

CRITERIA FOR EFFECTIVE TRAINING OF PRE-SERVICE EDUCATORS WITHIN OUTCOME-BASED EDUCATION

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ABSTRACT

This is a case study that was conducted at Cicerha College of Education in the Umtata district in the Eastern Region of the Eastern Cape Province. The main purpose of this study was to investigate the criteria for effective training of pre-service educators within OBE.

The background of the study area, the problem statement and questions and also the objectives of research were fully discussed in chapter one.

In chapter two, a research on recent publications in the subject was done. Key-words were: outcome-based education, educator, change, assessment and evaluation. This literature study was done to attain objectives in chapter one and also to provide the theoretical background to evaluate the findings in chapter four.

Chapter three dealt with norms and standards for teacher training, roles that the teacher must be prepared to play, outcomes to be applied in teacher training, assessment and evaluation in teacher training.

With regard to chapter four, the researcher collected data on the 18 July 2001 at Cicerha College of Education. Twenty student-teachers were selected randomly from each class of all year groups. The population was proportionally compiled with male and female student-teachers of both training programmes (SPTD and JPTD).

The total number of the sample was 100 students. Questionnaires were also supplied to the management team and the trainers or lecturers. The researcher also interviewed the rector on management, curriculum and class activities.

The Statistical Support Services of the PU for CHE helped to identify the most appropriate statistical techniques to analyse the data.

Recommendations and conclusions of the study were made in chapter five.

ABBREVIATIONS USED

ABET	Adult Basic Education and Training
ANC	African National Congress
COTEP	Committee on Teacher Education Policy
DoE	Department of Education
ECDDoE	Eastern Cape Department of Education
ECD	Early Childhood Development
ELSN	Education for Learners with Special Education Needs
INSET	In-Service Education for Teacher Training
FET	Further Education and Training
GET	General Education and Training
J.S.T.C	Junior Secondary Teacher's Course
J.P.T.D	Junior Primary Teacher's Diploma
NSB	National Standard Body
NGO's	Non-Governmental Organisations
NQF	National Qualifications Framework
NCFE	National Committee of Further Education and Training
OBE	Outcomes-based Education
PRESET	Pre-Service Education and Training
P.T.C.	Primary Teacher's Course
PU for CHE	Potchefstroom University for Christian Higher Education
REQV	Relevant Education Qualification Value
SACE	South African Council for Educators
SADTU	South African Democratic Teacher's Union
SGB	Standard Generating Body
SANTS	South African National Tutor's Services
SAQA	South African Qualifications Authority
STD	Senior Teacher's Diploma
SPTD	Senior Primary Teacher's Diploma

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CHAPTER 1

1. AN INVESTIGATION OF THE CRITERIA FOR EFFECTIVE TRAINING OF PRE-SERVICE EDUCATORS WITHIN OUTCOME-BASED EDUCATION.

1.1 INTRODUCTION

This is a case study that deals with the criteria for effective training of pre-service educators within OBE. The research was done at Cicirha College of Education in the Umtata District in the Eastern Region of the Eastern Cape Province. This college is situated in a rural area 11 km from Umtata, on the national Queenstown road.

The Dutch Reformed church established this institution in 1954. For the past 45 years the college has undergone several changes: from a combined high school to a training college offering the Primary Teachers' Course (PTC), the Junior Secondary Teachers' Course (JSTC) and the Senior Teachers' Diploma (STD).

Cicirha college currently offers Junior Primary Teachers' Diploma (JPTD) and Senior Primary Teachers' Diploma (SPTD) with capacity of 150 full time students. Due to the process of college rationalisation, the Eastern Cape Technikon has taken over this college in 2000 and this resulted to the decrease of student numbers. The institution also runs a further Diploma in Education (FDE) programme for the University of South Africa (UNISA).

1.2 STATEMENT AND MOTIVATION OF THE PROBLEM

The main problem of this college is to change from an old approach of education and training to a new approach of teacher training which is outcomes-based. As the pre-service educators were trained according to the old programme, in order to change to a new one, new criteria that will derive from curriculum 2005 and 21 were needed. This is the main reason why this study was necessary.

Morare (2000:1) defines outcomes-based education (OBE) by stating that an outcome is the result of learning. If an outcome is achieved, it will provide an actual demonstration of what a learner knows and can do as a result of being taught, discovering for himself or herself and applying that knowledge.

According to O'Neil (1994:6-7) outcomes-based education is a process in which teaching and assessing have to be adjusted to accomplish what is expected. Decisions about curriculum have to be driven by the outcomes that learners should display at the end of educational experiences. The fact that OBE bases its leadership on the constructive engagement of all staff in decision making and day-to-day management ensures democratic education in South Africa (SA).

Spady (1996:2) states that outcomes-based education is "education" that is based on "outcomes" that are intended or learning results that are desired. It is a means of organising for results, practitioners determine the knowledge competencies and qualities they want students to demonstrate when they finish school and face the challenges and opportunities of the adult world.

According to Mohamed (1997:13) outcomes-based education is the process of teaching and learning and is outcomes-based when it accepts as its premise that the definition of outcomes should be based on the basis of all educational activities including the description of qualifications, development of curricula, the assessment of learners and the development of educational structures.

Outcomes-based education means clearly focusing and organizing everything in an educational system around what is essential for students to be able to demonstrate successfully at the end of their learning experience, meaning that starting a clear picture of what is important for students to be able to do, then organizing curriculum, instruction and assessment to make sure that learning ultimately happens (Cockburn,1997 :3).

Van Niekerk and Killen (2000:23) asserts that outcomes-based education can be viewed as a systemic structure for education or a classroom practice. One must also think of OBE as a philosophy of education in the sense that it embodies and expresses a certain set of beliefs and assumptions.

Since OBE is a new educational approach in South African schools, there are many problems and questions on how the training of educators should take place.

1.3 PROBLEM QUESTIONS

- 1.3.1 What are the norms and standards for educator training?
- 1.3.2 What are the roles that a pre-service educator must learn to play?
- 1.3.3 What are the outcomes for effective training of pre-service educators within OBE.
- 1.3.4 What are the strategies and methods that can be applied in pre-service educator training?
- 1.3.5 What is the role of assessment during educator training within OBE?
- 1.3.6 How can the training at Cicirha College of Education be adapted so that it can be an effective programme for the new dispensation?

1.4 OBJECTIVES OF RESEARCH.

The objectives of this study were:

- 1.4.1 to determine and discuss norms and standards for pre-service educator training.
- 1.4.2 to formulate the roles that a pre-service educator must learn to play.
- 1.4.3 to identify the outcomes for effective training of pre-service educators within OBE.
- 1.4.4 to determine strategies and methods that can be applied in pre-service training.
- 1.4.5 to identify the role of assessment and evaluation during educator training within OBE.
- 1.4.6 to make recommendations to adjust the training programme at Cicirha College of Education to meet the criteria for effective training of pre-service educators.

1.5 METHODS TO BE USED

1.5.1 Literature study

A search on recent publications on the subject was done. Key words in the search were educator, OBE, teacher training, assessment and evaluation. This literature study was done to attain objectives 1.4.1, 1.4.2, 1.4.3, and also to provide theoretical background to evaluate the findings in 1.4.4 and 1.4.5.

1.5.2 Empirical research

An interview was held with the rector of Cicirha College of Education. The pre-service educators, management and trainers or lecturers were furnished with questionnaires.

1.5.3 Population

Twenty final year students were selected randomly from each of the 5 classes of the SPTD and JPTD programmes at Cicirha Training College of Education. The population was proportionally selected from the female and male students. The total number of the sample was 100. Four members of the college management were asked to take part in the study. Ten trainers/lecturers were randomly selected from all learning areas.

1.5.4 Statistical techniques

The Statistical Support Services of the PU for CHE helped to identify the most appropriate statistical techniques to analyse the data.

1.6 THE VALUE OF THE STUDY

This study is valuable because the criteria for effective training of pre-service educators within OBE at Cicirha College of Education was investigated. This study will also help pre-service educators, college management and trainers or lecturers to understand and play their roles in the teaching learning programmes. It will also help them to treat factors, which have detrimental effects in the teaching learning situation accordingly. The study will be of great use to education planners to structure the curriculum mindful of

problems encountered by the students and learners. It may also assist the curriculum designers and developers and other colleges who experienced the same type of problems.

This study may highlight the confusion the educators have with regard to OBE, Curriculum 2005 and Curriculum 21st. It may motivate and promote community involvement in many schools.

1.7 SUMMARY

In this chapter, the researcher has defined the study area. The problem faced in this study area has been stated and motivated. Problem questions and the objectives of research have been identified. The methods to be used such as literature study, empirical research, population and statistical techniques are clearly explained. The value of this study is also fully explained.

CHAPTER 2

2. A NEW DISPENSATION FOR EDUCATION IN SOUTH AFRICA

2.1 INTRODUCTION AND BACKGROUND

In the Chinese language, the word “change” is characterized by two symbols, one of which represents the connotation of “danger” and the other “opportunity” (Spady, 1996:75).

According to Spady (1996:4), in South Africa today we are in a brink of major changes through the proposed “Curriculum 2005”. There has been a fundamental rethinking in education in South Africa. An outcome-based model is the one that radically breaks away from the past traditional practice. In the past, students were exposed to a syllabus, which was studied over a period of time. At the end of each year an examination was administered even though many learners did not master the material. In contrast to the content and time-based approach, outcomes-based education (OBE) has been decided on as the alternative for South Africa.

Change is personal and is a developmental process, which will not happen overnight. Change is also an individual and collective responsibility. Each and everyone in the school must change towards the same vision. No one can make people change. There must be commitment to change and this will happen when people “buy in” to the changes being made (Department of Education, 2000a:21).

Van der Merwe (2000:82) says that from a study of numerous sources and general media, it would appear as if the random use of terms such as transformation, change, reformation and transition as synonyms indicates that they have the same semantic value. They are closely related and it is difficult to differentiate between them. The relationship between these terms is based on the fact that they all indicate change. Change as a result of reformation is usually imposed outside. Change as a transition, is defined as structural transformation of a society in all its dimensions – the political, social, economical, cultural and educational, resulting in a complete change of the existing relations power. Various writers perceive this concept, outcome-based

education differently. Consequently, they come out with different definitions for it.

2.2 THE NEW EDUCATION POLICY: THE BACKGROUND.

The Department of Education embarked on the curriculum review in August 1995 and key stakeholders have been party to the process. The goal of the review process was to phase in with effect from 1998, a new curriculum based on the ideal of the life long learning for all South Africans (Bengu, 1997:1).

Cockburn (1997:6) states that the minister of Education in March 1995, took the view that further education and training (FET) has started at the heart of integration of our education and training system. The ministry expressed the desire for further education and training to be planned and coordinated as a comprehensive interlocking sector that provides meaningful education experiences to learners at post compulsory phase.

Bengu (1998:2) postulates that the ministry appointed a National Committee of further education and training (NCFE) in October 1996 to research and consult on the establishment of a new coordinated further education and training (FET) system.

NCFE put emphasis on widening participation, improving quality provision and promoting life long learning within the national qualifications frame work (NQF) as established by South African authority Act 1995 (Act No. 58 of 1995). In August 1997 the NCFE presented a report after extensive research and consultation with stakeholders in the education and training sector.

According to Bengu (1998:6) the report of the NCFE was a framework for transformation of further education and training in South Africa. It also formed the basis for the Green Paper of Further Education and Training (FET) preparing for the (21st) twenty first century through education, training and work which was released by the ministry in April 1998. This proposal and specific intervention strategies for building a new FET system proposed in the Green Paper have been broadly endorsed. Therefore the White Paper resulted from a culmination of extensive research and consultation with key stakeholders in the education and training sector.

Steyn (1999:66-67) also asserts that the South African school system was race-based until the present government came into power in 1994. The education systems for Whites, Africans, Coloureds and Indians have

developed completely separately for decades. In the White Paper on education and training (1995) and in the Preamble to the South African School Act, 1996 (Act 84 of 1996) the government committed itself to eliminate the inequities in the provision of education as soon as possible. In order to implement the government's commitment to the elimination of the inequalities in the provision of education, the Minister of Education backed by the Council of Education Ministers, started already in 1995 until a process to ensure that equal learner-educator ratios of (40:1 at primary school level and 35:1 at secondary level), as far as educators remunerated by the state are concerned will be attained in all the provisional education departments by the year 2000. Provincial allocations for education for the 1995/6 and 1996/7 financial years were made to support the pleasing-in of these ratios.

Manganyi (1997:23) said that the Department of Education has committed itself to a fully participatory process of curriculum development and training in which the teaching profession, teachers, subject advisors and other learning practitioners play a leading role along with academic subject specialist and researchers. The Department has further committed itself to an open and transparent process with proposals and critique being requested from any person or bodies with interest in the learning process and learning outcomes. In doing so, all forms and phases of education namely Early Childhood Development (ECD), General Education and Training (GET), Further Education and Training (FET), Adult Basic Education and Training (ABET) and Education for Learners with Special Educational Needs (ELSN) as well as Inservice Education for Teacher Training (INSET), the development of support material and evaluation and assessment have been taken into consideration. It is clearly stated that for the first time in South Africa's history, a government has been given the mandate to plan the development of the education and training system for the benefit of the country as a whole and all its people.

According to Schoeman (1997a:15), the government in October 1995 took the first step. A ministerial task team was appointed to prepare a discussion document on the development and implementation of the National Qualifications Framework in South Africa. This document on lifelong learning through a National Qualifications Framework (1996) led to the appointment of the South African Qualification Authority (SAQA) in March 1997. SAQA was commissioned to develop and maintain a National Qualifications Framework (NQF) for South Africa.

The second step SAQA performed, was the development of critical cross-field outcomes. The critical cross-field outcomes which would meet the needs of our country and which should therefore direct teaching and learning in all grades and in all subjects are:

- (i) the ability to identify and solve problems with responsible decisions shown to the result of critical and creative thinking.
- (ii) the ability to use Science and Technology.
- (iii) the ability to demonstrate an understanding of the world as a set of related system by recognising that problem-solving context do not exist in isolation.
- (iv) the ability to organise and manage oneself and one's activities responsibly and effectively.
- (v) the ability to collect, analyse, organise and critically evaluate information.
- (vi) the ability to communicate effectively using visual, mathematical and language skills in the modes of oral and written presentation.
- (v) the ability to work effectively with others as members of a team, group, organisation and community.

The third step was the identification of fields of learning within which the necessary knowledge, skills and attitudes have developed. In the General Education and Training Band, the following eight areas of learning were identified as necessary learning and teaching contexts:

- (i) Language, Literacy and Communication.
- (ii) Mathematical literacy, Mathematics and Mathematical Sciences.
- (iii) Human and Social Sciences.
- (iv) Natural Sciences.
- (v) Technology.
- (vi) Arts and Culture.
- (vii) Economic and Management Sciences.
- (viii) Life Orientation.

The following writers further expound this new education approach.

2.3 WHAT DOES OBE ENTAIL?

Spady (1996:2) argues that outcome-based education is “education” that is based on the “outcomes” that are intended or learning results that are desired. It is a means of organizing for results, practitioners determine the knowledge, competences and qualities they want students to demonstrate when they finish school and face the challenges and opportunities of adult world.

Mohamed (1997:13) states that outcome-based is the process of teaching and learning and is outcome-based when it accepts as its premise that the definitions of outcomes should form the basis of all educational activities including the description of qualifications development of curricula, the assessment of learners and the development of educational structures.

According to O’Neil (1994:6-7) outcome-based education is a process in which teaching and assessing have to be adjusted in order to accomplish what is accepted. Decisions about the curriculum have to be driven by the experiences. The fact that OBE basis its leadership on the constructive engagement of all staff in decision-making and day-to-day management, ensures democratic education in South Africa.

Morare (2000:1) defines OBE by starting with an outcome which is the result of learning. If an outcome is achieved, it will provide an actual demonstration of what a learner knows and can do as a result of being taught, discovering for him or herself and applying that knowledge.

Outcomes-based education distinguishes between outputs (outcomes) and inputs. The outcomes are what learners know and can do and the curriculum inputs are the experiences from which they learn (Le Grange, 2000:12).

Halloun (2000:9) sees in outcomes-based education a shift from a teacher-centered and objective-driven education to a learner-centered outcome-oriented education.

Cockburn (1997:3) states that outcomes-based education means clearly focusing and organizing everything in an educational system around what is essential for student to be able to demonstrate successfully at the end of their learning experience, meaning starting a clear picture of what is important for

students to be able to do, then organizing curriculum, instruction and assessment to make sure that learning ultimately happens.

Van Niekerk and Killen (2000:23) asserts that outcomes-based education can be viewed as a theory of education, as a systematic structure for education and as a classroom practice. We can also think of OBE as a philosophy of education in the sense that it embodies and expresses a certain set of beliefs and assumptions.

According to the Eastern Cape Department of Education (2000:11) (ECDoE) outcomes-based education is an internationally acclaimed educational approach, which starts by defining the outcomes that will be achieved through teaching and learning activities. It aims at equipping learners with knowledge, skills, values and attitudes needed for success after leaving school. Therefore, OBE is the actual demonstration of what the learners know after teaching and learning process.

The process of teaching and learning is always guided by some principles. The principles of OBE will be discussed next.

2.4 PRINCIPLES OF OBE

According to Bonville (1996:8) there are four principles on which OBE builds:

(a) The clarity of focus on outcomes of significance

This principle indicates that it is an open philosophy. Learners are clear about what outcomes they have to strive to achieve and know the criteria beforehand.

(b) Design backwards

This principle is based on design down from where you want students to successfully end up. Curriculum design begins from the predetermined outcomes of significance and then you work back.

(c) High expectations

In order to achieve high expectations, there has to be a high level of performance. The teachers establish clear criterion-defined standards of performance for students and they expect all the students to reach those standards before judging work to be completed.

(d) Expected opportunity principle

This is a learner-centered and success-orientated principle. In applying this principle, this should be considered:

That the rates of learning differ, therefore time should be flexible.
Ways through people learn vary, therefore multiple methods of approach should be used.

Van Niekerk and Killen (2000:93) support the above view when saying that the underlying principles of OBE and the fundamental consequences of these principles appear to be the following:

Underlying principles	Fundamental consequences
Learning is the most important aspect of education	Student learning should be the focus of everything that happens in education
Learners have different characteristics and dispositions that influences what and how they learn	Teachers should expect learners to learn in different rates and they must try to allow for these differences
Learning needs to be challenging in order to engage learners	The outcomes should be challenging and all students should be expected to achieve them at high performance level
Learners should be expected to take responsibility for their learning	Teachers should help learners to understand what is expected of them and help develop the knowledge, skills and dispositions that will enable them to take some responsibility for their own learning.

Since OBE is based on these principles, all South Africans should have a common goal in its implementation.

2.5 REASONS FOR ADOPTING A NEW EDUCATION POLICY

According to Schoeman (1997a:3) South Africa's main reason for adopting a national qualification framework (NQF) and outcome-based education and training system was to effect transformation. The NQF is conceived as scaffolding which represents the learning pathways, levels that will enable learners to become part of a society of life long learners. The development and maintenance of a national outcome-based qualification frame work in South Africa was to eliminate disparities between historical Black, Coloured and White education.

According to those involved in its development, this would:

- create opportunities for all South Africans to become lifelong learners,
- remove artificial boundaries between education and training by integrating theoretical and practical learning and teaching,
- make education relevant to the needs of individual learners and of the country as a whole,
- establish credible standards and qualifications, which would be recognized nationally and internationally,
- make education and training accessible to all those who wish to learn and
- establish a flexible education and training system, which would offer different pathways by means of which learners gain qualifications.

