possible or practical.
● It is not easy because classes are too big.	◎ Mediation ensures confidence.	◎ Mediation works better in groups and is more fun when learners discover conclusions.	It leads learners to become involved in their learning process.
● It is not practical but can work better for older learners.	◎ No, because it improves learner involvement.		
● No, because there is not enough time.	◎ It helps learners to understand better.		

10. How do you feel about applying rights in the classroom? Please explain yourself.			
1	2	3	Themes
● Both learner and educator should apply rights.	◎ The educator should have the final say.	◎ It could be challenging, but educators should use their discretion but be careful for exceptions.	It should be emphasised that both learners and educators have rights.
● Rights go hand-in-hand with responsibilities.	◎ Rights teach learners respect.	◎ It is not easy.	Rights and responsibilities go together.
● No, it is not working.	◎ Rights must only be used to a certain limit.	◎ Educators should apply it to their own discretion, but should know your motives affect their discretion.	The educator should have the last word regarding rights and the application thereof.
● Learners don't respect educators' rights.	◎ Rights are one with responsibility.		
● There must be a consequence if you don't respect another's rights.	◎ Responsibility is also very important.		

11. How possible is it to accommodate the needs of all learners? Why do you say so?			
1	2	3	Themes
● The government should first take responsibility.	◎ Educators must meet it in context.	◎ It is impossible.	It is impossible, mostly due to the lack of funds and well-informed educators.
● It is not very possible due to the importance of materialism.	◎ It is difficult due to overcrowded classes.	◎ Educators generalize needs.	Many children per class makes it difficult.
● It is impossible.	◎ It is impossible and funds aren't always available.	◎ It is difficult due to big classes, limited time and unequipped educators.	The government and school's context has an influence.
● It is impossible to help learners with emotional needs.	◎ It depends on the school's context.		
● Some learners even come tired to school.	◎ It is possible through teaching skills.		

APPENDIX J

FIVE POEMS



The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

- Robert Frost



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choice → Then **took the other**, as just as fair,
 And having perhaps the better **claim**,
 Because it was **grassy** and **wanted wear**;
 Though as for that the passing there
 Had worn them really about the same,

Equally beautiful

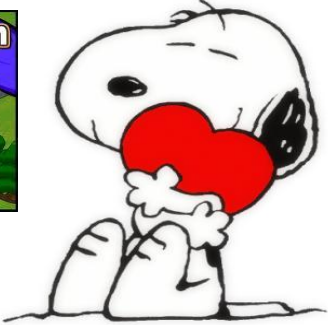
Alliteration of 'w'

TWO reasons on which he based his decision

Claim: area of ground to prospect, for e.g. diamonds

Equal number of people walked on both roads.

Stake Your Claim




And both that morning equally lay
 In leaves **no step had trodden black**.
 Oh, **I kept the first for another day!**
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.

Not walked on that morning

Will choose the other road another time.

Suddenly realizes that one choice leads to another and later you can never turn back to the initial one.





I shall be telling this with a **sigh
Somewhere **ages and ages hence**:
Two roads diverged in a wood, **and I—
I took** the one less traveled by,
And that has made all the difference.**

Repetition of 'I' emphasizes that he was not influenced to choose.

Expressing relief

In the far future

Life-changing choice

Two roads
Diverged in a wood and
I took the one **Less** traveled by,
and that has made all the
Difference.



MY PARENTS KEPT ME FROM CHILDREN WHO WERE ROUGH

**My parents kept me from children who were rough
 Who threw words like stones and who wore torn clothes.
 Their thighs showed through rags. They ran in the street
 And climbed cliffs and stripped by the country streams.**

**I feared more than tigers their muscles like iron
 Their jerking hands and their knees thight on my arms.
 I feared the salt coarse pointing of those boys
 Who copied my lisp behind me on the road.**

**They were lithe, they sprang out behind hedges
 Like dogs to bark at my world. The threw mud
 While I looked the other way, pretending to smile.
 I longed to forgive them, but they never smiled.**

- Stephen Spender



protective

MY PARENTS KEPT ME FROM CHILDREN WHO WERE ROUGH

My parents kept me from children who were rough
Who threw words like stones and who wore torn clothes.
Their thighs showed through rags. They ran in the street
And climbed cliffs and stripped by the country streams.