Manganyi (1997:23-24) postulates that the Minister of Education reiterates the problem facing education and training in South Africa, namely that South Africa has never had a truly national system of education and training. In view of this, it was stated in no uncertain terms by the Minister of Education that education and training must change. Therefore, the challenge faced by the Ministry of Education at the dawning of a democratic society is to create an education and training system that will ensure that human resources and potential in the society are developed to the full. The vision for South Africa encompasses a prosperous truly united, democratic and internationally competitive country with literate, creative and critical citizens, leading

productive and self-fulfilling lives in a country free of violence, discrimination and prejudice.

To highlight the above view, Mohlala (2000:20) maintains that OBE was introduced in South Africa to begin to address the country's specific educational concerns at all levels but learners are still subjected to the same ridicule as they were during separatist education system. He further says that his comment does not in any way try to undermine the progress made so far in terms of effecting educational changes in the country. Nonetheless the government has to act decisively and informatively fast before much harm is caused to its citizens. There is an indication that apartheid education fostered poverty in many learners regardless of background. Furthermore, the current matric examination system encourages empty vessel syndrome in noticeable ways. It promotes unhealthy competition amongst learners and schools.

Just like any other approach, outcome-based education has its strength and weaknesses as viewed and evaluated by various authors.

2.6 CRITICISMS OF OBE

According to Mohamed (1997:10) some students learn some parts of the curriculum sooner while others accomplish those parts later. Those who are fast and consistent performers emerge with best grades and records and those who are slower never get the opportunity to truly catch up because the records of their earlier mistakes can not be erased. In the traditional educational system, all students therefore do the same thing at the same time and the faster student has to wait for the slower one but in a well designed OBE system, this does not happen.

Spady (1996:7) also postulates that all students can learn and succeed but not the same day and in the same way. It seems as if this new approach caters for super learners as well as for under-achievers since it treats a pupil as an individual allowing her or him to take his or her own pace in learning.

The new approach is time consuming in the sense that teachers should expect learners to learn in different ways at different rates and they must try to allow for these differences. Learners should be given multiple opportunities to learn rather than being labeled as failures if they do not learn on the first opportunity. Teachers must structure learning so that students can experience success. If necessary, learners should be given more than one uniform, routine

chance to receive instruction and to demonstrate their learning (Van Niekerk, and Killen, 2000:93).

According to Cockburn (1997:17) each school will develop its own method of approach but all of them must understand that a climate for change is critical to the successful transformation of schools into recognized and respectful institutions of learning. Against this background, transformation may take longer periods in some school and shorter ones in other schools, therefore equality and uniformity in South African education system may be affected.

Manganyi (1997:5) reveals the above statement when asserting that in the ideas of national standards however, there is a belief that differences in learners' interests and abilities should challenge educators to explore a host of alternative instructional methods and approaches.

Though OBE is said to be learner-centered and not teacher-centered, it imposes a lot of work to educators in some types of assessment such as summative assessment where educators have to find out whether learners have mastered the classroom objectives, specific outcomes and critical outcomes. To obtain such evidence, educators will from time to time need to set special tasks of their own to find out whether learners are progressing sufficiently towards the attainment of classroom objectives or not (Mama, 1997:58).

Mohamed (1997:11) states that whichever root a school decides to embark upon, the staff, PTSA (Parent Teacher Students Association) members and community at large have to be consulted. At the heart of the decision, lies a strong community vision about what the school has to do to create independent critical adults ready to face life. Therefore, parents become partners in this process of education. In viewing this statement, there are parents that are illiterate and may not be able to become efficient partners in this process.

Deducing from the above mentioned statement, it is clear that although parents may succeed in sharing some responsibilities like acting as agents for gathering and utilization of all resources available in the community, they may fail to carry out other duties (Cockburn, 1997:29).

According to Halloun (1999:10) in OBE, outcomes need to be assessed and no objective assessment can be made without clearly defined standards against which to compare the outcomes. According to OBE, the ultimate goal of, for instance science education, is to empower students with knowledge and skills that are commensurable with those of scientists and because of lack of clear

epistemological foundations, OBE does not spell out explicitly the nature and especially the structure of scientific knowledge that the learners are expected to construct.

Despite efforts to transform South African education in to a dynamic instrument capable of promoting positive learning outcomes, the current national education policies that focus on the enhancement of critical thinking as a prominent critical outcome, is still vague and needs further elaboration (Van der Berg, 2000:96).

According to Schoeman (1997b:66) study records of students are important as a basis for future decisions about teaching, giving learners feedback about overall progress for reporting to parents and other interested parties and for giving principal information on the learning status of the class but it should not be used to label students.

Chion-Kenny (1994:13) states that OBE is “prepackaged, one-size-fits-all, pie-in-the-sky, revenue drainage, unproven and experimental reform handed down by a Big Brother, Government.” This view denotes that OBE will be used by the government to impose a globalist perspective on students and force them into what they consider as a “politically correct mode”.

According to Bonville (1996:20) there is also a feeling that under OBE, the child becomes a property of the state and has to be mounted to serve state interest. This is not education but indoctrination or “outcome compelled schooling”.

There is also a strong objection from religious organisation about learning outcomes. These groups feel that the school should be the place to teach morals and values (Pliska, 1994:67). It is also said that there is no valid research done on OBE. Furthermore it has high implementation-costs and there is deficiency in measuring and testing some outcomes (McQuaide and Pliska, 1993:17).

According to Marna (1997:28) OBE stresses flexibility and is open and versatile whereby teacher and learners can agree on a method that suits them but there is no prescribed method as each school adopts the system that suits it best. Again, the new system is time-consuming in the sense that it could be an idea to split the school day into three segments e.g. the early morning session might be devoted to large group learning or shared experiences followed by small group activities and individual and self-assessment. The next day might

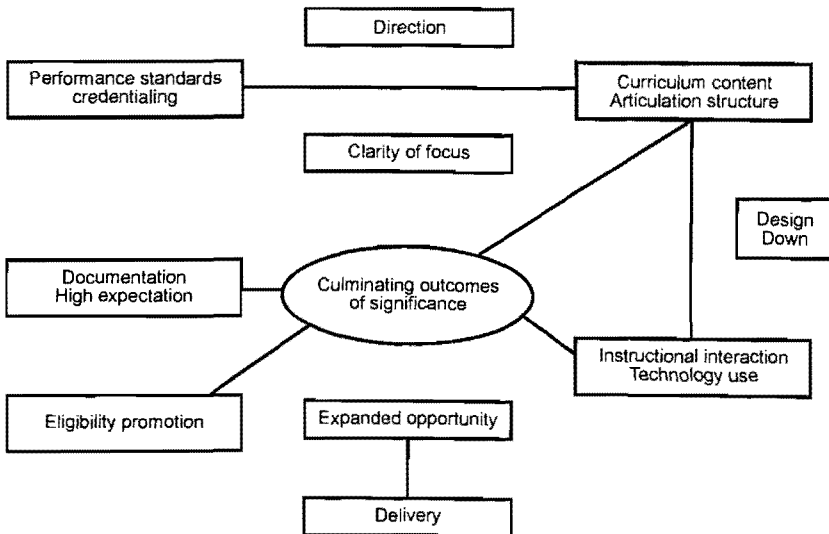
be individual practicing with educator assistance and the following day could be given over to application, reflection and preparation for the following day. All these criticisms indicate that OBE has strong and weak points.

2.7 AN OUTCOME-BASED CURRICULUM FRAMEWORK

Because the transformational OBE has to do with a complete change in the education system, it is imperative that the entire school organization should be looked at. According to Spady (1996:22-24), the school has two parts, the operational system which consists of the curricular and the instructional elements that relate to teaching and learning and the support system which has to do with administrative, logistical and resource elements.

The operational system has four key structures namely:

Figure 2.1 An outcome-based curriculum framework (Bonville, 1996:23)



1. A standard and countability structure that will determine how achievement and performance standards are defined and how a certification credit is awarded.
2. A curriculum content and articulation structure that determine how the system's formal learning experiences are defined, organised and linked.
3. An instructional process and technology that determine what tools and techniques the system would use in guiding the students towards learning.
4. An eligibility, promotion and assignment or task related structure that determine which students will work with which teacher(s) and student(s). Questions like: What they will do together? When they will do it and under which circumstances student grouping, placement, promotion etc. are important considerations.

Manganyi (1997:3) defines the curriculum frame-work as a set of principles and guidelines which provide both a philosophical base and an organisational structure for curriculum development initiatives at all levels, be they nationally, provincially, community or school-based. The curriculum frame-work serves as a strategic intervention designed to facilitate and guide the development of a transformed education and training system in a practicable and sustained way. The development of the curriculum frame-work was informed through out by principles derived from the White Paper on Education and Training (March 1995). Principles which guided the development of the new Curriculum Frame-work are: participation and ownership, accountability and transparency, affordability, sustainability and capability building.

In viewing the above structure, Curriculum 2005 serves as an important vehicle in putting outcome-based education and training in practice.

2.8 CURRICULUM 2005

Spady (1996:14) describes a curriculum as a set of learning experiences to accomplish some major goals. Many questions have to be answered in defining it. These questions relate to learners and what their needs are expected from the learning process, the proficiency level that has to be

acquired, the content matter and how it is to be organized, the instructional methods to be used in delivering the planned outcomes and proficiency levels.

Curriculum 2005 was developed as a new national curriculum for the 21st century. It is the new curriculum, which is based on the ideal of life long learning for all South Africans. It is everything that is planned by educators, which will help to develop the learner. This can be an extramural sport activity, a debate or even a visit to the library. It is influenced by the needs of a community and is therefore relevant and flexible (Bengu, 1997:1)

According to Reynhardt (2000:1) Curriculum 2005 embraces a new approach to education in South Africa. It is fundamentally different from the education of the past, which was based on a fixed curriculum with little connection between subject matter and educational goals.

Curriculum 2005 differs vastly from the old curriculum, which was largely content based, teacher driven, and that placed great emphasis on tests and results. Curriculum 2005 is an outcome-based curriculum, which stresses the importance of as much integration as possible between different learning areas.

Van der Walt (2000:2) says that the first post-apartheid, Minister of Education of the Republic of South Africa, Sibusiso Bengu wanted to reform the whole education system. He wanted to carry out the process of curriculum change through reforms in school subjects and content. The result was Curriculum 2005, a curriculum that had only mixed success in some developed western countries.

According to Smith (2000:9), Curriculum 2005 is implemented for the learner's intellectual development and put education theory into practice which will ultimately enable the student to apply it.

Manganyi (1997:8) asserts that the NQF recognizes General Education and Training, Further Education and Training and Higher Education and Training as descriptive terms encapsulating levels of education and training in South Africa. In view of this and taking into account the needs from the early childhood to adult, a couple of key decisions were taken which eventually determined the nature of the curriculum frame-work. These include the Early Childhood Development, the rest of compulsory schooling and Adult Basic Education and Training (ABET) are not separate entities and should therefore be accommodated in one common curriculum frame-work.

The eight learning areas (see page 9 and 10) form the basis of all education up to the Further Education and Training Certificate. The intention is to move away from traditional content-type subjects to integrated learning areas expressed in cross-curricular and specific outcomes.

According to Binns (1999:69) with the recent launch of 'Curriculum2005' and its emphasis on outcomes-based education (OBE), educators should be concerned about evolving education policies and programmes in the post-apartheid South Africa to ensure that these:

- (a) are appropriate and relevant for all elements of the population.
- (b) enable all young people to have an equally good start in life and
- (c) will enable all young people to prepare for future careers and to fulfill their own personal ambitions.

When Schoeman (1997a:14) strikes a balance between the old and the new curriculum, he says that the major change is in the approach, the mind set in that approach and the integration of concepts in a cross-curricular form. The basic knowledge and content to be learned remains the same, allowing for updates and improvements, but the way that mathematics for example is learned and applied, will alter in the new system and the uses to which mathematics is put will multiply. Curriculum 2005 will constantly encourage learners to make critical connections between information contained in one learning area and another (the cross-curricular approach)

According to Spady (1996:17), OBE often uses the term specific curriculum skills. This gives all districts, students and staff an ultimate target towards which they can focus and orient their teaching and learning experiences. Specific curriculum knowledge and skills are developed from around the exit outcomes and directly help students to develop those broad performances abilities. Community's key constituents and stakeholder groups including students should have a voice in determining a district's outcomes. In contrast to this view, many South African schools might have a difficulty in practicing this process due to the lack of co-operation and responsibility in many stakeholders.

Marna (1997:20) talks of an instructional programme, which is neither a syllabus nor a lesson plan but it is every teacher's personal plan for ensuring that the work set out in a syllabus will be adequately covered by the end of the

year in a manner that meet the needs of the particular group of learners at whom it is directed. Before they start with the design and implementation of their own unique instructional programmes, teachers will have to ensure that:

- (a) the sources which they want to use in planning and implementation of their own instructional programmes are relevant, up to date and in line with government policy that is, they will have to use the latest SAQA and Department of Education publications, the latest curricular, syllabi available, modern up to date text books and teaching aids,
- (b) they know what outcome-based teaching and learning are all about and what the relationship between national, provincial, regional, local and institutional programmes and guidelines are supposed to be,
- (c) they know and understand the needs, abilities and developmental levels of learners for whom the instructional programmes are being planned, and
- (d) resources and facilities are adequate and available for the implementation of the instructional programme they envisage.

In addition to the above statement, Tyler (1950:17) identified fundamental issues for teachers to consider when developing curricular and planning instructional issues such as educational purpose, content organisation and evaluation. He also noted the importance of objectives or outcomes for systematic planning and stating that well-written objectives should identify not only the required learner behaviour but also the area of learning to which such behaviour would be applied.

An example of the design-down of curriculum development is represented in the following table (Marna, 1997:13)

Exit outcome	The ability to communicate
Allocation to school programme	Language studies, Maths, Arts programme and Computer studies.
Subject-specific outcome	Communicate clearly and effectively in writing, speaking and drawing.
Grade-level outcome	English Grade II: Write a letter to the editor of a local newspaper, taking a stand on a controversial issue.
Topic outcomes	Topic: The art of persuasion
Lesson outcomes	Analyse the audience to determine the most effective rebuttal strategy.

According to Cockburn (1997:12) the above design-down process of curriculum development would go through the following strategy:

- (i) firstly, exit outcomes must be derived from an analysis of skills and knowledge which learners will need to lead successful lives in a future world, therefore they must be formulated in terms of the roles which successful adults are expected to fulfil in the outside school,
- (ii) exit outcomes have to be allocated to both the learning and the extra mural programme as well as to other activities like health and social services,
- (iii) the next step is to develop specific outcomes for each of the exit outcomes,
- (iv) once grade-level outcomes have been formulated, it is the time for identification,
- (v) finally, it is the time to identify lesson outcomes which will act as criteria against which to assess learner's learning progress and development.

When Mohamed (1997:4) using a critical outcome as a point of departure, he considers the list of critical outcomes approved by SAQA for South African Education and Training in the table below with a view of using them as a basis for designing an instructional programme.

Three examples of critical outcomes Mohamed, (1997:44)

1. The ability to identify and solve problems in which responses display that responsible decisions using critical and creative thinking has been made.
2. The ability to work effectively with others as a member of a team, group, organisation and community.
3. The ability to organise, manages oneself and one's activities effectively and responsibly.

If an educator for example wants to use critical outcome No.1 of the above table i.e. problem-solving as the basis for instructional programmes, firstly, she or he would have to identify the elements (knowledge, skills, values and attitudes) which enable people to become effective problem-solvers. The curriculum designer could argue that knowledge about the problem situation, perseverance in trying to find a solution, an analytic disposition, the ability to collect sufficient data about the problem and possible solutions are essential elements of problem-solving as a process. In deciding on problem-solving experiences, which learners need to be exposed to, the designer could describe them in terms of subjects, contexts- the kind of problem which need to be solved in Science, Mathematics, Literature and History etc. Alternatively, she or he would describe the problem in terms of dilemmas which learners might face in life after school- moral, environmental and social problems. The curriculum offerings by means of which learners will have to explore such problem situations could be traditional subjects such as Mathematics, Science, Religious education, Environmental and Social Studies (Schoeman,1997:45).

With regard to Curriculum 2005 highlighted by the former writer as a means of which learners will have to explore problem situations, there were still be basic short comings in it and therefore it was necessary to revise it. The Minister of Education, Kader Asmal appointed a committee to review and evaluate the implementation of Curriculum 2005.

2.9 CURRICULUM 21

According to a personal interview with Mhlengi (2001), Curriculum 21 is a proposal which was presented by a review committee to the Minister of Education, Professor Kader Asmal. The term "Curriculum 21" relates to the curriculum for the 21st century. This review committee was looking at outcome-based education as a whole, on how it could be streamlined to suit the needs but at the same time emphasizing skills, knowledge, values and attitudes.

To clarify the above view, Eastern Cape Department of Education (2000:12) maintains that the Minister of Education established a committee to review and evaluate the implementation of Curriculum 2005. The review committee recommended that Curriculum 2005 be phased out and be replaced by Curriculum 21 and even that was merely a recommendation. The minister would effect the necessary changes in consultation with the Cabinet, the education policy-makers and other parties that have a stake in education. Curriculum 2005 was largely based on the initial plan that by the year 2005, it would have been completely phased in throughout the education system of the country whereas the committee recommended that a revised and streamlined curriculum be introduced to achieve the social and educational goals of 21st century - hence the recommendation that such a curriculum be referred to as Curriculum 21, the term had more to do with time frames. The committee found that Curriculum 2005 uses complex terminology and the curriculum is too overcrowded. Therefore Curriculum 21 will be streamlined and simplified e.g. some terms of C2005 like specific outcomes, assessment criteria, range statements, etc. be dropped.

According to the South African Tutor Services (SANTS) letter, dated 13 June 2000 (2000:1) outcomes-based education is not out. It will be delivered in a more streamlined vehicle: Curriculum 21. In SANTS' answer to the invitation of making inputs to the Revision Committee on Curriculum 2005, they stressed the misconceptions educators have regarding various issues because of C2005. There are basic shortcomings in C 2005 that cannot be ignored such as the difficulty of the terminology, the lack of giving guidelines of what should be taught in what grades etc. Therefore, C21 ought to address these and other issues. Learning areas will be condensed into six, more emphasis will fall on what to teach in which grade, terminology will be simplified and the concept clouding issues will be done away with.

The learning programme (and time allocation) for the three phases of General Education and Training Band will be as follows: (SANTS,2000:1)

Foundation Phase		Intermediate Phase		Senior Phase	
Literacy	-40%	Languages	-30%	Language	-30%
Numeracy	-30%	Mathematics	-20%	Mathematics	-20%
Life skills	-20%	Natural Science	-15%	Natural Science	-15%
Flexi time	-10%	Social Sciences	-15%	Social Sciences	-15%
		Arts and Culture	-7%	Arts and Culture	-7%
		Life Orientation	-8%	Life Orientation	-8%
		Flexi time	-5%	Flexi time	-5%

The differences between C 2005 and C 21 and the changes made are stipulated in the following table

C 2005	C 21
Critical outcomes, generic cross-curricular outcomes.	Critical outcomes broad, generic cross-curricular, learning goals of the GET.
Specific outcomes are derived from the learning areas and specify what learners are able to do at the end of the learning experience. They are not specific but teachers are expected to assess learners in each grade against these sixty-six outcomes.	Learning areas statement define the learning area and its definitive features.
Assessment criteria.	Dropped.
Performance indicators.	Dropped.
Expected levels of performance are provided by graded and learning programmes intended to inform teachers, parents and learners of what is considered quality.	Learning outcomes specify the sequence of the core concepts, content and skills to be taught in each learning programme at each grade level.
Phase organisers.	Dropped (to be themes).
Programme organisers.	Dropped (to become topics).