alliteration

Bad inhibitions

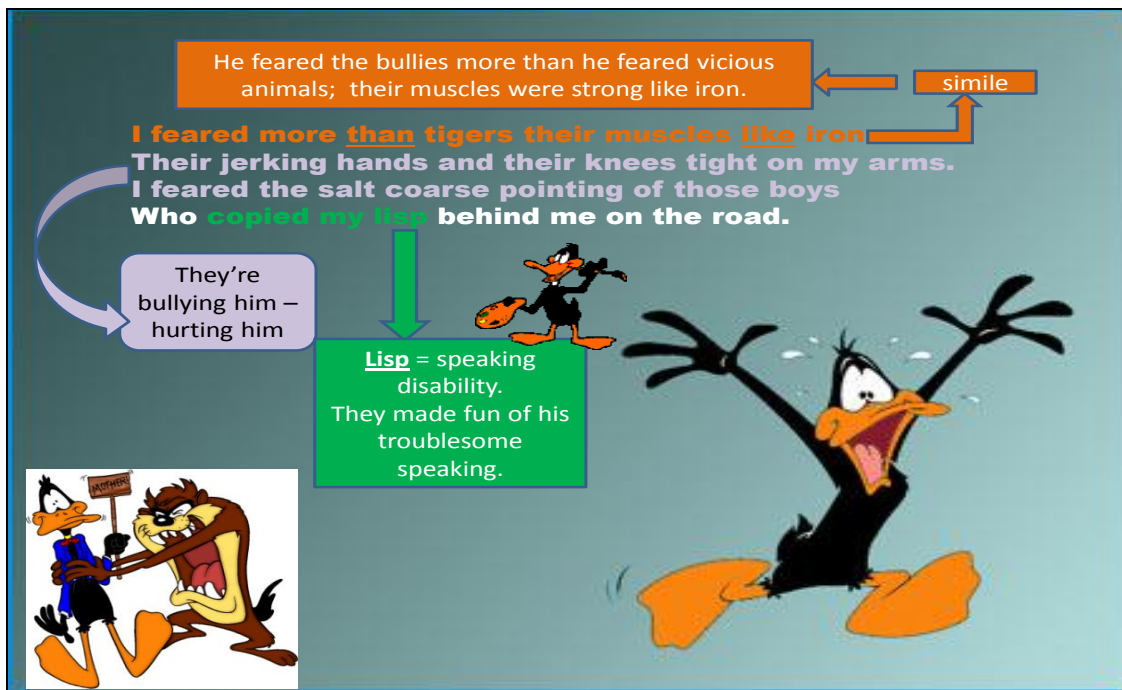
Poor children wearing tattered clothes

simile

Their rude words hurt like stones would when falling onto you.

bullies





He feared the bullies more than he feared vicious animals; their muscles were strong like iron.

simile

I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms.
I feared the salt coarse pointing of those boys
Who copied my lisp behind me on the road.

They're bullying him – hurting him

Lisp = speaking disability.
They made fun of his troublesome speaking.





The bullies were unpredictable
like dogs to seek trouble.

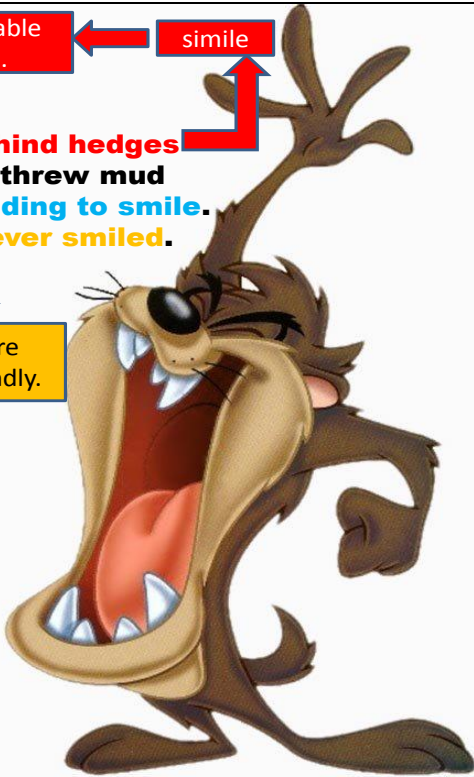
simile

They were lithe, they sprang out behind hedges
Like dogs to bark at my world. The threw mud
While I looked the other way, pretending to smile.
I longed to forgive them, but they never smiled.

Did not want to hate them.

Poet did not fight back – he pretended that he was not hurt in any way.

They were never friendly.





The Gamblers

**The Coloured long-shore fishermen unfurl
Their nets beside the chilly and unrested sea,
And in their heads the little dawn-winds whirl
Some scraps of gambling, drink and lechery.**

**Barefoot on withered kelp and broken shell,
They toss big baskets on the brittle turf,
Then with a gambler's bitter patience still
Slap down their wagering boat upon the surf,**

**Day flips a golden coin – but they mock it.
With calloused, careless hands they reach
deep down into the sea's capacious pocket
And pile their silver chips upon the beach.**

- Anthony Delius

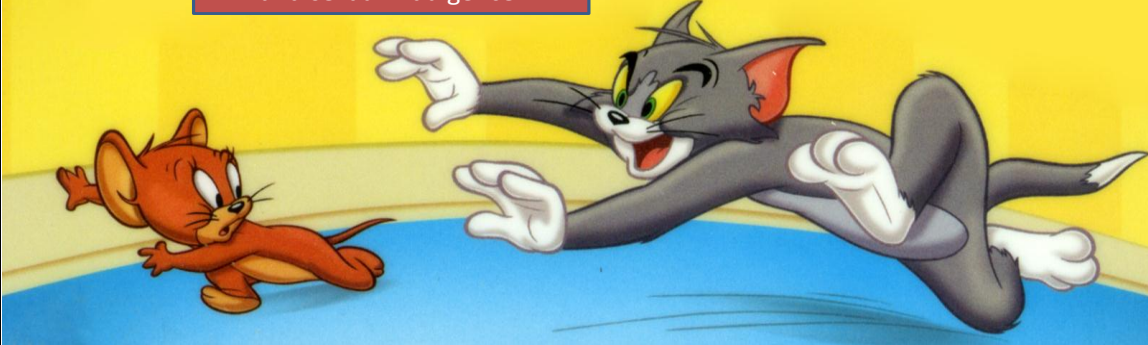
TOM & JERRY



The Gamblers → 

The Coloured long-shore fishermen unfurl
 Their nets beside the chilly and **unrested sea**. → **personification**
 And in their heads the little **dawn-winds** **whirl** → **alliteration**
 Some scraps of gambling, drink and **lechery**. → **Lust or lustful behaviour**

They still feel the effects of the previous night where they were involved in drinking, gambling and sexual indulgence.

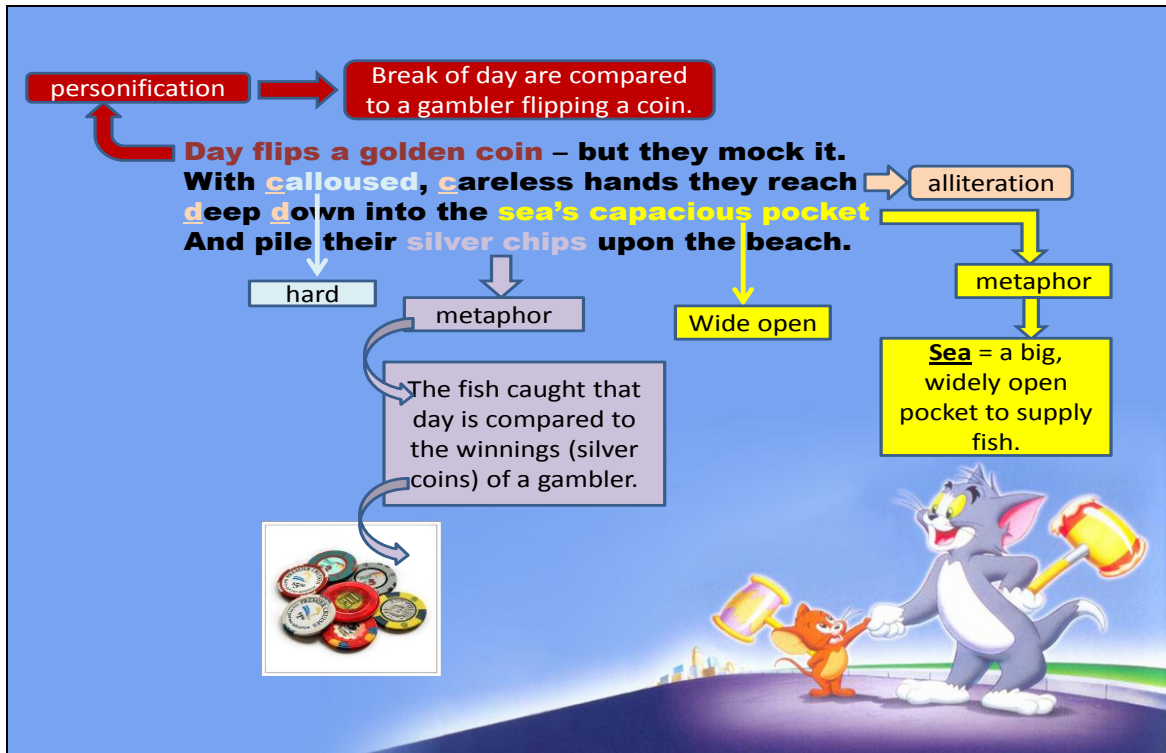


Barefoot on withered **kelp and broken shell,** → **Large, brown seaweed**
They toss **big **baskets** on the **brittle turf**,** → **Surface of land matted with grassroots**
Then with a gambler's **bitter patience still** → **oxymoron**
Slap down their **wagering boat upon the surf,** → **betting**

→ **personification**
 Boat is compared to a person paying their salaries every day.



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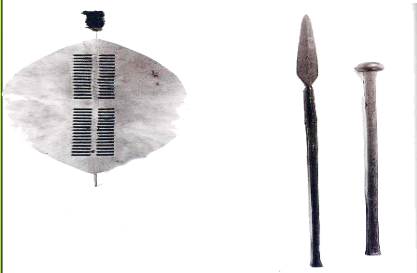


WHAT I NEED TO KNOW ABOUT SHAKA ZULU...

- Shaka Zulu lived from **1787 – 1828**.
- He was illegitimately born as son to **Nandi** and **Senzangakona**
- Shaka was soon treated as an outcast
- He was separated from his father from the age of 6
- Since then, he stayed with his mother's tribe
- He was never accepted and was **mistreated** by the tribe
- Nandi and Shaka were banned from Nandi's tribe in **1802**
- Shaka and Nandi were then accepted by **Dingiswayo** in the mighty **Mthetwa tribe**
- At the age of **23**, Dingiswayo called Shaka as warrior
- In the military, Shaka distinguished himself from others
- He was soon a favourite of Dingiswayo
- Shaka soon climbed the ladder of success on the battlefield
- He was known as a **strict dictator** who had no mercy
- Shaka soon became **King of the Zulus**
- He invented the well-known **Zulu weapons** and fighting **formation**
- Shaka was killed by his two half-brothers in 1828.