With regard to all these changes Bisseker (2000:36-37) postulates that the review committee proposed that Curriculum 2005 be phased out and a simplified, stream-lined outcomes-based curriculum be phased in called Curriculum 21. The review team's chairman, Natal University's Professor Linda Chisholm points out that not changing the name (C2005) may send the signal that the review committee has changed nothing. Her team also found that not only where the structure and design of C 2005 fatally flawed but its implementation was stymied by the absence of basic resources in schools. Prof. Linda Chisholm will lead a team to draft an outline of the new curriculum by June 2001. Technology and Economic Management Sciences will be retained. 70% of school time will be devoted to Maths and Languages in Grade 1-3. Huge improvements to teacher training are on cards.

The above statements are supported by various writers such as (Van der Walt, 2000:3-4) who mentions the following findings of the review commission which was sent on 31st May 2001:

- Curriculum 2005 should be changed due to the complexity of its terms.
- Its implementation should also be revised.
- The name of the new or revised curriculum will be "Curriculum 21".
- The commission recommended that C 2005 should be continued in Grade 4 and 8 as it was planned.

Pretorius (2000:22) also witnesses the above recommendations of the review commission when asserting that in the report handed to the Minister of Education, Prof. Kader Asmal, it is stated that the envisaged improved curriculum is called Curriculum 21st - "a curriculum for 21st century" and the implementation of C 2005 cannot continue in its present form. The review committee recommended that the Curriculum 2005 be continued in Grades 4 and 8 next year (in 2001) as planned. It is expected that some provincial education departments strongly argue against its implementation in grade 8 until the details of Curriculum 21 are clarified as it will be the first grade in high school in which Curriculum 2005 is implemented.

2.10 SUMMARY

The whole outcomes-based approach is fundamentally just an expression of a good teaching practice but most of our schools are devastatingly disadvantaged and rote learning has been the order of the day. This radical paradigm shift will oblige all teachers to become explicitly engaged in the curriculum discourse and oblige the use teaching-learning material which facilitate critical, creative and flexible thinking and the application of knowledge in relevant contexts (Le Roux, 1997:25). Most educators may have difficulty in implementing OBE in rural schools due to the lack of learning and teaching materials.

Although non-governmental organizations (NGO's) such as Ikwezi and Imbewu try to furnish some schools with teaching and learning materials, teachers experience many problems. Roads are too bad to transport teaching and learning aids to schools more especially the heavy ones. Therefore, these materials end up kept in district offices (in towns) for long time. Lack of electricity in rural schools may also hinder the use of some teaching and learning aids.

Apart from that, most rural schools have commenced the implementation of OBE up to grade 3 although educators are trained and expected to apply it at all levels, i.e. Foundation, Intermediate and Senior Phases. In all OBE is valuable to all South African citizens. Bengu (1998:1) postulates that a successful FET system will provide diversified programmes offering knowledge, skills, attitudes and values. South Africans require to be developed as individuals, as lifelong learners and as economically productive members of the society.

Since the African National Congress (ANC) government redress the imbalances of the apartheid government in the education system (Marna, 1997:3), the introduction of Curriculum 2005 and 21 is a good vision as everybody is included in the learning process, young and old and its guiding vision is that of a thinking, competent future citizen. It is also good that some colleges will redirect and be FET institutions but it is a great concern that a change in the curriculum, good as it stands, is moving at a very slow pace.

CHAPTER 3

3. CRITERIA FOR EFFECTIVE TRAINING OF PRE-SERVICE TEACHERS WITHIN OBE

3.1 INTRODUCTION

To implement Curriculum 2005 successfully, the Department of Education (DoE) needs well qualified teachers. In this chapter criteria will be set for effective training of teachers for outcomes-based education. Curriculum 2005 sets new criteria for teaching training.

3.2 NORMS AND STANDARDS FOR TEACHER TRAINING.

According to COTEP (Committee on teacher education policy) (1998:1), the term educator applies to any person who educates, teaches or trains other persons or provides professional services including professional therapy and psychological services at any public school, FET institution, Adult Basic Education (ABET) centre and who is appointed in a post on any educator establishment under this act (Employment of Educators Bill, 1998).

The Department of Education (DoE) sets norms and standards for teacher training. These norms and standards are set in the so called COTEP document (1998:67). According to this document the inclusion of teacher education within Higher Education means that within the schooling sub-field, unit standards and qualifications based on unit standards will most likely be used for in-service training programmes with strong occupational orientation. Whole qualification will be used for pre-service education and training (PRESET) at levels 5 and 6 for post graduate qualification with a strong academic and professional orientation at levels 7 and 8.

Three initial teaching qualifications leading to qualified teacher status are :

- Diploma in Education
- Bachelor of Education
- The Post Graduate Certificate in Education (PGCE) which will follow a Bachelor's Degree

The initial teacher qualifications show the specific requirements that the Department of Education expects of a teacher entering the profession. When the Standards Generating Body (SGB) is in place, it will recommend qualifications to the National Standards Body (NSB) for registration on the National Qualifications Framework (NQF). The SGB will also be in a position to modify the qualifications in response to input from the profession.

According to ECDoE (Eastern Cape Department of Education) (1999a: 18) qualifications used in schooling will specify the specialization for example:

- Diploma in Education (Foundation Phase) and Bachelor's Degree in Education (Senior Phase: Human and Social Studies).
- Prodders should consider the idea of dual specialism if their conditions allow for it for example ECD and Foundation Phase (0-9 years, Grade R to Grade 3)
- Foundation and Intermediate Phase (Grade R to Grade 6)
- Intermediate Phase and Senior Phase (Gr4to Gr9).
- Senior Phase and FET (Grade 7 to Grade 12). Dual specialism maybe more or less according to the schooling circumstances for which the teacher is being prepared e.g. if there is a system of schooling which includes the multi-grade classes, the combination of two phase specialisms could be most appropriate.

COTEP (1998:68) also emphasizes that Grade 4 educators often need proficiency in developing beginning reading skills in learners and this is an instance where a combination of teacher education programmes which includes the competences of both the foundation and intermediate phases seems to make sense. Where there is an expectation of subject specialization for Senior Phase, it may be appropriate to offer a combination of Senior Phase and FET courses.

The following figures shows the hierarchy of qualifications, SAQA credit rating, the NQF level and the REQV.

Figure 3.1 Qualifications for ETD practitioners in the schooling sub-field (COTEP, 1998:36)

Levels	Credits					Existing REQV
8d	1200		Doctor			17
8c	1080		360			
8b	960					
8a	840		Master Thesis (120)			
7b	720		Master Coursework (120)	↔	PGDE (120)	16
7a	600		B.Ed (Hons) (120)	↔	ADE (120)	15
6b	400		PGCE (120)		B.Educ. (480)	14
6a	360					13
5b	240					12
5a	120					11
4		FET certificates	Certificates in			10
3			ABET			9
2			ECD			8
1		GET certificates	WE			7

All qualified educators are expected to be able to play different roles in the teaching learning programme.

3.3 ROLES THAT A TEACHER MUST BE PREPARED TO PLAY

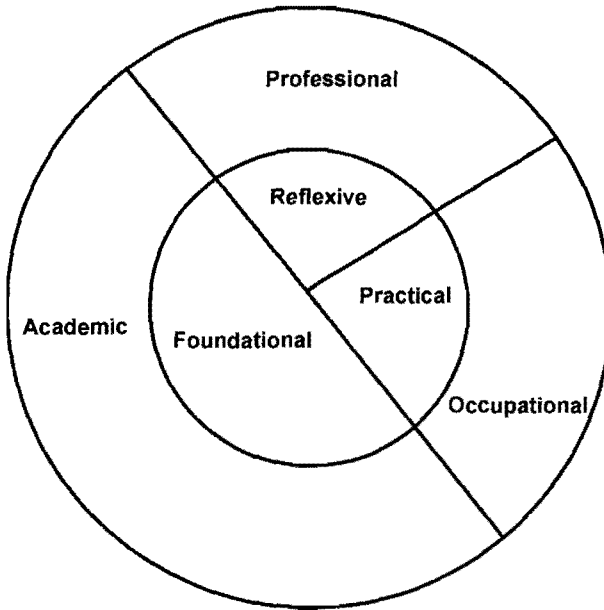
According to COTEP (1998:2-3) from the point of view of SAQA, the roles provide “benchmarks” against which to evaluate qualifications proposed for registration on the NQF and against which to evaluate the delivery of learning programmes (academic requirements). From the point used both in the definition of a professional educator and in the professional development of educators (professional requirements). The roles integrate the professional, academic and professional requirements of an educator that can be achieved in practice. The extent to which actual educators in the real world fall below the norms and standards are spelt out in the six roles provide an indication of the need of professional development of teacher and other educators.

The above statement is witnessed by Eastern Cape Department of Education (ECDoE) (2000:6) when saying that the Imbewu Project focuses on training and professional development programmes of departmental personnel while simultaneously developing and strengthening the systems and structures within which these personnel must perform. Thus the project seeks to create an effective culture of personnel performance through the development of people and the enhancement of the organisational framework within which they perform.

COTEP (1998:50-51) also maintains that the roles serve as standards at which all learning programmes for educators should aim as a basis for performance management by the DoE, integrate together, they describe a competent teacher. The roles are a form of performance criteria. These are six roles, five contextual roles such as mediator of learning programmes and materials, leader administrator and manager, scholar, researcher and life long learner, community and citizenship and pastoral role and the sixth role is the specialist role called learning area specialist. The roles suggest that all qualifications should indicate a mix of practical, foundation and reflexive competences and these are further linked to the professional, occupational and academic purposes of qualification.

The following figure indicates the professional, occupational and academic qualification to which the mixes of practical, foundational and reflexive competences are linked.

Figure 3.2 The professional, occupational and academic qualification (COTEP, 1958:53).



The six roles are:

3.3.1 Leader, administrator and manager

According to COTEP (1998:55), the teacher should make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in the school decision making structures. These competencies should be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to challenging circumstances and needs.

3.3.2 Mediator of learning

The teacher should mediate learning in a manner is sensitive to the diverse needs of learners and construct learning environments that are appropriately contextualised and inspirational. She must demonstrate sound knowledge of subject content, strategies and resources appropriate to teaching in a South African context (COTEP, 1998:54)

Bester (1999:6) also clarifies this view when stating that the educator would structure the learning situations in such a manner that learners should be active in a hand-on-approach in order to construct their own learning. The educator should mediate learning in such a way that learners should be able to think critically and creatively.

To support the above statements, Sokhuthu (2000) in her lecture on OBE stipulated that since learning occurs in social context the educator should think about the needs of her or his learners. She should look at the common problems in the community when planning a learning programme. If the social problems are nutritious related, the theme may be food groups or different types of food.

3.3.3 Interpreter and designer of learning programmes and materials.

According to COTEP (1998:55), the teacher will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The teacher will also select sequence and pace the learning in a manner sensitive to the different needs of the learning area and learners.

3.3.4 Scholar, researcher and lifelong learner.

COTEP (1998:55) asserts that the teacher will achieve ongoing personal, academic occupational and professional growth through pursuing reflective study and research in her learning area in broader professional and educational matters and in other related fields.

3.3.5 Learning area or phase specialist.

COTEP (1998:55) suggests that the teacher should be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the learning area. She should know about the different approaches to teaching and learning and how these may be used in ways, which are appropriate to the learner and the context. Sokhuthu (2000) in her lecture on OBE elaborates this idea by asserting that in planning learning programmes, educators should consider the context of the school, where it is located or its environment, what the learners need to be taught for example it may happen that they need to be taught proper ways of communicating with adults. Educators should also look at the learners' common problems in the community, if it is nutritious related, learning programme may be based on life orientation, focusing on food groups, food nutrition or healthy eating habits.

3.3.6 Community, citizenship and pastoral role

The teacher will practice and promote a critical, commitment and ethical attitude towards developing a sense of respect and responsibility towards others, one that upholds the constitution and promote democratic values and practices in the school and society. Within the school, the teacher will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators. She will develop supportive relations with the parents and other key persons and organisations based on critical understanding of community development issues (COTEP, 1998:55)

Bester (1999:17) elaborates this view by asserting that the new approach to teaching and learning concentrates on understanding of knowledge, skills, values, norms and attitudes. Learners acquire social skills by praising one another while working together in a group, it is a practical example of developing skills. OBE concentrates on teaching so that learners should acquire values and norms meaning that one should conduct oneself in such a way that learners should see that one has respect for oneself and others; that one upholds the law and the community's sense of what is right and what is wrong. Furthermore, critical cross-field outcomes identified by SAQA emphasize work effectively with others as members of a teaching group organisation or community.

ECDDoE (1999a:11) suggests that the above statements asserting that Imbewu Project Team designed an approach for professional-development called Practice-Based Inquiry which is a set of methods that encourage practitioners to collaborate and to discuss issues in their daily practice so that they can make changes to improve their practices. This is a problem solving approach that encourages educators to collaborate to share richer understanding of professional concepts, skills and values.

From the analysis of the different roles of a teacher, one could formulate a list of exit outcomes for teacher training.

3.4 OUTCOMES FOR TEACHER TRAINING

The contextual roles and competencies for schooling sub-field provide the exit level outcomes. These six roles and their associated competencies describe what is to be considered as normal expectation of a teacher. They are therefore, the central features of all initial pre-service qualifications. The critical cross-field outcomes and proposed ETD standards are integrated into the roles and their applied competencies (COTEP, 1998:68).

According to DoE (2000a:14), the critical outcomes (see paragraph 2.2) which are generic cross-curricular outcomes underpin the constitution and are adopted by SAQA. These outcomes will ensure that the student-teachers gain skills knowledge and values that will allow them to contribute to their own success as well as to their own family, community and the nation as a whole. Amongst such critical outcomes proposed by SAQA, pre-service educators must be able to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

Mhlengi (2001) in his lecture on OBE supports the above outcome when he uses the example that student-teachers should solve the problem of the shortage of food in the hostels by requesting for the decrease of hostel fees instead of leaving classes and vandalising the college buildings.

3.4.1 Mediator of learning

According to COTEP (1998:71), in order to mediate learning, the teacher will adjust strategies to cater for different styles and preferences. The teacher will be able to prepare thoroughly and thoughtfully for teaching by drawing a

variety of resources, the knowledge, skills and processes of relevant learning area, learner's existing knowledge, skills and experience.

Bester (1999:29) highlights the above view when maintaining that in her or his daily planning e.g. word-building activities, the learners' skills with regard to building words orally and in writing should be practiced everyday, thus placing the learner into context.

3.4.2 Leader, administrator and manager

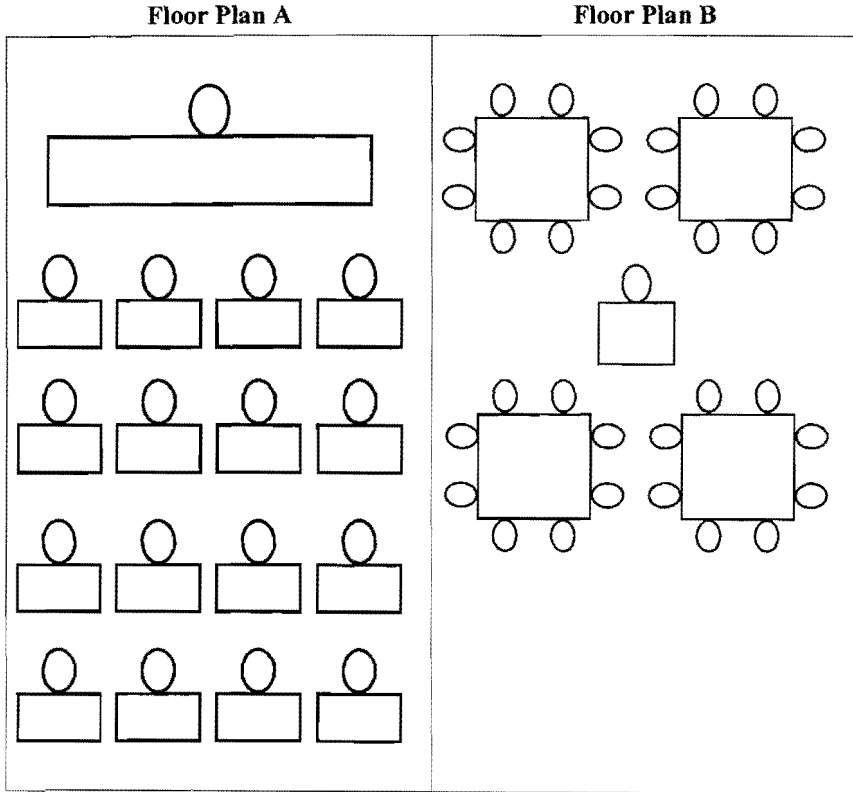
COTEP (1998:55) says that the educator will be able to manage classroom teaching of various kinds (individualized and small groups) in different educational context and particularly with large diverse groups. He will be able to construct a classroom atmosphere which is democratic but disciplined and which is sensitive to culture, race and gender differences as well as to disabilities.

The above view is supported by the DOE (2000b:26-29) when asserting that the teacher must be able to create classroom discipline by creating code of conduct with the class. There must be order in a classroom and everybody must work and achieve the best. The student-teacher will be able to discuss gender, race and cultural issues in the classroom and brainstorm practices which avoid bias and ensure equitable treatment for all participants. She will be able to ensure different management roles in a group e.g. the group-leader, recorder, reporter etc.

When the ECDoE (2000:31) elaborates on these statements, it states that, in the writing, listening, communication and reading skills activities, the educator has to arrange her classroom (floor plan) by grouping the learners into four or six. In her organisation and management strategies, the facilitator has also to monitor group discussions, she has to deal with interruption and get orderly feed back from groups.

The following figure shows the difference between learner-centered classroom and teacher-centered classroom.

Figure 3.3 Teacher-centered classroom and learner-centered classroom (Bester, 1999:33)



According to Bester (1999:33-34) in floor plan A, the learners sit in rows and face the chalkboard. The educator's desk is in front of the class and she faces the learners. This arrangement leaves the room for interaction between learners. Each learner has to work on his or her own. The teacher dominates the lesson and the learners will remain passive listeners. This is a teacher-centered class of old approach. The arrangement of furniture does not allow

the educator to move around. In floor B, we see the typical example of an OBE class, the learner-centered class. Learners are grouped into 8 and the arrangement of furniture allows the learners to interact and work together. They are able to participate actively in the lesson. The educator can manage group discussions through allocating roles to the learners. She can also facilitate learning as she walks around and assists learners where necessary.

While COTEP (1998:75-76) declares that educators have to maintain efficient recording and reporting of academic progress and have the knowledge of teacher's unions, SACE and other relevant professional bodies, ECDoE (1999:36) compares two progress reports, the traditional learner's report which shows subjects and percentages and only one comment of the school manager allowing the learner to proceed or not to proceed to the next class. In the new approach progress report, all learning areas are considered, there are comments of the educators of various learning areas, school manager and parents have comments, physical development skills achieved, behaviour, percentages and marks are also taken into consideration.

In the following figure the example of the new approach for progress where the educator uses the following levels in her rating scale.