ZULU WEAPONS:



STATUE OF SHAKA IN KZN:



ZULU WARRIORS:



THE BIRTH OF SHAKA

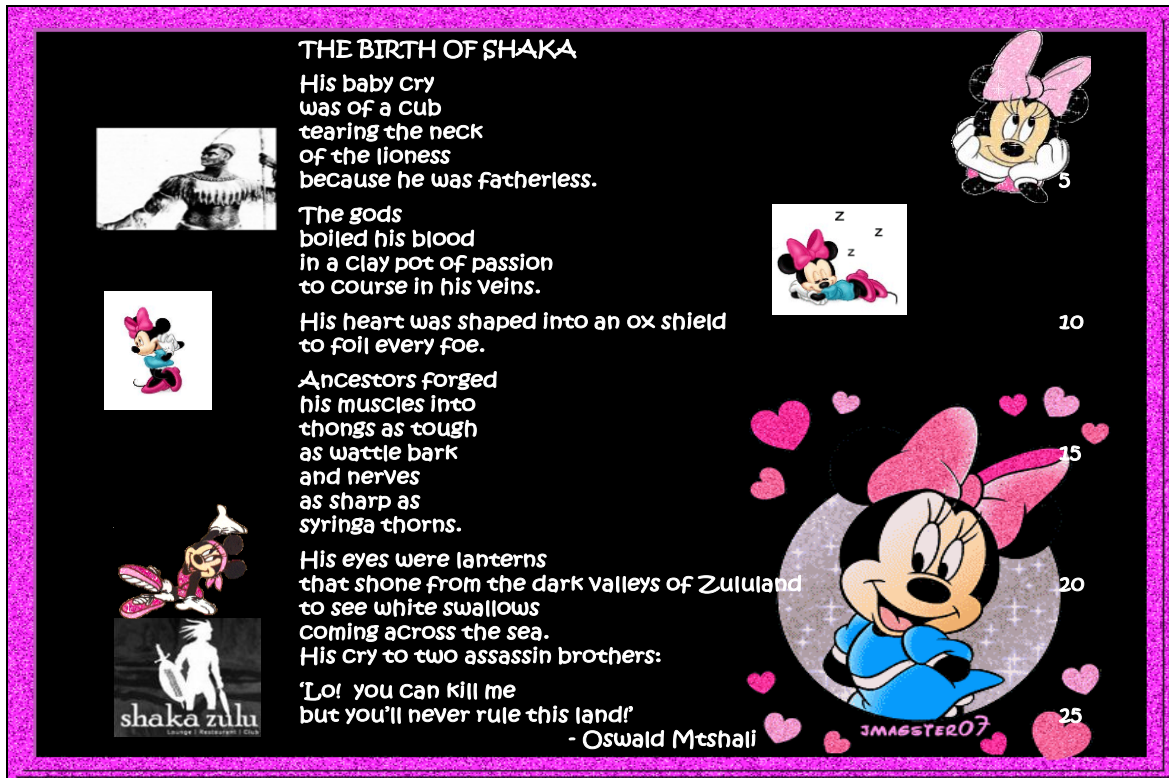
His baby cry
was of a cub
tearing the neck
of the lioness
because he was fatherless.

The gods
boiled his blood
in a clay pot of passion
to course in his veins.

His heart was shaped into an ox shield
to foil every foe.

Ancestors forged
his muscles into
thongs as tough
as wattle bark
and nerves
as sharp as
syringa thorns.

His eyes were lanterns
that shone from the dark valleys of Zululand
to see white swallows
coming across the sea.
His cry to two assassin brothers:
'Lo! you can kill me
but you'll never rule this land!'
- Oswald Mtshali



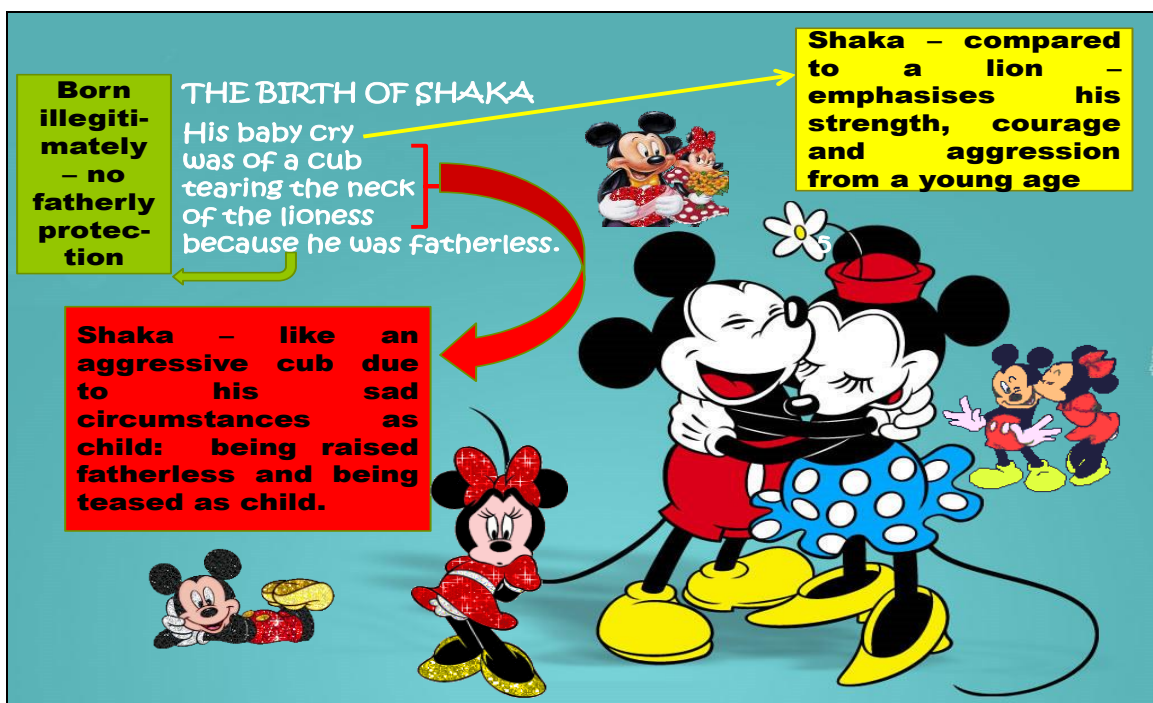
Born illegitimately – no fatherly protection