Figure 3.4 ECDoE (1999:36) Rating scale

Merit	Making excellent progress
Credit	Making good progress
Threshold	Making progress-Improvement needed

3.4.3 Scholar, research and lifelong learner

The pre-service educator will be able to understand the reasons and uses for and various approaches to educational research. She will understand how to access and use common information resource like libraries, community resource centres and computer information system. She or he will be able to demonstrate an interest in, appreciation and understanding of current affairs, various kinds of arts, culture and socio-political events (COTEP, 1998:78).

The DoE (2000:9) supports the above view when saying that student-teacher must be able to work at the following skills: collecting information, processing

information, writing up information and then making a verbal presentation of the information e.g. the student should go out for excursion, visiting museum archives and other places of interests. Each student should have a worksheet to record the information gathered from different sources including community libraries. They should be able to gather information by reading books, asking experts and doing observation in a field of study. They should also work in groups for individual research and work. They will be able to write books of their own findings thus editing, research, writing communication and other skills will be developed. They will acquire new knowledge and their values and attitudes will be motivated e.g. developing positive attitude towards nature and will appreciate current affairs when visiting television and radio centres.

3.4.4 Learning area /phase specialist

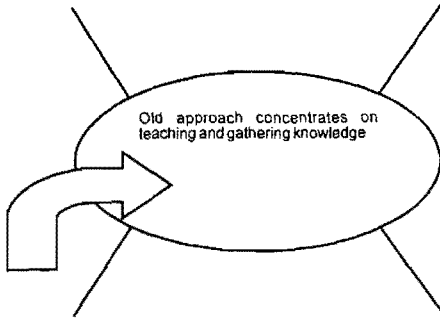
COTEP (1998:70-80) asserts that the educator will be able to adapt general educational principles to the learning area, the needs of the learners and the context. She will be able to teach concepts in a manner, which allows learners to transfer this knowledge and use it in different contexts, she will allow reflections between subjects and make judgements on the possibilities of integrating them.

Bester (1999:13-14) clarifies the above idea when asserting that in old approach, educators concentrated on gathering of knowledge, the learners had to demonstrate their knowledge by writing examinations and tests, the knowledge had no relevance for the learner in his or her everyday life. Learners have difficulty to make the link between what they have learnt in one subject to another subject. The new approach, Curriculum 21 wants learners to experience in a more holistic way, that is, they should see relationships of things and how things are concentrated. The concept of integrating the different learning areas is strongly accentuated. The new approach prepares learners to handle life in general, to be prepared and competent to meet the challenges they are faced within their day to day living.

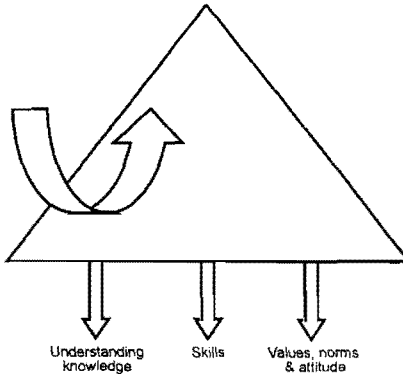
The following diagram illustrates the essence of the old and new approach, the paradigm shift towards what education should be:

Figure 3.5 Educational approach (Bester, 1999:14)

Outcomes-based education moves away from the old approach



Outcomes-based education focuses on different aspects.



Finally COTEP (1998:81) stipulates that the general competence listed under the specialist role can be applied to any learning area. They provide framework for the development of the practitioner in a specialist role. The substance of the specialist role is in the preparation of the practitioner to play the role in an authentic context and must be included in the subject requirements. There is no longer a list of prescribed teaching subject. Learners and providers are advised that subject choices must lead to the competence to teach areas in the school curriculum.

3.4.5 Interpreter and designer of learning programmes and materials

COTEP (1998:73) maintains that the student teacher will be able to interpret and adapt learning programmes so that they are appropriate for the context in which teaching will occur. They will be able to design original learning programmes so that they meet the desired outcomes and are appropriate for the context in which they occur. Sokhuthu (2000) confirms the above view in her lecture when stating that learning occurs in social contexts, the educator should think about the needs of his or her learners, i.e. where it is located when she or he plans learning programmes and materials.

The DoE (2000:49) also espaciates this idea saying that the pre-service teacher must be able to design a tool or a learning programme for the learners to use to assess each other on the learning activity e.g. the teacher may ask the learners to identify various sport activities and make a list of them on the chalkboard and they may bring materials or tools they use. The learners may suggest the following:

- Soccer
- Softball
- Cricket
- Netball etc.

After this activity the educator may hand out different coloured tokens to the learners to group them into mixed ability groups. In their groups, the learners are engaged in finding and calculating the dimensions of the lay out of their chosen sport code. Learners are able to think critically, analyse and express opinions of their own others' work. The student-teacher will be able to facilitate and consolidate the presentation of groups.

3.4.6 Community, citizenship and pastoral role

According to COTEP (1998:76) pre-service educators will be able to develop life-skills, work skills, a critical, ethical and committed political attitude and a healthy life-style in learners. They will be able to respond to current social and educational problems with particular emphasis on issues of poverty, child and women abuse, Aids and environment degradation, access and work in

partnership with professional services to deal with these issues. They know about available support services and how they may be utilised.

SADTU magazine (2000:1) highlights these statements maintaining that SADTU members at the recent World Aids Conference held in Durban have revealed that of 701 deaths of members recorded in the 10 month period from August 1999 to May 2000, a significant numbers considered to be "Aids related". Provision will be made to train people skills for Aids-education and training.

Perlman (2001:1) also supports the above views when asserting that at present, educators should teach sexuality and life-skills in schools. It is recommended that life skill pre-service educators should be prepared to answer students' questions properly and where possible, community resources should be used to assist in teaching students for example inviting the local social worker to give talk about drug and alcohol abuse or a community nurse to give a talk about contraceptive, causes and prevention of HIV/AIDS. They will be able to encourage students to learn from each other by allowing them to share their views. The ultimate goals of life skills and sexuality education are:

- To give students facts about sex and sexuality so that they can make decisions about their lives.
- To promote their positive self-esteem and health relationships.
- To teach them life skills that will enable them to solve their own problems and to deal with conflict situations.
- And to promote positive change in behaviour based on skills, knowledge and attitude learned.

In order to achieve these exit outcomes relevant strategies and methods should be applied in Teacher Training.

3.5 STRATEGIES AND METHODS TO BE APPLIED IN TEACHER TRAINING.

By teacher training, we refer to PRESET and INSET Services. COTEP (1998:8) produced norms and standards for teacher education which were approved by the minister in September 1995. In realigning norms and standards with SAQA regulations, COTEP has adopted competence-based

approach. At present, responsibility for generating norms and standards and accrediting qualifications for teacher education is located with the Department of Education Policy. Under the 1995 norms and standards, qualifications were designed by providers (Universities, Technikons, Colleges and Private sector organisation) and submitted to COTEP for accreditation.

According to ECDoE (1999:5) the basic principle in teacher training should be transformed. One has to take into cognisance, the past and present in order to cater for the future. One needs to look at the imbalances of the past in order to work with the precise framework, Curriculum 21.

South African National Tutor Services (SANTS) (1999:1) witness the above view when maintaining that they train educators to facilitate learning in such a way that learners perceive their learning as:

- Applicable to real life
- A hands-on acquiring and applying knowledge, skills and values
- Taking in to consideration where they are (their prior knowledge) and leading them step by step to meet and achieve worthwhile outcomes.

In their training of educators, they concentrate on skills and incorporate the six roles the teacher has to fulfill (norms and standards). They follow hands-on-approach in their workshops aimed at developing and facilitating skills.

Training of educators involves partnership of NGO's e.g. Imbewu, Ikhwezi and Sakhisiswe projects. These projects are funded by the British International Government and Universities and the Department of Education (Technikons, Colleges and Technicals). The English Language Education Trust (ELET) (1999:1) is a non-governmental organisation dedicated to teacher and learner development. ELET courses are in-service training courses for practicing teacher who have relevant classroom experiences with learning. The aim of the courses is to provide in-services training for educators and to ensure a balance between the demands of practical and understanding of theoretical background through the principle of:

- Outcome-based education
- Communicative language teaching
- Curriculum 21

A one-year Certificate Course is upgrading teacher from M+3 level and a two-year Diploma Course is upgrading educators from M+3 to M+4 level etc.

Student teachers should be trained in the strategies and methods they have to apply in their classes. The best way to do this is to apply these strategies and methods in their own training programmes. They should for instance do group work.

According to Bester (1999:27) group work means that learners (student-teachers) are grouped together to reach a specific outcome. The trainers or educators must be very clear of what they want to achieve. They must not just divide learners or students into groups and automatically expect them to work. Students could be grouped in different groups e.g. social group, interest and ability group. Social groups are used to give learners the opportunity of mingling and interacting when they do not know each other well or if they are shy learners, the educator or trainer wants to involve them in group work. The focus here is in on interaction that takes place and not really on the end product the student come up with. The learners have to choose their own group members not more than six per group. Although the educator is concentrating on socialisation, the learners should be sure of what is expected of them. The educator should inform the learners the expected outcomes. The educator assess whether the group members have achieved the expected outcomes and observe them while they are busy with the group discussion.

When the DoE (2000b:4) defines the interest groups, it uses a case study where group members were grouped into small groups and had been given some worksheets to work out. It defines interest groups as the kind of grouping where the educator wants the learners to work together according to shared interest. If they are given many topics for assignments, the group chooses the topic of its own interest e.g. Birds around us. Investigation of the chosen group is done by a group. They work according to their interests.

Bester (1999:30-31) postulates that when the educator wants the learners to work according to their own intellectual potential, she or he would let them work in ability groups. Learners with more or less the same ability would be grouped together, they should do the same kind of work but the level of difficulty would not be the same for each group. Usually a strong, average and weak group are identified. In all these groups, the facilitator should make use of group leaders to manage the group. Group members should change their roles. The facilitator should give group leaders clear instructions of what they should do. The facilitator should also see to it that the group-leaders lead and

not dominate their groups. These grouping strategies focus on individual learner's achievement. Grouping learners according to their ability may result to strong competition and conflict or feelings of inferiority. In this case, learners would not be able to reach the expected outcomes.

The student teacher will have to take part in all these types of group work as was mentioned above so that he/she learns how it operates so that he/she can apply it and practice it during micro-teaching and practical teaching.

ECDoE (2000:5) explains micro-teaching as a teaching method applied by pre-service educators to teach short lessons (+ 10 minutes) to their classmates in their respective classrooms in the presence of their trainers. The implementation of OBE strategies and methods will be observed and assessed by a trainer or lecturer of the learning area concerned. The student teacher who is conducting the learning unit for the day will structure the programme to achieve certain outcomes and develop some skills, knowledge and attitude to the learners.

According to COTEP (1998:127) teaching practice is a means of educational delivery and assessment, not a 'course'. It is an essential feature of all education programmes. The period spent in the school should provide an authentic context within which student-teachers experience and demonstrate the integration of the knowledge, skills and values developed in the entire curriculum. It should be regarded as an integral aspect of teaching and assessment, not merely unguided experience. There are no competencies particularly associated with teaching practice. Instead it is a mode of delivery through which all the different roles of educators should be developed through the educative use of teaching practice items and assessed as a part of the integrated and applied assessment task.

In that process educators always teach within a particular phase and sub field and teach different learning areas. It is clear that roles, while thought generically can only be assessed within a particular kind of practice. There is no stipulated time spent by the student-teacher in a school or work place. If a student can demonstrate the competences that define the role that educators will have to play in ten hours of site-based experience that she has done her job. Other student-teachers may require more time in practical situations and the programme should allow for this. Teaching practice therefore is a form of internship. The technical committee receive a number of submissions that support the idea that all pre-service educators should engage in some form of

internship. SACE should consider their registration as a professional educator as part of the professional requirements.

As teaching practice is a means of educational delivery and assessment, other forms of assessment are also necessary in teacher training.

3.6 ASSESSMENT AND EVALUATION IN TEACHER TRAINING

3.6.1 Introduction

The cornerstone of the norms and standards and of the kind of learning promoted by the South African Qualifications Authority (SAQA) is the notion of an applied and integrated competence. This refers to the demonstrated ability to teach skillfully and thoughtfully. It is the demonstrated ability to integrate theory and practice in teaching that must be assessed within all teacher education qualifications (COTEP, 1998:110).

3.6.2 What is assessment all about?

Wilson (2000:6) asserts that one of the major shifts in the new curriculum is how learners are assessed. In terms of Curriculum 2005, learners now must be assessed in terms of whether they are able to demonstrate an outcome or not. To do this, assessment must be criterion-based. This means that learners must be assessed against criteria that indicates that an outcome has been attained rather than against other learner's performance or against a customary performance norm. If the learner does not meet the criteria, he or she has not attained the outcome. Re-assessment becomes an important element of assessment because learners should have more than one chance to meet the criteria.

According to Bester (1999:43) assessment is the process of identifying, gathering and interpreting information about learners' achievements as measured against nationally agreed outcomes for a particular phase of learning. It involves three steps:

- Evaluating this evidence against outcomes.
- Recording the findings of this evaluation and using this information to assist the learners development.
- Improving the process of learning and teaching.

The Department of Education (2000b:6) confirms that assessment entails collecting evidence using valid and reliable assessment strategies, recording and interpreting the evidence in order to provide constructive feedback and reflection. It entails reporting findings about learners' progress to assist their development and improve the progress of learning and teaching.

Assessment in OBE focuses on the achievement of clearly defined outcomes, making it possible to acknowledge learner's achievements at every level whatever learning path they may have followed and whatever rate they may have acquired the necessary competence. This means that some learners will need more and others less time to optimize their performance. Since OBE is learner-paced, the concept of "failing" and "passing" and "promoted" fall away because they do not cater for learners' progressing at their own pace. Promotions through grades is replaced by progress through the curriculum in terms of critical outcomes as contextualized and fleshed out in the specific outcomes.

According to COTEP (1998: 112) SAQA defines an integrated assessment as that form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods. Qualification in teacher training should reflect the vertical integration of practical foundational and reflexive competences and the horizontal integration of the different roles and competences, in other words, they should reflect an applied competence. The learner must demonstrate complex learning that integrates these in a single performance or a series of performances of different kinds. Though integrated and applied competences assessments as opposed to mechanical assessment of simple behaviours rely on the judgements of assessors. Assessors will have to make inferences from the evidence collected in order to judge that the learner is competent. Some inferences will be relatively direct while others will be fairly indirect, e.g. evidence based on direct observation of the learner's performance may give direct evidence of understanding. The candidates responses to essay questions may give direct evidence of understanding but indirect evidence of skill. Applied and integrated competences refer to the ability to integrate discrete competences, which constitute each of the six educator roles. Competence in a single role is assessed rather than simply the ability to carry out a single competence. They also refer to the ability to integrate six roles so that teaching is assessed as a holistic enterprise in which competence in teaching and assessment are supplemented by an ability to develop learners as caring and

whole citizens. The example of applied competence in the mediation of learning role would refer to a vertical integration of different competences including an educator demonstrating an ability to teach (good questioning, group work, explanation etc.).

Assessment is guided by various principles in order to be effective to the assessors and assessed.

3.6.3 Assessment principles

ECD_oE (2000:8) asserts that effective assessment will be underpinned by the following principles:

- the purpose of assessment should always be made explicit.
- assessment must be authentic, continuous multidimensional, varied and balanced.
- it must be accurate, objective, valid, fair, manageable and time-efficient.
- the method and techniques must be appropriate to the knowledge, skills and attitude to be assessed as well as the age and development level of the learner.
- it must be bias free and sensitive to gender, race, cultural background and abilities.
- assessment results must be communicated clearly, accurately, timeously and meaningfully.
- progression should be linked to the achievement of the specific outcomes and should not be rigidly time-bound.
- evidence of progress in achieving outcomes should be used to identify areas where learners need support and remedial intervention.

From the point of view of the following writers, there are different types of assessment.

3.6.4 Different types of assessment

Morare (2000:6) states that there are three types of assessment such as:

- (a) formal summative assessment
- (b) formal continuous assessment
- (c) informal formative assessment

Assessment number (a) is applied to determine a learner's competence in relation to a specific learning programme. The results are used to determine if a learner is able to move to a new learning programme or if further work is needed on the current learning programme. It is formally implemented in a planned and structured manner. The results are recorded and reported to the learner, his or her parents or guardians and principals. The teacher, principal or external moderator must assess the learner.

Assessment number (b) is applied to develop a profile of a learner's development over time or to assess the different stages of a process such as a project or investigation. The results are used to determine if a learner is able to move to a new learning programme or if further work is needed. It is done continuously, planned and structured. The results are recorded in profiles, which reflect the learner's progress. A concluding sentence regarding the learner's overall competence should be made. Assessors are the educators, principals or external examiners.

Assessment number (c) is done to find out what the learner already knows and can do prior to starting a particular learning programme. The results are used to provide a learner with immediate feedback on his or her strengths and weaknesses. It is done to guide the teacher in shaping the learning programme to meet the needs of the learners. It is mostly done through observing and interacting with learners. It is done informally during the lesson series. The results are not officially recorded but sometimes a teacher or learner may write it down. It may be self, peer, teacher or parent assessment.

When the ECDoE (2000:7) highlights the above view, it asserts that continuous assessment (CASS) is an ongoing process that establishes what a learner knows and understands, can do, what should be like and value. Educator constantly supports the learner and provides constructive feedback to develop and enable them to attain outcomes. Some types of assessment are:

(a) Diagnostic assessment. This is used to identify the nature and cause of a learning difficulty to enable the educator to provide appropriate remedial assistance and guidance to the learners. (b) Formative assessment. The focus is on positive achievement of a learner. It involves a developmental approach and is designed to monitor and support the learning process. It guides the learner and educator through constructive feedback. (c) Summative assessment. It is used for overall achievement of a learner in a systematic way. It encompasses series of assessment activities resulting in an overall report on the performance of a learner, usually at the end of learning experiences. Summative assessment must be seen as a formative feedback to the learner and educator. (d) Evaluative assessment. Is used to compare and collate information about learners' achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning.

For teacher education COTEP (1998:113) mentions a set of assessments which capture an applied and integrated competence which include evidence of an oral, performance and written nature and be demonstrated through a variety of options e.g. (i) Case study or problem solving assignment in which learners analyse a written case study or educational problem. This can demonstrate an understanding of concepts and the ability to apply these to practice. This will assess the ability to adapt answers to changing circumstances. (ii) Observation of teaching practice in simulated learning or teaching context and in suitable teaching context. (iii) Learner assessment of own and other learner's practice. In order to deepen teaching experience observation, a structured series of written and oral reflection by learners on their own and other students' lessons can be structured. It is important to structure such assessment so that the reflections are grounded in learning theory and argued. (iv) Developing a portfolio of learning materials. The task of collecting and developing learning materials and work plans with learner's subject specialism in a way of assessing both skill and reflective skill. (v) Ethnographic studies of educational context. In order to assess whether a learner understand how socio-economic context impact on learning and teaching, learners could ask to keep diaries of teaching experience and analyse these in terms of concepts learned such as multiculturalism. (vi) involvement in community teaching projects. In order to widen appreciation and understanding of the importance of education in society, learners could be asked to place themselves in the multiple sites in which education takes place like industry, adult education, mental hospital etc. (vii) Traditional written

assignments and examinations which can demonstrate an understanding of key concepts.

It is necessary to follow some guidelines when applying each assessment form.

3.6.5 Assessment plan (some guidelines)

COTEP (1998:13) postulate that the challenge for a teacher is to construct an assessment plan in which direct and indirect evidence can be collected:

- (a) within the specialist role the educator will play,
- (b) over a length of time,
- (c) in authentic context,
- (d) that are diverse,
- (e) and that demonstrate an ability to adopt practice changing circumstances.