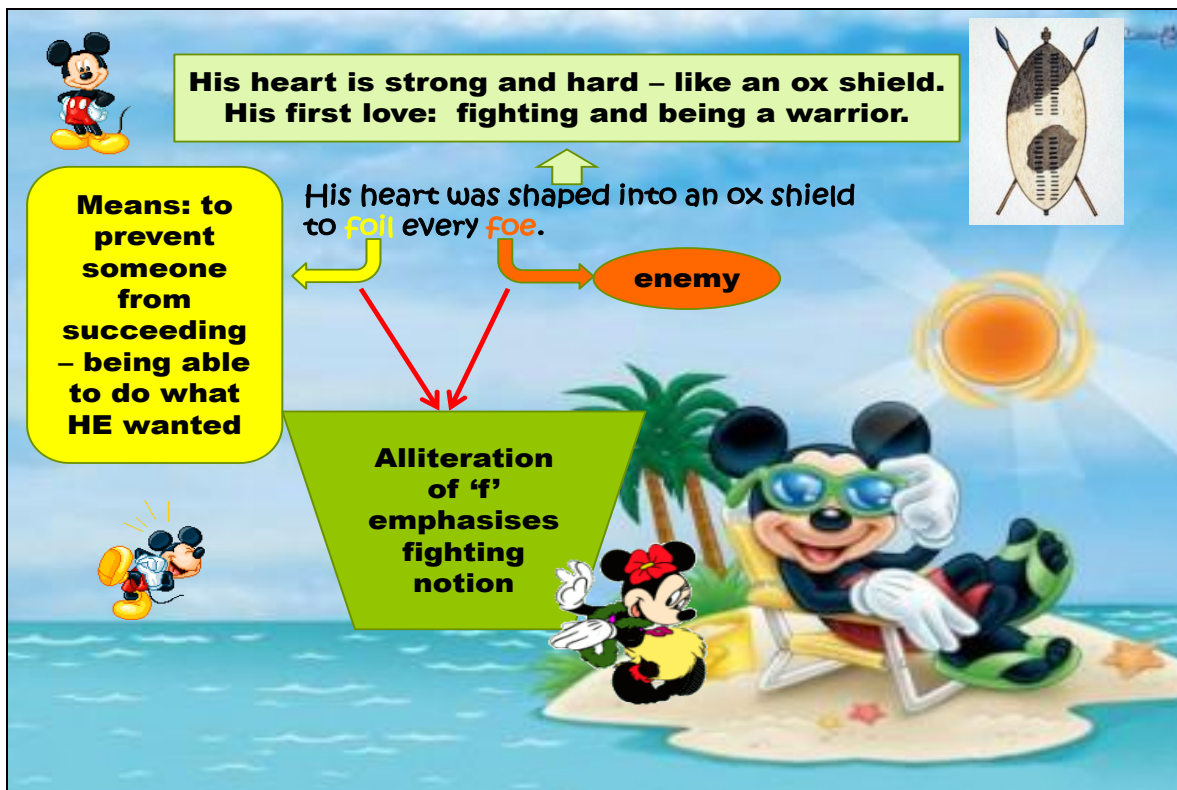
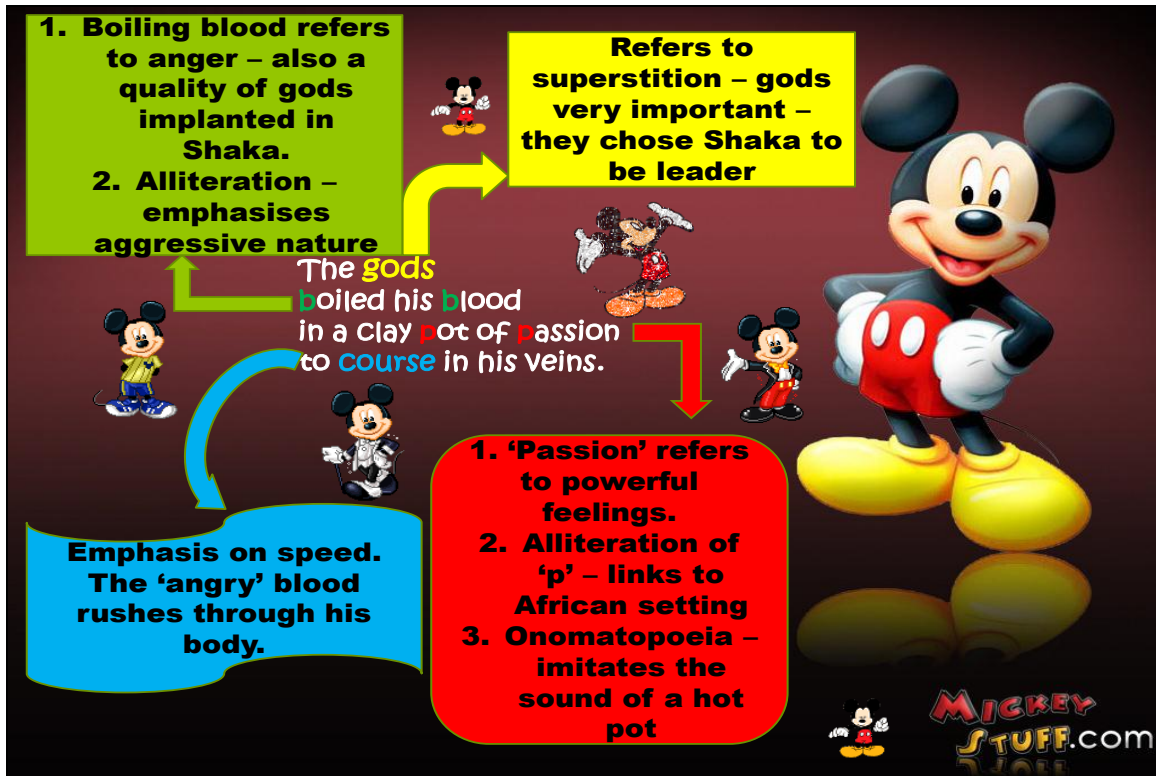
THE BIRTH OF SHAKA