In order to support the above assessment plan, Wilson (2000:7) suggests the following guidelines in planning for a formal assessment:

- Decide what you want to assess. Identify what outcome you are aiming to assess.
- Design the assessment. Analyse it to see what hidden things may affect the results of the assessment.
- Draw up your assessment brief. State clearly what you will be assessing and how whether the learner has achieved the outcome.
- Communicate the assessment brief to the learners, tell them exactly what you are going to assess.
- Implement the assessment.
- Record the result of the assessment in the learners portfolio of assessment form.
- Discuss the result i.e. weaknesses and strengths with the learners.

When the ECDoE (2000:19) elaborates on the above guide lines, it emphasises clause 32 of National Assessment Policy Government Gazette no. 1964 of 23 December 1998 which states that it is expected in the main, learners will progress with their age cohort. Where it is felt that learner needs more or less time to demonstrate achievement, decisions shall be made based on the advice on the relevant role-players: educators, learners, parents and education support services. If a learner needs more time to achieve particular outcomes, he or she needs not to be retained in a grade for a whole year. No learner should stay in the same phase for longer than four years unless the Provincial Head of Department has given approval based on specific circumstances and professional advice. In order to give effect to this clause, the following guidelines should be followed:

Where a learner has progressed in accordance with the criteria (assessment standards) as defined in the phase Policy Documents, he or she will progress to the next grade with the appropriate age cohort. This is expected to be the norm as continuous intervention and support will be provided to ensure that it happens. Retention, acceleration and re-direction should only be considered in exceptional cases.

Since assessment is the cornerstone for any teaching and learning programme, one should take into consideration for effective training of pre-service educators within OBE.

3.7 SUMMARY

As the training of educators involves partnership of NGO's, Universities and Government, more effort should be placed by the South African Government to empower and equip educators or trainees with necessary skills and resources. Outcome-based Education will not be a success and educators may not be competent enough to perform their roles if they lack the said requirement.

The changes occurred with regard to Curriculum 2005 slightly affect and confuse educators' understanding and implementation of OBE. The final design of Curriculum 21 would be recommendable in spite of the basic shortcomings in Curriculum 2005 and difficulty of terminology. This could bring about confidence to the trainers.

OBE could be a success in this country if the Department of Education can address the following problems: as highlighted by the General Secretary of the South African Democratic Teachers' Union (SADTU) Thulasi Nxesi, educators and learners have already compounded the problem by not accomplishing a full school day engaged in active learning and teaching. Nxesi also pointed out that motivated and committed educators need decent conditions of service. Apart from being dissatisfied about their salaries, educators have contended with overcrowded classrooms, late delivery of text books, ineffective administration of schools and violence. Educators need training especially for implementation of OBE. Only educators who are motivated and well trained can perform the task defined by norms and standards draft policy document, i.e. act as learning mediators, interpreters and designers of learning programme and materials, researchers and lifelong learners etc. (Nxesi;2000:11)

On the basis of the above problems, Le Grange (2000:22) also reveals that cut backs in education were threatening the jobs of thousands of educators in the Western Cape due to persistent bankruptcy called by the Education Department. There were many pressing issues facing educators like personal feeling of disappointment and resentment towards the Department of Education, feeling that the redeployment system had let them down.

OBE could be a success in our schools except that the structure and design of Curriculum 2005 were fatally flawed and its implementation was stymied by the absence of basic resources in schools, weak training and support structures in the Provinces and paucity of skills in teaching corps. In spite of that the review committee reported to the minister of Education Kader Asmal that there was huge support for OBE among educators and pupils and confirmed it as a right approach for the education system (Bisseker, 2000:37).

CHAPTER 4

4. EMPIRICAL INVESTIGATION AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The aims of this study were to investigate criteria for effective training of pre-service educators within OBE at Cicirha College of Education at Umtata district in the Eastern Cape Province.

The empirical investigation in this study was mainly done by means of questionnaires. Copies of the questionnaire to the rector and the management of Cicirha College of Education were distributed (see the questionnaire in Appendix A). Copies of the questionnaire to the trainers and pre-service educators were also distributed (see questionnaires in Appendices B and C).

Each questionnaire consisted of 30 items based on the criteria for effective training of the student-teachers within OBE, the strategies and methodology to be applied in student- teacher training and assessment used at Cicirha College of Education.

4.2 METHODOLOGICAL REPORT

4.2.1 Sources of data

Two sources of data were utilised extensively. These were primary and secondary sources. The primary sources were the questionnaires designed and administered on the pre-service educators, trainers and the management team of Cicirha College of Education. An interview was also conducted with the rector after the completion of the questionnaire. The secondary sources were the content analysis of information obtained from textbooks, journals, magazines, dissertations, thesis and other printed documents.

4.2.2 Study population and sampling techniques

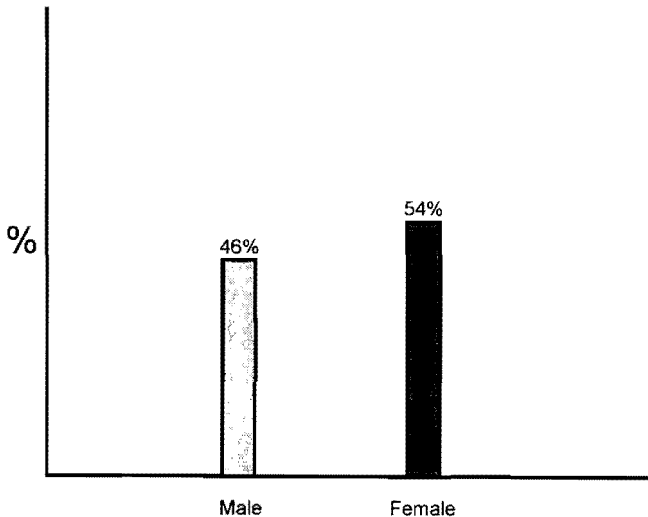
On 26 July 2001, the researcher distributed questionnaires to the rector and the management team, the trainers and pre-service educators of Cicirha college of

Education. The questionnaires were administered under examination conditions (this way to avoid a situation whereby respondents take the questionnaires home and discuss it in their groups). No strict time limit was stipulated for the “test” in order to allow every respondent to answer all the questions at his or her own pace and best of knowledge.

Twenty pre-service educators were randomly selected from each of the classes of all year groups. The population proportionally consisted of female and male pre-service educators from both programmes i.e. Junior Primary Teacher’s Diploma and Senior Primary Teacher’s Diploma. The total number of the sample was hundred pre-service educators. Due to the process of rationalisation of colleges, there were limited numbers of trainers and management team. Four members of the management team were selected and ten members of the lecturing staff were randomly selected from all learning areas. The total number of participants in the study was a hundred and fourteen.

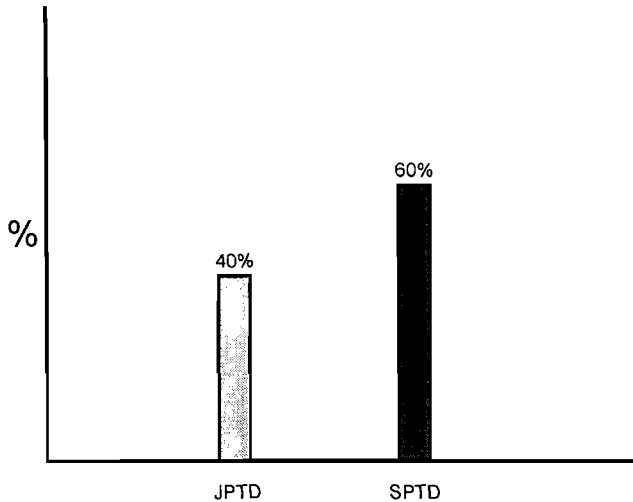
The following graph illustrates the percentages of female and male pre-service educators at Cicerha College of Education in both programmes.

Figure 4.1 The percentages of male and female pre-service educators



There were slightly fewer male students than female.

Figure 4.2 The percentages of SPTD and JPTD students



There were slightly more SPTD students than JPTD students.

4.2.3 Methods of data collection

To obtain relevant information regarding the aims and research questions of the study, the following techniques were employed:

4.2.3.1 Questionnaires

Three questionnaires were designed, one for the rector and the management, one for the trainers and one for the pre-service educators. Each questionnaire consisted of thirty items based on the criteria for effective training of pre-service educators within OBE, the strategies and methodology to be applied in student-teacher training and the assessment used at Cicirha College of Education (see Appendices A,B,C). For each item, five options were provided e.g. 5,4,3,2,1. 5 represented “completely agree or very necessary”, 4 represented “agree to a great extent”, 3 represented “Average”, 2 represented “to a lesser extent” and 1 represented “not at all”.

Below each statement or item, there was a blank space where the respondents were expected to support their answer. Those answers were checked by hand since they required an open response.

4.2.3.2 Interview

The researcher interviewed the rector of Cicirha College of Education after he has completed his questionnaire. The interview was based on the Curriculum (OBE), attitudes, teaching, learning programmes.

4.2.4 Method of administering the questionnaire

The questionnaires described in paragraph 4.2.3.1 were administered to the pre-service educators, trainers and the management team. The answering technique of all the ninety items i.e. thirty items for each questionnaire was ticking [] and the supportive statement below each item.

Copies of questionnaires were administered by the principle of “on the spot collection”. That is, give questionnaire to respondents to complete, wait-by, and collect before proceeding to another group of respondents. This principle was very successful since all the hundred and fourteen questionnaires handed out were returned.

4.2.5 Method of data analysis

The Statistical Support Services of the PU for the CHE helped to identify the most appropriate statistical techniques to analyse the data. The data was analysed by the use of percentages. That is, the number of respondents were converted to percentages to make it comparable. Pre-service educators’ responses were treated separately from those of the management and the trainers.

4.3 INTERPRETATION AND DISCUSSION OF PRE-SERVICE EDUCATORS’ RESPONSES TO THE QUESTIONNAIRE

Pre-service educators’ responses to the questionnaire are tabulated in tables 4.1 - 4.30. Each questionnaire consisted of three sections, A,B and C. Each section is made of ten items and the total number of items is thirty per questionnaire.

Item 1.1**Table 4.1** The extent to which pre-service educators feel that they are prepared to act as (a) a leader (b) an administrator (c) and a manager.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	59%	23%	12%	3%	3%
(b)	25%	40%	19%	11%	5%
(c)	40%	26%	12%	12%	10%

The percentage reflected by the respondents who completely agreed with this item are higher than the others e.g.59%, 25% and 40%. This indicates that the questions in paragraphs 1.3.2 and 1.3.3 are addressed. These percentages also reveal that research objectives in paragraphs 1.4.2 and 1.4.3 are attained.

Item 1.2**Table 4.2** The extent to which pre-service educators feel that they will mediate learning in a manner which is (a) sensitive to diverse needs of learners (b) and create a learning environment in which critical and creative thinking are encouraged.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	46%	33%	11%	10%	
(b)	54%	32%	9%	3%	2%

The responses of 54% and 46% show that the problem questions in paragraphs 1.3.1 and 1.3.3 are addressed. Objectives of this study in paragraphs 1.4.1 and 1.4.3 are also attained.

Item 1.3

Table 4.3 The extent to which pre-service educators feel that they are prepared to be (a) an interpreter, (b) a designer of learning programmes and materials (c) and will also design learning programmes in such a way that they meet the desired outcomes.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	37%	28%	23%	7%	5%
(b)	36%	34%	17%	7%	6%
(c)	48%	23%	15%	9%	5%

The extent to which the respondents agreed with the above item serves as an answer to problem questions in paragraphs 1.3.2 and 1.3.6. Again, this response also acts as an attainment of objective research stating that – to identify the outcomes for effective training of pre-service educators within OBE. (see paragraph 1.4.3)

Item 1.4

Table 4.4 The extent to which pre-service educators feel that they are sure that they will be able to select materials that are appropriate to (a) language (b) age (c) competences and (d) gender.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	53%	32%	7%	5%	3%
(b)	49%	28%	15%	5%	3%
(c)	36%	34%	22%	4%	4%
(d)	31%	30%	17%	10%	12%

The respondents in this item reflect that they are trained according to the norms and standards for educators. This item answers the problem question in paragraph 1.3.1 and achieves the study objectives in paragraphs 1.4.1 and 1.4.3.

Item 1.5

Table 4.5 The extent to which pre-service educators feel that they are ready to develop all skills to their learners e.g. (a) communication, (b) reading, (c) writing, (d) problem-solving, (e) research, (f) social (g) critical and creative thinking skills.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	66%	24%	7%	3%	
(b)	57%	27%	11%	5%	
(c)	55%	30%	13%	1%	1%
(d)	53%	30%	10%	7%	
(e)	44%	31%	18%	6%	1%
(f)	49%	28%	18%	3%	2%
(g)	54%	26%	17%	1%	2%

In viewing the percentages of the responses to this statement, the pre-service educators show that they can implement OBE with confidence. Problem question in paragraph 1.3.6 is resolved and the research objective in paragraph 1.4.6 is also achieved.

Item 1.6

Table 4.6 The extent to which pre-service educators feel that they are trained to help community and play a citizenship and pastoral role by developing (a) life skills, (b) work skills, (c) critical ethical and committed attitude (d) and a healthy lifestyle in learners.

	Completely	To a great Extent	Average	To a lesser extent	Not at all
(a)	62%	23%	8%	6%	1%
(b)	36%	35%	20%	6%	3%
(c)	43%	31%	17%	7%	2%
(d)	49%	31%	15%	4%	1%

Although some percentages in this item are slightly lower, 62% indicates that Cicerha College of Education will produce internationally comparable educators since these roles are in line with similar descriptions of competence in Scotland, New Zealand, Canada America and England. The response to this item also acts as an answer to the problem questions in paragraphs 1.3.1 and 1.3.3 and an attainment of the research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3.

Item 1.7

Table 4.7 The extent to which pre-service educators feel that they are a phase or learning area specialist, they know and understand the content and skills prescribed by the national curriculum.

Completely	To a great extent	Average	To a lesser extent	Not at all
40%	24%	24%	6%	6%

The specialist role of pre-service educators is one of the essential outcomes of the criteria for effective teacher training within OBE. This response reflects

answers to all problem questions of this study, from paragraph 1.3.1-1.3.6. All research objectives from paragraph 1.4.1-1.4.6 are also attained.

Item 1.8

Table 4.8 The extent to which pre-service educators feel that they have been trained to be (a) scholars (b) researchers and (c) lifelong learners by using effective study methods.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	41%	25%	10%	17%	7%
(b)	42%	32%	14%	7%	5%
(c)	56%	30%	8%	5%	1%

The percentages in the above table reveal that the respondents are prepared to play this role. Problem questions therefore in paragraphs 1.3.2 and 1.3.3 are addressed. The research objectives in paragraphs 1.4.2 and 1.4.3 are achieved.

Item 1.9

Table 4.9 The extent to which pre-service educators feel that they are prepared to achieve the seven critical outcomes.

Completely	To a great extent	Average	To a lesser extent	Not at all
65%	20%	6%	9%	

The fact that 65% completely agreed that they are prepared to achieve critical outcomes, ensures that pre-service educators are confident to implement OBE. This response also serves as answer to problem questions in paragraphs 1.3.1 and 1.3.3 and an attainment of objectives of this research in paragraphs 1.4.3 and 1.4.6.

Item 1.10**Table 4.10** The extent to which, pre-service educators feel that they are sure that all learners in their classes will be able to understand, know and do all what they have been taught.

Completely	To a great extent	Average	To a lesser extent	Not at all
64%	24%	10%	2%	

In this statement, 64% of reflects that the pre-service educators will apply OBE strategies and methods in their teaching programmes. Their learners will know and demonstrate all what they have been taught and discovered by themselves. This item also addressed problem questions 1.3.1 and 1.3.3 and achieved the research objectives in paragraphs 1.4.3 and 1.4.6.

Item 2.1**Table 4.11** The extent to which pre-service educators feel that they are trained to use key strategies such as (a) high level questioning (b) problem-based task and (c) projects.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	51%	22%	16%	4%	7%
(b)	44%	35%	12%	7%	2%
(c)	40%	34%	17%	5%	4%

In this item, the extent to which respondents agreed that they are trained to use key strategies such as high level questioning, problem-based tasks and projects indicates that they have been trained accordingly to the strategies and methods of OBE. The response of this item therefore serves as an answer to the problem questions in paragraphs 1.3.4 and 1.3.5 and the achievement of the study objectives in paragraphs 1.4.4 and 1.4.5.

Item 2.2**Table 4.12 The extent to which pre-service educators feel that they are able to use (a) group work (b) and whole class teaching methods.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	63%	25%	8%	3%	1%
(b)	46%	37%	14%	2%	1%

In this item, 63% of response show that pre-service educators of Cicerha College of Education are OBE oriented since group work or team work is one of the OBE principles. 46% indicates that the respondents are prepared to shift from teacher-centered approach to learner-centered approach. Finally, the item addressed the problem questions in paragraphs 1.3.1 and 1.3.4 and attained the study objectives in paragraphs 1.4.1 and 1.4.4.

Item 2.3**Table 4.13 The extent to which pre-service educators feel that in their classes, they will use individual self-study method successfully.**

Completely	To a great extent	Average	To a lesser extent	Not at all
31%	20%	11%	14%	24%

In this item, only 31% feel that they are completely trained to use individual self-study method successfully. 24% feel that they will not use this method at all. This response indicates that the respondents are OBE oriented and want to eradicate all traditional approach. They forget that the above method is necessary to promote understanding, critical and creative thinking skills. The response also addressed the problem questions in paragraphs 1.3.3 and 1.3.4. It also attained the research objectives in paragraphs 1.4.3 and 1.4.4.

Item 2.4**Table 4.14 The extent to which pre-service educators agree that they can select methodologies appropriate to learners and context.**

Completely	To a great extent	Average	To a lesser extent	Not at all
46%	34%	14%	5%	1%

In the above item, many respondents felt that they can select methodologies appropriate to learners and context. They would therefore construct learning environments that are appropriately contextualised and inspirational. The problem questions in paragraph 1.3.4 and 1.3.6 are addressed. The study objectives in paragraphs 1.4.3 and 1.4.6 are attained.

Item 2.5**Table 4.15 The extent to which pre-service educators agree that they are prepared to adjust teaching strategies to cater for different learning styles.**

Completely	To a great extent	Average	To a lesser extent	Not at all
60%	27%	8%	3%	2%

The high percentage (60%) of respondents who completely agreed with this item indicates that the problem questions in paragraphs 1.3.4 and 1.3.6 are answered. The objectives of the research in paragraphs 1.4.4 and 1.4.6 are achieved.

Item 2.6**Table 4.16** The extent to which pre-service educators agree that they are able to use media and every resources appropriate to teaching such as (a) text-books (b) videos (c) charts (d) computers and (e) slides.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	48%	29%	13%	9%	1%
(b)	37%	24%	22%	14%	3%
(c)	56%	24%	17%	2%	1%
(d)	40%	19%	18%	17%	6%
(e)	35%	22%	18%	13%	12%

The various percentages' response in this item show that the respondents will demonstrate sound knowledge of subject content, various strategies and resources appropriate to teaching in a South African context. This response also acts as an answer to problem questions in paragraphs 1.3.3 and 1.3.4 and an attainment of the objectives of this research in paragraphs 1.4.2 and 1.4.3.

Item 2.7**Table 4.17** The extent to which pre-service educators feel that involvement of micro-teaching (presenting lessons to their classmates) in their programmes is fruitful.