His baby cry
was of a cub
tearing the neck
of the lioness
because he was fatherless.

Shaka – compared to a lion – emphasises his strength, courage and aggression from a young age

Shaka – like an aggressive cub due to his sad circumstances as child: being raised fatherless and being teased as child.





Like gods, important to Zulus. They are the spirit of the dead who have power in lives. They were present at Shaka's conception and created his powerful muscles and sharp nerves

Ancestors forged his muscles into thongs as tough as wattle bark and nerves as sharp as syringa thorns.

1. Alliteration of 't' – strips of leather has strength.

2. Simile – his muscles are compared to leather (strong) and as hard as a Wattle tree

Word describes how iron is heated and hammered into shape – like Shaka's physique

1. Simile – sharpness of nerves is compared to thorns of a syringa tree – emphasises he is alert and fearless.





Suggests he was a man of vision who could see beyond his own world.

Conveys the sharp, searching quality of his perception

The white settlers who came across the sea and built clay houses upon arrival.

His eyes were lanterns that shone from the dark valleys of Zululand to see white swallows coming across the sea.
His cry to two assassin brothers:

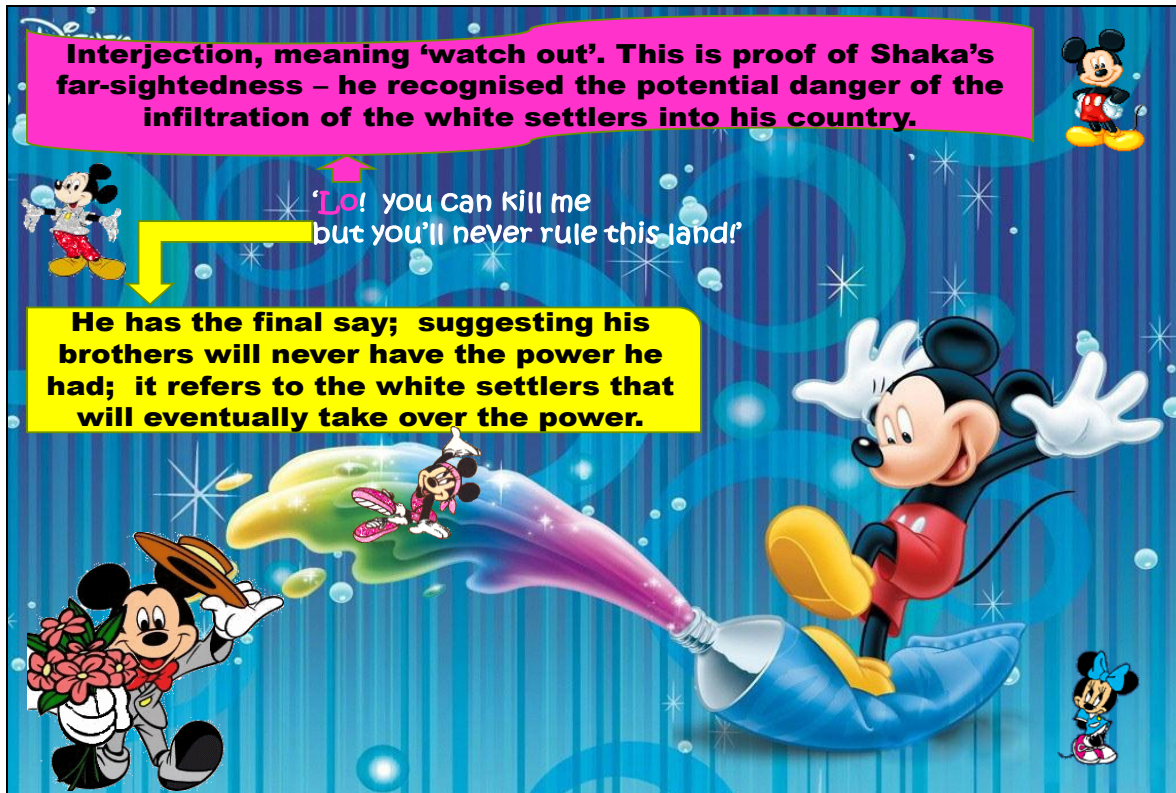
One who kills by surprise for political reason