Completely	To a great extent	Average	To a lesser extent	Not at all
57%	22%	11%	5%	5%

57% completely agreed with the statement showing that they were trained to integrate knowledge, skills and values which are applied in practice in a specialised context. The problem questions in paragraph 1.3.1, 1.3.2 and 1.3.4. objectives of research in paragraphs 1.4.1, 1.4.3 and 1.4.4 are attained.

Item 2.8

Table 4.18 The extent to which pre-service educators feel that they are trained to adjust teaching strategies (a) to match the developmental stages of the learners and (b) to meet the requirements of the particular learning area.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	49%	34%	4%	9%	4%
(b)	39%	40%	14%	3%	4%

The respondents agreed with the above item indicating that were trained according to the norms and distandards for educators. The problem questions in paragraphs 1.3.1, 1.3.2 and 1.3.3 are addressed. The objectives of research in paragraphs 1.4.1, 1.4.2 and 1.4.3 are also achieved.

Item 2.9

Table 4.19 The extent to which pre-service educators feel that in their methods of teaching, the inclusion of practice teaching (sending them to the neighbouring schools) is fruitful.

Completely	To a great extent	Average	To a lesser extent	Not at all
71%	19%	7%	1%	2%

The way the respondents completely agreed with the statement i.e. 71% indicates that they integrated theory and practice in their training. This serves as an answer to problem questions in 1.3.1,1.3.4 and 1.3.6. the objectives of research in paragraphs 1.4.1,1.4.4 and 1.4.6 are attained.

Item 2.10**Table 4.20 The extent to which pre-service educators feel that they are able to adjust their teaching strategies to cater for (a) cultural (b) gender (c) ethnic (d) language and (e) other differences among learners.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	58%	25%	6%	9%	2%
(b)	39%	29%	15%	13%	4%
(c)	34%	36%	14%	8%	8%
(d)	51%	32%	14%	3%	
(e)	35%	24%	17%	2%	4%

In viewing the above responses, many respondents completely agreed with this statement with the exception of 46% in (c) which still need more attention. Therefore, problem questions in 1.3.1, 1.3.2 and 1.3.3 are addressed. The response also acts as an attainment of the research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3.

Item 3.1**Table 4.21 The extent to which pre-service educators feel that it is necessary to make appropriate use of different assessment practices with particular emphasis on competence-based assessment and formative use of assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
41%	37%	11%	7%	4%

In this item, 41% completely agreed with the statement. This indicates that they were trained to focus on the whole learner-on their knowledge, skills, understanding, dispositions, attitudes and values through variety of assessments. The item also addressed the problem questions in paragraphs

1.3.4 and 1.3.5 and attained objectives of research in paragraphs 1.4.4 and 1.4.5.

Item 3.2

Table 4.22 The extent to which pre-service educators feel that it is necessary to use continuous and diagnostic forms of assessment.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
56%	27%	12%	3%	2%

In this item, many respondents feel that it is very necessary to use continuous and diagnostic forms of assessment. The problem questions in paragraphs 1.3.2 and 1.3.5 are addressed. The objective of research in paragraph 1.4.2 and 1.4.5 are achieved.

Item 3.3

Table 4.23 The extent to which pre-service educators feel that it is necessary to apply self-assessment.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
56%	27%	12%	3%	2%

Many respondents feel that it is very necessary to apply self-assessment in this item. Therefore, problem questions in paragraphs 1.3.2 and 1.3.4 are addressed and research objectives in paragraphs 1.4.2, 1.4.3 and 1.4.5 are achieved.

Item 3.4**Table 4.24 The extent to which pre-service educators feel that it is necessary to involve peer assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
49%	26%	12%	8%	5%

49% feel that it is very necessary to apply self-assessment. This serves as an answer to the problem questions in paragraphs 1.3.5 and 1.3.6 and also an attainment of the objectives of this research in paragraphs 1.4.5 and 1.4.6.

Item 3.5**Table 4.25 The extent to which pre-service educators feel that it is necessary to understand the assumptions underlying arrange of assessment approaches and their particular strengths and weaknesses in the relation to the (a) age of the learner (b) and learning area being assessed.**

	Very necessary	To a great extent	Average	To a lesser extent	Not at all
(a)	36%	36%	19%	9%	
(b)	32%	41%	20%	4%	3%

The way the respondents feel in this item, shows that they will mediate learning in a manner which is sensitive to the diverse needs of learners. The problem questions in paragraphs 1.3.1, 1.3.2, 1.3.3 and 1.3.5 are addressed. The objectives of research in paragraphs 1.4.1 to 1.4.6 are achieved.

Item 3.6**Table 4.26 The extent to which pre-service educators feel that it is necessary to use educator's assessment or observation tool:**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
46%	28%	18%	6%	2%

The response in the above item serves as an answer to the problem questions in paragraphs 1.3.2 to 1.3.6 and the attainment of objectives of this study in paragraphs 1.4.2 to 1.4.6.

Item 3.7**Table 4.27 The extent to which pre-service educators feel that it is necessary to set (a) tests (b) examinations and (c) written assignments.**

	Very necessary	To a great extent	Average	To a lesser extent	Not at all
(a)	55%	29%	11%	3%	2%
(b)	37%	37%	19%	5%	2%
(c)	45%	29%	19%	4%	3%

The respondents feel that it is very necessary to set the above though there is a doubt with regard to examinations. Problem question in paragraph 1.3.5 addressed and the objective of this study in paragraph 1.4.5 is also attained.

Item 3.8**Table 4.28 The extent to which pre-service educators feel that it is necessary to use group assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
53%	27%	7%	11%	2%

53% feel that is very necessary to use group assessment showing that teamwork is encouraged. Problem questions in paragraphs 1.3.1 to 1.3.6 are answered and the research objectives in paragraphs 1.4.1 to 1.4.6 are achieved.

Item 3.9**Table 4.28 The extent to which pre-service educators feel that it is necessary to design a rubric as an assessment tool.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
35%	24%	17%	8%	16%

Although the respondents feel that it is necessary to design a rubric as an assessment tool, 16% feel that it is not necessary and this denotes they are not well informed about rubric. In all, the problem questions in paragraphs 1.3.4 and 1.3.5 are addressed. The objectives of research in paragraphs 1.4.3 and 1.4.5 are achieved.

Item 3.10**Table 4.30 The extent to which pre-service educators feel that it is necessary to make use of (a) portfolio (b) a profile and (c) a journal.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
52%	25%	9%	10%	4%
29%	32%	20%	16%	3%
41%	21%	26%	9%	3%

Although the respondents feel that it is very necessary to make use of a portfolio and a journal, it seems as if they do not understand the importance and impact of a profile on the teaching learning process. This item serves as an answer to problem questions in paragraphs 1.3.1 and 1.3.6. The objectives of research in paragraphs 1.4.4 and 1.4.6 are attained

4.4 INTERPRETATION AND DISCUSSION OF THE RECTOR'S AND MANAGEMENT TEAM'S RESPONSES TO THE QUESTIONNAIRE

Item 1.1**Table 4.31 The extent to which the rector and the management feel that they have trained students to mediate learning in a manner which is sensitive to the diverse needs of the learners.**

Completely	To a great extent	Average	To a lesser extent	Not at all
60%	34%	4%	1%	1%

Many respondents (60%) completely felt that they have trained their students to mediate learning in a manner, which is sensitive to diverse needs of the learners. This response acts as an answer to the problem questions in paragraphs 1.3.1 and 1.3.2. It also attains objectives of research in paragraphs 1.4.1 and 1.4.2.

Item 1.2**Table 4.32 The extent to which the rector and the management feel that they have trained students to be interpreters and designers of learning programmes and materials.**

Completely	To a great extent	Average	To a lesser extent	Not at all
50%	30%	10%	6%	4%

This response reflects that the respondents have trained their students according to the norms and standards for educators. The problem questions in paragraphs 1.3.1 to 1.3.6 are addressed. The research objectives in paragraphs 1.4.1 to 1.4.6 are achieved.

Item 1.3**Table 4.33 The extent to which the rector and the management feel that they have trained students to be leaders, administrators and managers and these competences will be performed in a way which is democratic and support learners and colleagues**

Completely	To a great extent	Average	To a lesser extent	Not at all
55%	30%	10%	3%	2%

This response reflects that Cicerha College of Education will produce educators that will play the six roles that have to be played by South African educators. This response acts as an answer to problem questions in paragraphs 1.3.1, 1.3.2 and 1.3.3. this also serves as an achievement of objectives of research in paragraphs 1.4.1, 1.4.2 and 1.4.3.

Item 1.4**Table 4.3.4 The extent to which the rector and the management feel that they have trained students to develop supportive relations with parents and other key persons and organisations based on critical understanding.**

Completely	To a great extent	Average	To a lesser extent	Not at all
48%	32%	15%	4%	1%

The respondents completely agreed with this item. The problem questions in paragraphs 1.3.1, 1.3.2 and 1.3.3. Research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3 are attained

Item 1.5**Table 4.35 The extent to which the rector and the management feel that they have trained students to be scholars, researchers and lifelong learners.**

Completely	To a great extent	Average	To a lesser extent	Not at all
58%	30%	7%	4%	1%

In this item, the responses indicate that the rector and the management have trained students to be scholars, researchers and lifelong learners. Problem questions in paragraphs 1.3.1 and 1.3.2 are addressed. The objectives of research in paragraphs 1.4.1 and 1.4.2 are achieved.

Item 1.6**Table 4.36 The extent to which the rector and management feel that they have trained students to be phase or learning area specialists.**

Completely	To a great extent	Average	To a lesser extent	Not at all
62%	28%	7%	2%	1%

This response reflects that Cicirha College of Education will produce educators that will be learning area specialists. The problem questions in paragraphs 1.3.1 and 1.3.2 are addressed. The research objectives in paragraphs 1.4.1 and 1.4.2 are attained.

Item 1.7**Table 4.37 The extent to which the rector and management feel that at this College, all qualifications indicate a mix of practical, foundational and reflexive competences and these are further linked to the professional occupational and academic purposes of the qualifications.**

Completely	To a great extent	Average	To a lesser extent	Not at all
40%	24%	24%	7%	5%

Many respondents show that at this College, all qualifications indicate a mix of practical, foundational and reflexive competences and these are further linked to the professional, occupational and academic purposes of the qualifications. The problem question in paragraph 1.3.1 is addressed and the objectives of research in paragraph 1.4.1 is attained.

Item 1.8**Table 4.38** The extent to which the rector and management feel that this college prepares pre-service educators to combine teacher education programmes which include the competence of both foundation and intermediate phase.

Completely	To a great extent	Average	To a lesser extent	Not at all
44%	24%	18%	9%	5%

The above item is indicating that the pre-service educators at Cicirha College of Education are prepared to combine teacher education programmes which include the competence of both the foundation and intermediate phase. The problem questions in paragraphs 1.3.4 and 1.3.6 are answered. The research objectives 1.4.1 and 1.4.6 are achieved.

Item 1.9**Table 4.39** The extent to which the rector and the management feel that this college also provides excellent and relevant education to pre-service educators in a way that is transparent, accountable and democratic.

Completely	To a great extent	Average	To a lesser extent	Not at all
55%	25%	10%	9%	1%

The response to this item shows that Cicirha College of Education provides excellent and relevant education to the pre-service educators in a way that is democratic, accountable and transparent. This response serves as an answer to problem questions in paragraphs 1.3.1 and 1.3.6. The research objectives in paragraphs 1.4.1 and 1.4.6 are attained.

Item 1.10

Table 4.40 The extent to which the rector and the management feel that all stakeholders in this College participate in a way that is transparent, accountable and democratic. Parents are highly involved.

Completely	To a great extent	Average	To a lesser extent	Not at all
63%	25%	9%	2%	1%

63% completely feel that all stakeholders in this College participate in a way that is transparent, accountable and democratic. Parents are highly involved.

Item 2.1

Table 4.41 The extent to which the rector and the management feel that at this College, they adjust their teaching strategies to cater for different learning styles.

Completely	To a great extent	Average	To a lesser extent	Not at all
59%	23%	12%	3%	3%

The responses in this item show that at this College, teaching strategies are adjusted to cater for different learning styles. The response acts as an answer to problem questions in paragraphs 1.3.1, 1.3.2, 1.3.3 and 1.3.4. The research objectives in paragraphs 1.4.1, 1.4.2, 1.4.3 and 1.4.6 are also achieved.

Item 2.2**Table 4.42 The extent to which the rector and the management feel that they use key strategies such as (a) high level questioning (b) problem-based tasks and (c) project in the training programme.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	51%	36%	13%		
(b)	45%	35%	11%	7%	2%
(c)	42%	34%	17%	5%	2%

In this statement the rector and the management reflect that they use key strategies such as (a) high level questioning (b) problem-based tasks (c) and projects. The item serves as a solution to problem-questions in paragraph 1.3.4 and 1.3.5. It also acts as an achievement of the research objectives in paragraphs 1.4.4 and 1.4.5.

Item 2.3**Table 4.43 The extent to which the rector and the management feel that they use (a) group work and (b) whole class teaching in the training programme.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	65%	25%	5%	4%	1%
(b)	47%	21%	22%	8%	2%

65% completely agree that they use group work ensuring that this college had an effective programme for the new dispensation. The problem question in paragraph 1.3.6 is answered. The item also achieved research objectives in paragraphs 1.4.3, 1.4.4 and 1.4.6.

Item 2.4**Table 4.44 The extent to which the rector and the management feel that in their student-training, they propagate individual self-study.**

Completely	To a great extent	Average	To a lesser extent	Not at all
40%	16%	14%	15%	15%

Although the responses do not reflect full understanding of the item, 50% agree with the above item. The problem question in paragraph 1.3.4 is answered and the research objective 1.4.4 is attained.

Item 2.5**Table 4.45 The extent to which the rector and the management feel that they train the student teachers to select methodologies appropriate to learners and contexts.**

Completely	To a great extent	Average	To a lesser extent	Not at all
50%	34%	10%	5%	1%

The response to this item indicate that the respondents select methodologies appropriate to learners and contexts. The problem question in paragraphs 1.3.4 is addressed and the research objective in paragraph 1.4.4 is attained.

Item 2.6**Table 4.46 The extent to which the rector and the management feel that in the training, they make use of (a) text-books (b) videos (c) computers.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	51%	21%	14%	12%	2%
(b)	38%	24%	22%	15%	1%
(c)	58%	25%	15%	1%	1%

In this item, 51% and 58% reveal that the respondents mainly use text-books and computers instead of videos. The responses serve as answers to problem questions in paragraphs 1.3.2, 1.3.3 and 1.3.5. The research objectives in paragraphs 1.4.2, 1.4.3 and 1.4.5 are achieved.

Item 2.7**Table 4.47 The extent to which the rector and the management feel that trainers also give student-teacher opportunity to present their learning units (lessons) to their class-mates (micro-teaching).**

Completely	To a great extent	Average	To a lesser extent	Not at all
60%	25%	10%	3%	2%

The respondents indicate that trainers give student-teachers opportunity to present their learning units (lessons) to their classmates (micro-teaching). This answer acts as an address to problem question in paragraph 1.3.4 and an attainment of the research objective in paragraph 1.4.4.

Item 2.8**Table 4.48 The extent to which the rector and the management feel that pre-service educators are trained to adjust teaching strategies to match the developmental stages of learners and to meet the requirements to the particular learning area.**

Completely	To a great extent	Average	To a lesser extent	Not at all
53%	27%	14%	4%	2%

The respondents agree with this statement. The response serves as an answer to the problem questions in paragraphs 1.3.2 and 3.3.3. The objectives of this study in paragraphs 1.4.2 and 1.4.3 are also achieved.

Item 2.9**Table 4.49 The extent to which the rector and the management feel that in their methods of teaching, they include practical teaching thus sending student-teachers to the neighbouring schools to implement what they have taught them. They monitor them according to their area of specializations.**

Completely	To a great extent	Average	To a lesser extent	Not at all
71%	22%	5%	1%	1%

71% completely agreed with the above item showing that this college integrate theory and practice in teacher training. This response act as an answer to problem questions in paragraphs 1.3.4 and 1.3.6 and an attainment of the research objectives in paragraphs 1.4.4 and 1.4.6.

Item 2.10**Table 4.50** The extent to which the rector and the management feel that they also adjust their teaching strategies to cater for (a) cultural (b) gender (c) ethnic (d) language and (e) other differences among learners.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	60%	22%	11%	5%	2%
(b)	40%	30%	20%	7%	3%
(c)	35%	25%	25%	10%	5%
(d)	54%	36%	7%	2%	1%
(e)	54%	26%	13%	5%	2%

Although 40% and 35% are lower, 60% and 54% respondents completely agree that they adjust their teaching strategies to cater for cultural, language and other differences among learners. These responses address problem questions in paragraphs 1.3.2 and 1.3.4 and attain the research objectives in paragraphs 1.4.3 and 1.4.4.

Item 3.1**Table 4.51** The extent to which the rector and the management feel that it is necessary for students to make use of different assessment practices with particular emphasis on competence-based assessment and the formative use of assessment.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
54%	25%	15%	4%	2%

The respondents in this item feel that it is necessary to make different assessment practices with particular emphasis on competence-based assessment and the formative use of assessment. This response serve as

answer to problem question in paragraph 1.3.5 and an attainment of researched objective in paragraph 1.4.5.

Item 3.2

Table 4.52 The extent to which the rector and the management feel that it is necessary for the students to learn how to use (a) continuous assessment and (b) diagnostic form of assessment.

	Very necessary	To a great extent	Average	To a lesser extent	Not at all
(a)	51%	32%	14%	3%	
(b)	36%	34%	14%	9%	7%

In this item, the rector and the management feel that it is necessary to use diagnostic form of assessment and continuous assessment. The problem questions in paragraphs 1.3.4 and 1.3.5 are addressed. The objectives of this study in paragraphs 1.4.4 and 1.4.5 are achieved.

Item 3.3

Table 4.53 The extent to which the rector and management feel that it is necessary for the students to understand the assumptions underlying a range of assessment approaches and their particular strengths and weaknesses in relation to (a) age of learners and (b) the learning area being assessed.

	Very necessary	To a great extent	Average	To a lesser extent	Not at all
(a)	56%	27%	12%	3%	2%
(b)	43%	38%	10%	6%	3%

The respondents agree with the above item. The problem questions in paragraphs 1.3.3, 1.3.4 and 1.3.5 are addressed and the research objectives in paragraphs 1.4.3 and 1.3.5 are attained.

Item 3.4**Table 4.54 The extent to which the rector and the management feel that it is necessary for the students to apply self-assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
52%	25%	12%	9%	2%

The respondents reflect that it is very necessary to apply self assessment. The problem question in paragraph 1.3.5 is answered and the research objectives in paragraph 1.4.5 is attained.

Item 3.5**Table 4.55 The extent to which the rector and the management feel that it is necessary for students to learn to involve peer assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
62%	15%	12%	8%	3%

62% completely feel that it is necessary to involve peer assessment. This response serves as an answer to the problem questions in paragraphs 1.3.4 and 1.3.5 and also an attainment of research objectives in paragraphs 1.4.4 and 1.4.5.

Item 3.6**Table 4.56 The extent to which the rector and the management feel that it is necessary for the students to learn to use the educators assessment (observation tool)**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
46%	32%	18%	3%	1%

This response shows that the rector and the management feel that it is very necessary to use observation tool. This response acts as an answer to the problem question in paragraph 1.3.5 and the achievement of the research objective in paragraph 1.4.5.

Item 3.7

Table 4.57 The extent to which the rector and the management feel that it is necessary for the students to learn to set tests, examinations and assignments.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
58%	30%	10%	1%	1%

58% completely agree that it is very necessary to set tests, examinations and assignments. The problem questions in paragraphs 1.3.4 and 1.3.5 are addressed. The research objectives in paragraphs 1.4.4 and 1.4.5 are attained.

Item 3.8

Table 4.58 The extent to which the rector and the management feel that it is very necessary for the students to learn to do group assessment.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
55%	27%	10%	5%	3%

The respondents indicate that it is necessary to do group assessment. The problem questions in paragraphs 1.3.5 and 1.3.6 are answered. The research objectives in paragraphs 1.4.5 and 1.4.6 are also achieved.

Item 3.9**Table 4.59** The extent to which the rector and the management feel that it is necessary for the students to learn to design a rubric as an assessment tool.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
22%	12%	5%	25%	36%

The response to this item shows that the respondents are not well informed about a rubric. The problem questions in paragraphs 1.3.1 to 1.3.5 are not yet addressed. The objectives of the study in paragraphs 1.4.1 to 1.4.5 are also not yet attained.

Item 3.10**Table 4.60** The extent to which the rector and the management feel that it is necessary for the students to learn to make use of (a) a portfolio (b) a profile and (c) a journal of summative assessment.

	Very necessary	To a great extent	Average	To a lesser extent	Not at all
(a)	55%	30%	9%	5%	1%
(b)	33%	28%	21%	7%	11%
(c)	50%	24%	20%	5%	1%

Although 55% and 50% reflect that the respondents feel that it is very necessary to use a portfolio and a journal, 33% indicates that the rector and the management are not quite familiar with profile. In spite of that, the response addresses problem questions in paragraphs 1.3.4, 1.3.5 and 1.3.6. The research objectives in paragraphs 1.4.4, 1.4.5 and 1.4.6 are attained.

4.5 THE INTERPRETATION AND DISCUSSION OF THE TRAINERS'/LECTURERS' RESPONSES TO THE QUESTIONNAIRE.

Item 1.1

Table 4.61 The extent to which the trainers feel that they have trained their students so that they must be able to meditate learning in a manner which is sensitive to the diverse needs of learners.

Completely	To a great extent	Average	To a lesser extent	Not at all
60%	25%	13%	1%	1%

Since 60% completely agree with this item, the problem questions in paragraphs 1.3.2 and 1.3.3 are addressed. The research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3 are also attained.

Item 1.2

Table 4.62 The extent to which the trainers feel that have trained their students to become (a) leaders (b) managers and (c) administrators understanding current legislation on the management of learners.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	50%	30%	10%	7%	3%
(b)	45%	28%	11%	8%	8%
(c)	55%	21%	13%	7%	4%

Many trainers reflect that they have trained their students to become leaders, managers and administrators. This response serves as an answer to the problem questions in paragraphs 1.3.1, 1.3.2 and 1.3.3. The objectives of this study in paragraphs 1.4.1, 1.4.2 and 1.4.3 are also attained.

Item 1.3**Table 4.63** The extent to which the trainers feel that in training their students, they enable them to be (a) interpreters (b) and designers of learning programmes and materials.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	38%	29%	25%	6%	2%
(b)	41%	28%	20%	9%	2%

The respondents show that they have trained their students to become interpreters and designers of learning programmes and materials. The problem questions in paragraphs 1.3.1, 1.3.2 and 1.3.3 are addressed. The research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3 are achieved.

Item 1.4**Table 4.64** The extent to which the trainers feel that they have trained the pre-service educators to be learning area specialists by: (a) selecting sequencing and (b) placing content in a manner appropriate to the phase or learning area, the needs of the learner and the context.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	33%	23%	26%	15%	3%
(b)	54%	20%	18%	7%	1%

In this response, the trainers reflect that they agree with the item. This item also answers problem questions in 1.3.1 1.3.2 and 1.3.3. The research objectives in paragraphs 1.4.1, 1.4.2 and 1.4.3 are achieved.

Item 1.5**Table 4.65 The extent to which the trainers feel that the student-teachers are empowered with skills of integrating learning areas into broader learning programmes.**

Completely	To a great extent	Average	To a lesser extent	Not at all
54%	23%	10%	8%	5%

54% completely agree with the item showing that problem questions in paragraphs 1.3.1 to 1.3.3 are addressed. The research objectives in paragraphs 1.4.1 to 1.4.3 are attained.

Item 1.6**Table 4.66 The extent to which the trainers feel that they have equipped student-teachers with skills to become (a) scholars (b) lifelong learners and (c) researchers.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	60%	23%	12%	4%	1%
(b)	35%	27%	18%	15%	5%
(c)	58%	30%	8%	3%	1%

Many respondents reflect that they have trained student-teachers to become scholar, lifelong learners and researchers. The response acts as an answer to problem questions in paragraphs 1.3.2 and 1.3.3. the objectives of this research in paragraphs 1.4.1 and 1.4.3 are achieved.

Item 1.7**Table 4.67 The extent to which the trainers feel that they have prepared their students to (a) work with communities and (b) also play a citizenship and pastoral role.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	37%	35%	20%	6%	2%
(b)	64%	25%	8%	2%	1%

Although 63% completely feel that they have prepared their students to play a citizenship and pastoral role, only 37% who completely feel that they have prepared their students to work with communities. The problem questions in paragraphs 1.3.1 and 1.3.2 are addressed here. The research objectives in 1.4.1 and 1.4.3 are attained.

Item 1.8**Table 4.68 The extent to which the trainers feel that they have motivated the pre-service educators to plan together i.e. to do (a) macro (b) meso and (c) micro-planning.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	50%	30%	14%	4%	2%
(b)	32%	20%	24%	16%	8%
(c)	56%	22%	16%	5%	1%

Although the trainers completely agree with this item, they reflect that they are not well informed about meso planning. In spite of that, the problem questions in paragraphs 1.3.1 and 1.3.6 are answered. The research objectives in paragraphs 1.4.1 and 1.4.6 are achieved.

Item 1.9**Table 4.69** The extent to which the trainers feel that they have expected their student-teachers to achieve (a) specific outcomes and (b) critical outcomes.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	65%	18%	12%	3%	2%
(b)	64%	20%	10%	5%	1%

65% completely feel that they have expected their student-teachers to achieve specific and critical outcomes. Problem questions in paragraphs 1.3.1 to 1.3.6 are answered here. The research objectives in paragraph 1.4.1 to 1.4.6 are attained.

Item 1.10**Table 4.70** The extent to which the trainers feel that their student-teachers are trained to implement OBE with confidence and to work to highest professional standards.

Completely	To a great extent	Average	To a lesser extent	Not at all
56%	20%	17%	6%	1%

56% completely agree that they have trained their students to implement OBE with confidence and to work to highest professional standards. The problem questions in paragraphs 1.3.1 to 1.3.6 are addressed. The research objectives in paragraphs 1.4.1 to 1.4.6 are attained.

Item 2.1**Table 4.71 The extent to which the trainers feel that at this College, they use key teaching strategies such as (a) high level questioning (b) problem-based tasks and (c) projects.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	52%	23%	15%	5%	5%
(b)	50%	22%	13%	12%	3%
(c)	44%	35%	15%	4%	2%

The respondents indicate that they use key teaching strategies such as high level questioning problem-based tasks and projects. This response serves as an answer to problem questions in paragraphs 1.3.1 to 1.3.4 and an attainment of research objectives in 1.4.1 to 1.4.4.

Item 2.2**Table 4.72 The extent to which the trainers feel that at their training programme, they make use of (a) group work and (b) whole class teaching.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	55%	15%	15%	12%	3%
(b)	47%	37%	12%	2%	2%

The trainers feel that they use group work and whole class teaching. The problem questions in paragraphs 1.3.1 and 1.3.4 are addressed. The study objectives in paragraphs 1.4.1 and 1.4.4 are achieved.

Item 2.3**Table 4.73 The extent to which the trainers feel that in training their student-teachers, also use individual self-study.**

Completely	To a great extent	Average	To a lesser extent	Not at all
34%	24%	12%	20%	10%

The response to this item shows that the trainers do not understand the importance of self-study. In spite of that, problem question in 1.3.4 is addressed and the research objective in paragraph 1.4.4 is attained.

Item 2.4**Table 4.74 The extent to which the trainers feel that in order to train their students thoroughly, they select methodologies appropriate to learners and context.**

Completely	To a great extent	Average	To a lesser extent	Not at all
58%	20%	14%	6%	2%

58% completely agree that in order to train their students thoroughly, they select methodologies appropriate to learners and context. The problem questions in paragraphs 1.3.1 and 1.3.4 are answered and the research objectives in paragraphs 1.4.1 and 1.4.4 are attained.

Item 2.5**Table 4.75 The extent to which the trainers feel that at this College, they adjust teaching strategies to cater for different learning styles.**

Completely	To a great extent	Average	To a lesser extent	Not at all
51%	25%	16%	4%	4%

51% completely feel that they adjust teaching strategies to cater for different learning styles. The problem questions in paragraphs 1.3.1 and 1.3.4 are addressed. The research objectives in paragraphs 1.4.1 and 1.4.4 are achieved.

Item 2.6

Table 4.76 The extent to which the trainers feel that they make use of media and everyday resources appropriate in teaching such as (a) text-books (b) charts (c) slides (d) videos (e) computers etc.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	49%	30%	14%	6%	1%
(b)	42%	21%	20%	12%	5%
(c)	30%	15%	18%	32%	5%
(d)	38%	18%	17%	24%	3%
(e)	48%	24%	16%	8%	4%

Although the respondents in this item reflect that they make use of resources such as text-books, charts, computers etc, they show that they are running short resources such as slides and videos. The problem questions in paragraphs 1.3.2 and 1.3.4 are addressed. The research objectives in paragraphs 1.4.2 and 1.4.4 are achieved.

Item 2.7

Table 4.77 The extent to which the trainers feel that they teach student-teachers stages of a learning-programme unit and give them opportunity to present their lessons to their classmates (micro-teaching).

Completely	To a great extent	Average	To a lesser extent	Not at all
60%	24%	12%	3%	1%

60% completely agree that student-teachers are given opportunity to do micro-teaching. The problem questions in 1.3.4 and 1.3.6 are addressed. The research objectives in paragraphs 1.4.4 and 1.4.6 are attained.

Item 2.8

Table 4.78 The extent to which the trainers feel that pre-service educators are trained to adjust teaching strategies to (a) match the developmental stages of learners and (b) to meet the requirements of the particular learning areas.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	50%	26%	13%	9%	2%
(b)	52%	23%	14%	8%	3%

These responses show that the respondents completely agree with the above item. The response also acts as an answer to problem questions in paragraphs 1.3.4 and 1.3.6 and an attainment of research objectives in paragraphs 1.4.4 and 1.4.6.

Item 2.9

Table 4.79 The extent to which the trainers feel that in their methods of teaching, they include practice teaching thus sending students-teachers to the neighbouring schools to implement what they have been taught.

Completely	To a great extent	Average	To a lesser extent	Not at all
74%	15%	8%	2%	1%

74% completely agree with this item. The problem questions in paragraphs 1.3.2 and 1.3.4 are addressed. The research objectives in paragraphs 1.4.2 and 1.4.4 are achieved.

Item 2.10**Table 4.80 The extent to which the trainers feel that they also adjust their teaching strategies to cater for (a) culture (b) gender (c) ethnic (d) language and (e) other differences among learners.**

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	58%	26%	8%	7%	1%
(b)	52%	21%	9%	14%	4%
(c)	36%	36%	15%	11%	2%
(d)	54%	30%	12%	3%	1%
(e)	52%	23%	13%	9%	3%

In this item, the respondents show that they adjust their teaching strategies to cater for culture, gender, language and other differences. 36% indicates that the respondents pay little attention to ethnic. In all, the problem question in paragraph 1.3.4 is addressed and the research objective in paragraph 1.4.4 is attained.

Item 3.1**Table 4.81 The extent to which the trainers feel that it is necessary to make appropriate use of different assessment practices with particular emphasis on competence-based assessment and the formative use of assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
51%	26%	13%	7%	3%

The respondents in this item show that it is necessary to use different assessment practices. The problem questions in paragraphs 1.3.5 and 1.3.6 are addressed. The research objectives in paragraph 1.4.5 and 1.4.6 are also attained.

Item 3.2**Table 4.82 The extent to which the trainers feel that it is necessary to use continuous assessment and diagnostic assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
58%	25%	9%	6%	2%

58% completely feel that it is necessary to use continuous and diagnostic assessment. This response answers problem questions in paragraphs 1.3.4 and 1.3.5. It also achieves the research objectives in paragraphs 1.4.4 and 1.4.5.

Item 3.3**Table 4.83 The extent to which the trainers feel that it is necessary to apply self-assessment method.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
62%	15%	8%	11%	4%

In this item, 62% completely agreed that it is necessary to apply self-assessment. The problem questions in paragraphs 1.3.4 and 1.3.6 are answered. The objectives of this study in paragraphs 1.4.4 and 1.4.6 are attained.

Item 3.4**Table 4.84 The extent to which the trainers feel that it is necessary to involve peer assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
52%	21%	13%	12%	2%

The response to this item indicates that the trainers feel that it is very necessary to involve peer assessment the problem questions in 1.3.4 and 1.3.5 are addressed. The research objectives in paragraphs 1.4.4 and 1.4.5 are attained.

Item 3.5

Table 4.85 The extent to which the trainers feel that it is necessary to understand the assumptions underline a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and the learning area being assessed.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
52%	22%	17%	8%	1%

The respondents completely agree with this item. The response serves as an answer to problem questions in paragraphs 1.3.2 and 1.3.5. The research objectives in paragraphs 1.4.2 and 1.4.5 are also achieved.

Item 3.6

Table 4.86 The extent to which the trainer feel that it is necessary to use educator's assessment or observation tool.

Very necessary	To a great extent	Average	To a lesser extent	Not at all
51%	26%	14%	6%	3%

51% agreed that it is very necessary to use observation tool. This response serves as an answer to problem questions in paragraphs 1.3.4 and 1.3.6 and as an achievement of research objectives in paragraphs 1.4.4 and 1.4.6.

Item 3.7**Table 4.87 The extent to which the trainers feel that it is necessary to set tests, examinations and written assignments.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
56%	23%	16%	4%	1%

In this item, the respondents show that it is very necessary to use tests, examinations and written assignments.

Item 3.8**Table 4.88 The extent to which the trainers feel that it is necessary to enable student-teachers to do group assessment.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
50%	24%	14%	10%	2%

The respondents reflect that it is very necessary to enable student-teachers to do group assessment. The response serves as an answer to problem questions in paragraphs 1.3.3 and 1.3.4 and an achievement of research objectives in paragraphs 1.4.3 and 1.4.4.

Item 3.9**Table 4.89 The extent to which the trainers feel that it is necessary to design a rubric as an assessment tool.**

Very necessary	To a great extent	Average	To a lesser extent	Not at all
33%	18%	12%	27%	10%

Although some respondents show that it is necessary to design a rubric, others also indicate that they are not well informed about a rubric. The response

succeeds to address the problem questions in paragraphs 1.3.4 and 1.3.6. It also achieves the research objectives in paragraphs 1.4.4 and 1.4.5.

Item 3.10

Table 4.90 The extent to which the trainers feel that it is necessary to make use of (a) a portfolio (b) profile (c) a journal for summative assessment.

	Completely	To a great extent	Average	To a lesser extent	Not at all
(a)	56%	27%	12%	4%	1%
(b)	32%	28%	18%	10%	12%
(c)	55%	27%	15%	2%	1%

Although the respondents show that it is necessary to use a portfolio and a journal, 32% indicates that they do not understand the importance of a profile. This response answers the problem questions in paragraphs 1.3.3 and 1.3.6. It also attains the research objectives in paragraphs 1.4.3 and 1.4.6.

4.6 THE RESULTS AND DISCUSSION OF THE INTERACTION BETWEEN THE RECTOR OF CICIRHA COLLEGE OF EDUCATION AND THE RESEARCHER.

The researcher interviewed the rector of Cicirha College of Education after he has completed his questionnaire. The interview was based on the curriculum (OBE), the attitudes and problems. Although the rector was not well informed about OBE, he managed to express his general view about it. With regard to OBE, the rector asserted that it is a very good educational approach. It brought about changes in the teaching and learning programmes, in the management and the college as a whole. (refer to the tape recorder).

The researcher wanted to know the attitudes of the trainers, the community and the pre-service educators towards OBE. The rector said that their attitudes vary according to their personalities, level of performances and dedication. That is, those that are lazy reveal negative attitudes towards OBE because it needs a very hard worker. In his general opinion, both students and trainers

have a positive attitude towards OBE. Community, members also show interest in this new educational approach. (refer to the tape recorder)

Finally, the researcher asked the rector to table the problems they encountered in this institution pertaining OBE. The rector mentioned the complexity of terms or concepts of C 2005. He maintained that even the student-teachers are confused by the jargon instead of implementing OBE. The researcher attempted to explain the difference between C 2005 and C21. She clarified the revision and simplification of C 2005 and phasing in of a revised and simplified C 21. (refer to the tape recorder)

Deducing from our conversation, if the rector could be well informed about C 2005 an C 21, OBE could be a great success at Cicirha College of Education.

4.7 COMPARISON OF PRE-SERVICE EDUCATORS, TRAINERS AND THE MANAGEMENT TEAMS RESPONSES

All the following participants, the pre-service educators, the trainers and the management were responding to the questionnaire based on the criteria for effective training of the student-teachers within OBE, the strategies and methodology to be supplied in student-teachers training and the assessment forms used at Cicirha College of Education. Their responses varied according to their perception.

Although the trainers completely indicate that they have their student-teachers to become leaders, managers and administrators, only 25% students felt that they were prepared to become an administrator (refer to tables 4.1 and 4.63). Both the management and the trainers completely agree that they have equipped their students with skills to become scholars, lifelong learners and researchers (refer to tables 4.25 and 4.66).

In comparison to the above responses, the students also reflected that they have been trained to become scholars, researchers and lifelong learners (refer to table 4.8). 65% of both trainers and students showed they are prepared to achieve the seven critical outcomes (refer to tables 4.9 and 4.69).

Although 60% management and 54% trainers reflected that they have trained their students to become phase or learning area specialists, only 40% students completely show that they know and understand the content and skills prescribed by the national curriculum (refer to tables 4.7, 4.36 and 4.64).

As far as the strategies and methods to be applied are concerned, both the trainers and the management indicated that they have trained student-teachers to key teaching strategies such as high level questioning, problem-based tasks and projects. The student-teachers also showed that they have been trained to use the above mentioned key teaching strategies (refer to tables 4.11, 4.42 and 4.71).

All respondents, that is, the trainers, management and student-teachers reflected that they are prepared to use group work but 47% indicated that they are not keen to use whole class teaching (refer to tables 4.12, 4.43 and 4.73). Both the management and the trainers agreed that in order to train their students thoroughly, they select methodologies appropriate to learners and contexts. The students' response also indicated that they can select methodologies appropriate to learners and context (refer to tables 4.14, 4.45 and 4.74). Like the trainers, 60% student-teachers reflected that they are prepared to adjust teaching strategies to cater for different learning styles (refer to tables 4.15 and 4.75).

All respondents (71%) completely agree that in their methods of teaching, they include practical teaching, that is sending student-teachers to the neighbouring schools to implement what they have been taught (refer to tables 4.19, 4.49 and 4.79). In reference to the assessment forms used at Cicirha College of Education, all respondents feel that it is necessary to use different assessment practices with particular emphasis on competence-based assessment (refer to tables 4.21, 4.51 and 4.81).