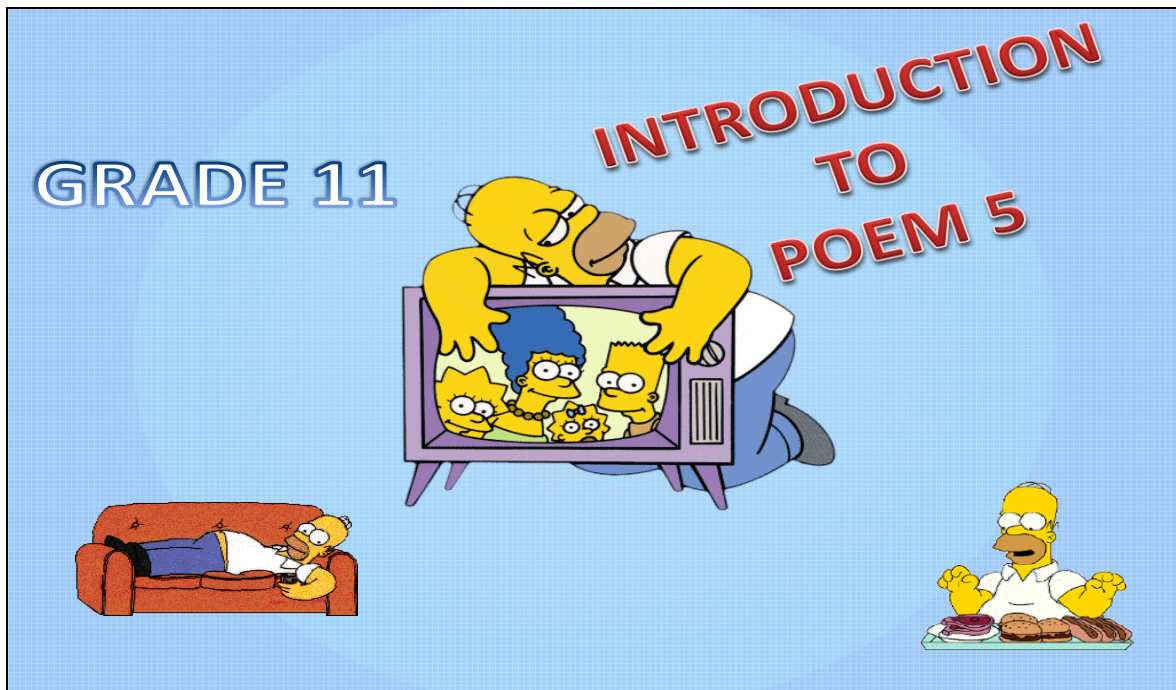
Refers to his two step-brothers who murdered him,





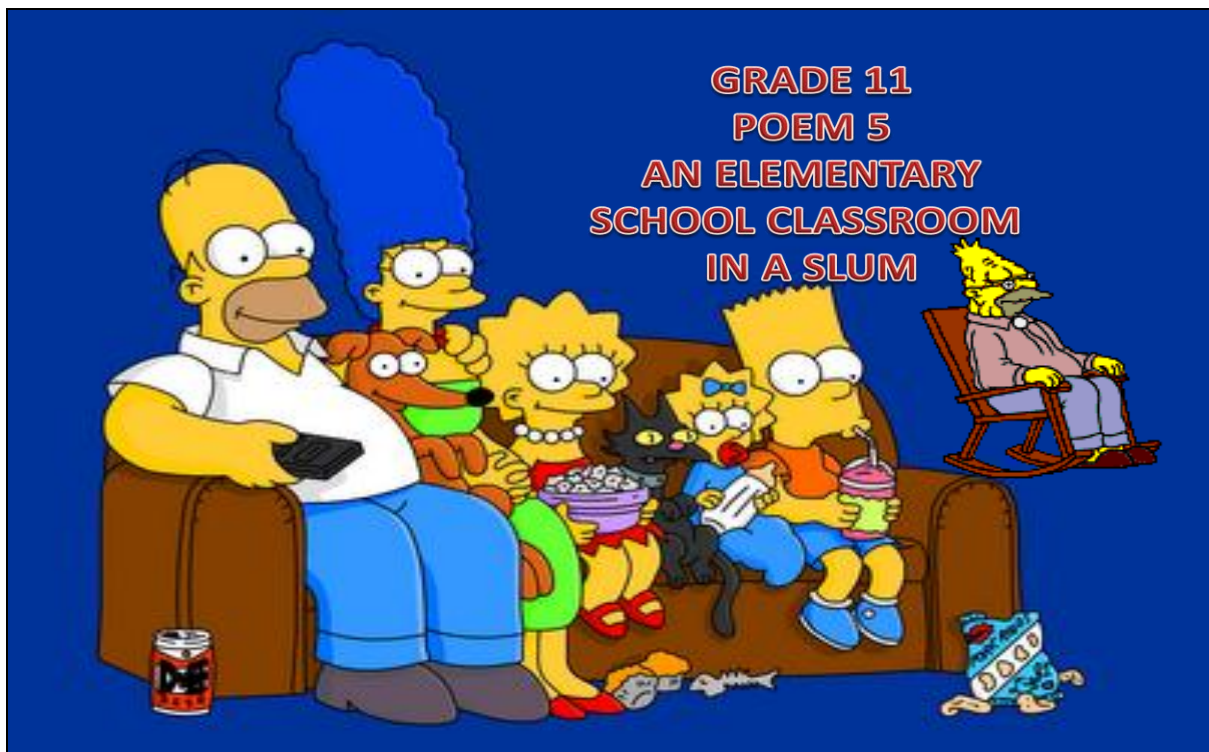






NOW
FOR
POEM 5
AN ELEMENTARY
SCHOOL CLASSROOM
IN A SLUM

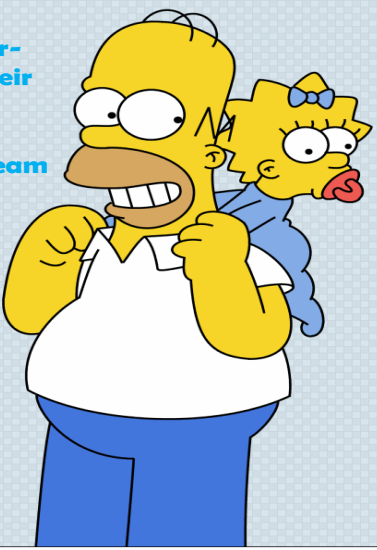





AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

Far far from gusty waves, these children's faces.
 Like rootless weeds, the hair, torn round their pallor.
 The tall girl with her weighed-down head. The paper-
 seeming boy, with rat's eyes. The stunted, unlucky heir
 Of twisted bones, reciting a father's gnarled disease,
 His lesson from his desk. At back of the dim class,
 One unnoted, sweet and young. His eyes live in a dream
 Of squirrel's game, in tree room, other than this.

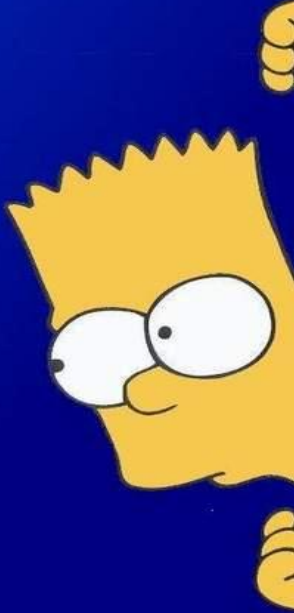
On sour cream walls, donations. Shakespeare's head
 Cloudless at dawn, civilised dome riding all cities,
 Belled, flowery, Tyrolese valley. Open-handed map
 Awarding the world its world. And yet, for these
 Children, these windows, not this world, are world,
 Where all their future's painted with a fog,
 A narrow street sealed in with a lead sky,
 For far from rivers, capes, and stars of words.


Surely Shakespeare is wicked, the map a bad example
 With ships and sun and love tempting them to steal –
 For lives slyly turn in their cramped holes
 From fog to endless night? On their slag heap, these children
 Wear skins peeped through by bones and spectacles of steel
 With mended glass, like bottle bits on stones.
 All of their time and space are foggy slum
 So blot their maps with slums as big as doom.

Unless governor, teacher, inspector, visitor,
 This map becomes their window and these windows
 That shut upon their lives like catacombs,
 Break O break open till they break the town
 And show the children to green fields, and make their world
 Run azure on gold sands, and let their tongues
 Run naked into books, the white and green leaves open
 History theirs whose language is the sun.





Very far from stormy waves

Basic: primary

area of poor living conditions

simile

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

Far far from gusty waves, these children's faces.
Like rootless weeds, the hair, torn round their pallor.
The tall girl with her weighed-down head. The paper
Seeming boy, with rat's eyes. The stunted, unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson from his desk.

The tall girl's head is hanging = typical of carrying loads of troubles on her shoulders.

A deformed boy who inherited a disease from his father

IRONY – he 'recites' the disease – carries it on – instead of poetry

metaphor

The boy = PAPER-seeming – looking as WHITE as paper with skin as THIN as paper.

Hair is compared to rootless weeds – unwanted, badly cared for around PALE faces

A child – different from the rest – sitting at the back of the class.

unclear; dark

At back of the dim class,
One unnoted, sweet and young. His eyes live in a dream
Of squirrel's game, in tree room, other than this.

The child reads a book and lives in the imaginary world of it – note the involvement of NATURE which excites him – unknown to him...

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metaphor

Walls compared to SOUR cream – bad condition

Poverty – everything is donated

On sour cream walls, donations. Shakespeare's head
Cloudless at dawn, civilised dome riding all cities,
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world. And yet, for these
Children, these windows, not this world, are world
Where all their future's painted with a fog.
A narrow street sealed in with a lead sky,
For far from rivers, capes, and stars of words.

metaphor

To these children, what they see from their classroom window will be what the world offers them – never more.

personification

An open-handed person gives easily. The map wants to 'offer' the world to the children.

They live in a polluted city, very far from nature, peninsulas and 'stars...' = dreams and books

Shakespeare is on one of the posters – his head is bald. The cities and Tyrol are light years removed from their slum – no use studying Shakespeare or learning about cities – they cannot relate to it.



alliteration

Surely Shakespeare is wicked, the map a bad example
 With ships and sun and love tempting them to steal –
 For lives slyly turn in their cramped holes
 From fog to endless night? On their slag heap, these children
 Wear skins peeped through by bones and spectacles of steel
 With mended glass, like bottle bits on stones.
 All of their time and space are foggy slum
 So blot their maps with slums as big as doom

reality

everything

From dark to dark

Never light

personification

Bones compared to people who are peeping through open holes.

simile

Old glasses compared to broken bottles

simile

Their world is 'spoilt' by slums as their future – eventually leading to their fate

School exposes children to a world they will never know.

Mine dump

Simpson Crazy .com

Always Real. Always Simpsons.

Influential people

Unless governor, teacher, inspector, visitor,
 This map becomes their window and these windows
 That shut upon their lives like catacombs,
 Break O break open till they break the town

Metaphor

Window is compared to a map – indicating their future

alliteration

Emphasises repetition – an outcry to change their circumstances

simile

The way their lives are, is compared to catacombs

Meaning: their lives are buried here

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