Although the trainers completely feel that it is very necessary to use educator's assessment, only 46% management and re-service educators feel that it is necessary to use the above assessment. This indicates that there is a misunderstanding with regard to educator's assessment (refer to tables 4.26, 4.56 and 4.86). All respondents show that they agree it is necessary to use group work (refer to tables 4.28, 4.58 and 4.88).

The above comparison clearly shows that there is a relation between the management, trainers and trainees (student-teachers). If the trainers were properly managed, they reflected more or less the same result and the students follow suit. This was revealed by the high percentage (62% of all respondents) of the use of group work and the low percentage (22-35%) of all respondents (of the design of a rubric).

4.8 SUMMARY

This chapter presented a methodological report concerning all decisions towards making the empirical survey successful. The sources of data, how the data was collected and the method of administering data were also discussed in this chapter.

Clarifications were advanced in view of why some new and crucial decisions were necessary in the various aspects of the study.

The results of the empirical study were presented, interpreted and discussed separately for the pre-service educators (paragraph 4.3) the management (paragraph 4.4) and the trainer (paragraph 4.5). The result and discussion of the interaction between the rector and the researcher were discussed (paragraph 4.6). The comparison of trainers; managements' and pre-service educators' responses to the questionnaire were discussed in paragraph 4.7.

These were done with respect to addressing the objectives and research questions of the study (as stated in paragraphs 1.3 and 1.4). It was found that all respondents obtained or reflected similar responses in terms of percentages (as stated in table 4.1 to 4.90).

It is hoped that these findings will be of value to all institutions, trainers and students. They will also serve as a strategy to improve teaching and learning programmes in various institutions.

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study was undertaken to investigate the criteria for effective training of pre-service educators within OBE. Six aims (refer to paragraphs 1.4.1 to 1.4.6) were formulated for this study. All six aims were attained in the preceding chapter).

This chapter summarises the study and makes conclusions based on the findings. The conclusions have been grouped into various categories. These include:

- conclusions derived from the literature,
- conclusions derived from the empirical study,
- conclusions derived from the interview,
- results of the empirical study compared with the literature study,
- recommendations based on the findings and conclusions and
- recommendations for further study.

These conclusions are presented under sub-headings 5.2 to 5.7. Notice should be taken that these conclusions are based on findings reported in scientific literature and on the findings of the empirical research done in this study.

5.2 CONCLUSIONS DERIVED FROM THE LITERATURE STUDY

From the study of the literature on the criteria for effective training of pre-service educators within OBE, the following conclusions can be made:

- I. The student-teachers must be prepared to play six roles as mediator of learning, leader, administrator and manager, interpreter and designer of learning programmes and materials, researcher and lifelong learner,

community, citizenship and pastoral role. Finally, to become a learning area specialist (COTEP, 1998:54-55).

These roles are a form of performance criteria. Integrated together, they describe a competent educator. They may be used to re-shape existing qualifications and to research and design new qualifications. They are intended as initial guidelines for higher education institutions and act as criteria against which proposed qualifications can be evaluated. Finally, these roles and their applied competences represent the outcomes of the training process (refer to paragraphs 3.3.1 to 3.3.6 for the discussion made on these aspects).

- II. With regard to the strategies and methods to be applied in teacher training, COTEP (1998) produced norms and standards for teacher education which were approved by the minister in September 1995. In realigning norms and standards with SAQA regulations, COTEP has adopted a competence-based approach. At present, responsibility for generating norms and standards and accrediting qualifications for teacher education is located with the Department of Education and exercised through the Committee on Teacher Education Policy. These findings were discussed throughout chapter 3.
- III. One of the outcomes for effective training of pre-service educators within OBE is to make appropriate use of different assessment practices, with a particular emphasis on competence-based assessment and formative use of assessment, in particular continuous and diagnostic forms of assessment. Therefore, it is found that one of the major shifts in the new curriculum is how learners are assessed. In terms of Curriculum 2005, learners now must be assessed in terms of whether they are able to demonstrate an outcome or not. To do this, assessment must be criterion based (Wilson, 2000:6)

This study maintains that learners must be assessed against criterion that indicates that an outcome has been attained rather than against other learners' performance (see discussion in paragraph 3.6.2). It is concluded that a holistic approach to competence which rests on using a variety of assessments such as formative, continuous, diagnostic, remedial and summative is very important (refer in paragraph 3.6.3 where more is said on this point). The findings of the literature study are closely related to that of the empirical study in all aspects.

5.3 CONCLUSIONS DERIVED FROM THE EMPIRICAL STUDY.

The following is a summary and conclusions from the empirical study.

1. There were more female student-teachers in the study population than male student-teachers.
2. Both training programmes, SPTD and JPTD made up of female and male students.
3. The pre-service educators indicated that they have been trained to become scholars, researchers and lifelong learners, to be mediators of learning, to be interpreters and designers of learning programmes and managers, to be learning area specialists and to play the community, pastoral and citizenship role.
4. The rector and the management of the college felt that they have trained their student-teachers to mediate learning in a manner which is sensitive to diverse needs of the learners.
5. The student-teachers indicated that they have been trained to adjust teaching strategies to match the developmental stages of the learner and to meet the requirements of the particular learning area.
6. 58% of student-teachers reflected that they are able to adjust their teaching strategies to cater for cultural, gender, language and other differences among learners.
7. A low percentage of the student-teachers (34%) reflected that they are able to adjust their teaching strategies to cater for ethnic situations. They need more guidance in this regard.
8. 60% student-teachers indicated that they are able to apply teaching strategies suited for different learning styles.
9. Only 46% student-teachers reflected that they can select methodologies appropriate to specific learners and context. They need more training and clarity on that.
10. Although many student-teachers showed that they are able to use media and everyday resources appropriate to teaching such as texts-books, videos, computers and charts, only 35% reflected that they know how to use slides. They need more training in the utilization of slides.

11. Only 36% student-teachers felt that it is necessary to understand the assumptions the range of assessment approaches and their strengths and weaknesses in relation to the age of the learner and the learning area being assessed. They still need more training on assessment approaches.
12. Many student-teachers (68%) felt that it is very necessary to use group assessment. This indicates that they are positive to OBE approach.
13. Very few trainers (41%) felt that it is very necessary to make appropriate use of different assessment practices with particular emphasis on competence-based and formative use of assessment. More training for both trainers and student-teachers in assessment practices is needed.
14. Both trainers and student-teachers felt that it is necessary to set tests and written assignments but only 37% felt that it is necessary to set examinations. They need more clarity and training on the difference between the old and new educational approach.
15. 68% trainers and management indicated that this college provides excellent and relevant education and all stake holders participate in a way that is transparent, accountable and democratic.
16. The extent to which the management, trainers and pre-service educators (35%) felt that it is necessary to design a rubric as an assessment tool clearly indicate that they are not familiar with it. They need proper training about it.
17. The rector and the management clearly show that at Cicirha College of Education, all qualifications indicate a mix of practical, foundational and reflexive competence and these are further linked to the professional, occupational and academic purposes of the qualifications.

All these responses show a success in attaining the aims of the study. Apart from the above conclusions, there were also conclusions from the interview.

5.4 CONCLUSIONS DERIVED FROM THE INTERVIEW

1. Although the rector seemed to be not well-informed curriculum 2005, he indicated positive attitude towards it.
2. He mentioned many changes he noticed after the introduction of OBE approach such as:
 - maximum participation of all stake holders in the teaching learning fraternity,
 - high community involvement in teacher training,
 - both trainers and students were highly involved in the administrative duties of the college and
 - many student-teachers indicate responsibility of their learning except the lazy ones
3. The rector also indicated that both the trainers and the trainees have a positive attitude towards this new approach. They need encouragement and support.
4. The rector mentioned the following problems:
 - the complexity of OBE terminology,
 - the negative attitude of lazy students towards OBE and
 - poor implementation of OBE due to the complexity of its terms.

They need thorough guidance and training in outcome-based education approach.

In spite of the above-mentioned problems, the results reflected by the empirical study and the literature study showed the success of OBE at Cicirha College of Education.

5.5 THE RESULTS OF THE EMPIRICAL STUDY AS COMPARED WITH THE LITERATURE STUDY.

1. Both the literature study and the empirical study indicated the student-teachers have been trained to be leaders, administrators and managers, to be interpreters and designers of learning programmes and materials. This was reflected by 50% and 58% in items 1.2 to 1.5 (refer appendix A).
2. Although the literature study stated that the student-teachers should be trained to become learning area specialists, scholars, researchers, and lifelong learners, very few indicated that they will become researchers. They need thorough training in research skills.
3. Unlike the literature study, only 35% indicated that they are able to use media and every resources appropriate to teaching such as slides. They need more training in the use of various resources.
4. Like the literature study, 60% indicated that the inclusion of practice teaching in teacher-training is fruitful.
5. Like the literature study, the empirical study (58%) showed that pre-service educators are able to adjust their teaching strategies to cater for cultural, gender, ethnic, language and other differences among learners.
6. Like the literature study, the empirical study showed that it is necessary to make appropriate use of different assessment practices with particular emphasis on competence-based assessment and formative use of assessment.
7. Both the literature study and the empirical study indicate that it is necessary to use group assessment.
8. Although the literature study stated that it is necessary to use a rubric as an assessment tool, only 35% (empirical study) indicated that it is very necessary to use a rubric as an assessment tool.
9. Both the literature study and the empirical study indicated that it is necessary to make use of a portfolio and a journal for summative assessment.

10. Unlike the literature study, the empirical study (only 29%) indicated that it is very necessary to make use of a profile.

From the above comparison of the literature study and the empirical study, objectives of this study have been attained.

5.6 RECOMMENDATIONS BASED ON THE FINDINGS AND CONCLUSIONS

The following recommendations are based on the findings and conclusions of this research:

- Student-teachers need thorough training and guidance on their area of specialization.
- Both trainers and student-teachers need more training in the use of various resources to ensure that they are fully exposed to all teaching and learning materials.
- Student-teachers need to be fully empowered with managerial and administrative skills.
- The management, the trainers and student-teachers still need thorough training on the use of rubric and a profile as assessment tools.
- Educators need more training on the structure of examination papers necessary in the OBE approach.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

To further expand the results of the study and to irradiate the limitations of this research, the following recommendations for further research can be made:

- Further research should be done on the selection of the methodologies appropriate to learners and context.
- The problems which might be experienced by both trainers and student-teachers in OBE implementation that were not included in the present research could be determined.

- Further research is required to investigate the resistance of trainers and educators to change to the educational approach.
- More research should be done on the use of different assessment practices.
- In future research, the impact of community involvement in teacher training needs further exploration and clarification

The above recommendations will not assist Cicirha College of Education only but they will help all the teacher training institutions in South Africa.

5.8 SUMMARY

In this chapter, a summary of the research findings was provided as a basis from which to draw conclusions. Conclusions from the literature study, empirical study and the interview with the rector were discussed. The results of the empirical study compared with the literature study were also expounded in this chapter. Finally, recommendations based on the findings and the conclusions and suggestions for further research were fully highlighted.

In all, this chapter serves as an actual outcome of this study.

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ANNEXTURES

Annexure 1

Questionnaires to the Rector and the management of Cicirha College of Education

Instructions

- Read the instructions carefully and answer all the questions.
- There are three sections, section A, B and C. Section A deals with the criteria for effective training of pre-service teachers (student-teachers) within OBE. Section B deals with strategies and methods to be applied in teacher training. Section C deals with assessment.
- Put a tick next to the appropriate statement.
- There is a blank space below each statement where you can give reasons or support your answer.
- Note that there is no right or wrong answer. Try to express yourself the way you like.

General information

Number of questionnaire

A	01
	02-03

Management

1. Gender

1	2	
Male	Female	04

2. Experience (years)

1	2	
		05

3. Programmes (offered)

SPTD	1	06
JPTD	1	07

SECTION A

Question 1

To what extent do you agree with the following statements: At this college students are trained to play the following roles:

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
1.1	To mediate learning in a manner which is sensitive to the diverse needs of the learners.	5	4	3	2	1	08
1.2	To be interpreters and designers of learning programmes and materials.	5	4	3	2	1	09
1.3	To be the leaders, administrators and managers and these competence will be performed in a way which is democratic and support learners and colleagues.	5	4	3	2	1	10
1.4	To develop supportive relations with parents and other key persons and organisations based on critical understanding.	5	4	3	2	1	11
1.5	To be scholars, researcers and lifelong learners.	5	4	3	2	1	12
1.6	To be phase or learning area specialists.	5	4	3	2	1	13
1.7	At this college, all qualifications indicate a mix of practical, foundational and reflective competence and these are further linked to professional, occupational and academic purposes of the qualifications.	5	4	3	2	1	14
1.8	This college prepares pre-service teachers to combine teacher education programmes which include the competence of both the foundation and intermediate phase.	5	4	3	2	1	15

1.9	This college also provides excellent and relevant education to pre-service educators in a way that is transparent, accountable and democratic.	5	4	3	2	1	16
1.10	All stakeholders in this college participate in a way that is transparent, accountable and democratic. Parents are highly involved.	5	4	3	2	1	17

SECTION B**Question 2**

To what extent do you agree with the following statements

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
2.1	At this college, we adjust our teaching strategies to cater for different learning styles	5	4	3	2	1	18
2.2	We use key strategies such as						
	a) high level questioning	5	4	3	2	1	19
	b) problem based tasks and	5	4	3	2	1	20
	c) projects	5	4	3	2	1	21
2.3	We also use						
	a) group work and	5	4	3	2	1	22
	b) whole class teaching	5	4	3	2	1	23
2.4	In our student training, we apply individual self-study	5	4	3	2	1	24
2.5	We select methodologies appropriate to learners and contexts.	5	4	3	2	1	25
2.6	In our training we make use of						
	a) text-books	5	4	3	2	1	26
	b) videos	5	4	3	2	1	27
	c) computers	5	4	3	2	1	28
2.7	Trainers also give student-teachers opportunity to present their learning units (lessons) to their class-mates (micro-teaching).	5	4	3	2	1	29

2.8	Pre-service educators are trained to adjust teaching strategies to match the developmental stages of learners and to meet the requirements to the particular learning area.	5	4	3	2	1	30
2.9	In our methods of teaching, we include practical teaching thus sending student-teachers to the neighbouring schools to implement what we have taught them. We monitor them according to their area of specializations	5	4	3	2	1	31
2.10	We also adjust our teaching strategies to cater for						
	a) cultural	5	4	3	2	1	32
	b) gender	5	4	3	2	1	33
	c) ethnic	5	4	3	2	1	34
	d) language	5	4	3	2	1	35
	e) and other differences among learners.	5	4	3	2	1	36

SECTION C

Question 3

In this section you are expected to state how necessary or unnecessary it is for the student-teachers to be trained in the following skills or techniques:

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
3.1	To make appropriate use of different assessment practices with particular emphasis on competence-based assessment and the formative use of assessment.	5	4	3	2	1	37
3.2	(a) To use continuous assessment	5	4	3	2	1	38
	(b) and a diagnosis form of assessment	5	4	3	2	1	39
3.3	To understand the assumptions underlying a range of assessment approaches and their particular strengths and weaknesses in relation to						
	a) age of learner	5	4	3	2	1	40
	b) and the learning area being assessed	5	4	3	2	1	41
3.4	To apply self-assessment method	5	4	3	2	1	42
3.5	To involve peer assessment	5	4	3	2	1	43
3.6	To use educator's assessment (observation tool)	5	4	3	2	1	44
3.7	To set test, examinations and assignments	5	4	3	2	1	45
3.8	To do group assessment	5	4	3	2	1	46
3.9	To design a rubric as an assessment tool	5	4	3	2	1	47

3.10 To make use of:

- a) portfolio
- b) profile
- c) a journal for summative assessment

5	4	3	2	1	48
5	4	3	2	1	49
5	4	3	2	1	50

Annexture 2

Questionnaires to the trainers/lecturers

Instructions

- Read the instructions carefully and answer all the questions.
- There are three sections, section A, B and C. Section A deals with the criteria for effective training of student-teachers within OBE. Section B deals with strategies and methods to be applied in pre-service (student-teacher) training. Section C deals with various kinds of assessment.
- Put a tick (✓) next to the appropriate answer.
- There is a blank space below each statement where you can support your answer or espaciate it.

General information

Number of questionnaire

B		01
		02-04

Management

1. Gender

1	2	05
Male	Female	

2. Experience (years)

1	2	06-07

SECTION A

Question 1

To what extent do you agree with the following statements

	Completely				Not at all	
	5	4	3	2	1	
1.1 We train our student-teachers so that they must be able to mediate learning in a manner which is sensitive to the diverse needs of learners.	5	4	3	2	1	08
1.2 We prepare our trainees (student-teachers) to become						
a) leaders	5	4	3	2	1	09
b) managers	5	4	3	2	1	10
c) and administrators understanding current legislation on the management of learners.	5	4	3	2	1	11
1.3 In training the student-teachers, we enable them to be						
a) interpreters	5	4	3	2	1	12
b) and designers of learning programmes and materials. They design original learning programmes so that they meet the desired outcomes and are appropriate for the context in which they occur.	5	4	3	2	1	13
1.4 We train the pre-service teachers to be learning specialists by						
a) selecting sequencing	5	4	3	2	1	14
b) and pacing content in a manner appropriate to the phase or learning area, the needs of the learner and the context.	5	4	3	2	1	15
1.5 The student teachers are empowered with skills of integrating learning areas into broader learning programmes.	5	4	3	2	1	16

1.6	We equip our student-teachers with skills to become						
	a) scholars	5	4	3	2	1	17
	b) lifelong learners	5	4	3	2	1	18
	c) and researchers by applying research meaningfully to educational problems	5	4	3	2	1	19
1.7	We prepare our student-teachers						
	a) to work with communities	5	4	3	2	1	20
	b) and also play a citizenship and pastoral role by providing guidance to them about work and study possibilities. They will understand possibilities of life skills and work skills, education and training in local communities, organizations and business.	5	4	3	2	1	21
1.8	We motivate the pre-service educators to plan together i.e. to do						
	a) macro	5	4	3	2	1	22
	b) meso	5	4	3	2	1	23
	c) and micro planning	5	4	3	2	1	24
1.9	We expect our student-teachers to achieve						
	a) specific	5	4	3	2	1	25
	b) and critical outcomes	5	4	3	2	1	26
1.10	Our student-teachers are trained to implement OBE with confidence and work to highest professional standards.	5	4	3	2	1	27

SECTION B

Question 2

To what extent do you agree with the following statements:

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
2.1	At this college, we use key teaching strategies such as						
	a) higher level questioning	5	4	3	2	1	28
	b) problem-based tasks	5	4	3	2	1	29
	c) and projects	5	4	3	2	1	30
2.2	In our training programme, we make use of						
	a) group work	5	4	3	2	1	31
	b) and whole class teaching	5	4	3	2	1	32
2.3	In training our student-teachers, we also use individual self-study.	5	4	3	2	1	33
2.4	In order to train our students thoroughly, we select methodologies appropriate to learners and context.	5	4	3	2	1	34
2.5	At this college, we adjust teaching strategies to cater for different learning styles.	5	4	3	2	1	35
2.6	We make use of media and everyday resources appropriate in teaching such						
	a) text-books	5	4	3	2	1	36
	b) charts	5	4	3	2	1	37
	c) slides	5	4	3	2	1	38
	d) videos	5	4	3	2	1	39
	e) computers, etc.	5	4	3	2	1	40

2.7	Lecturers teach student-teachers stages of a learning programme unit and give them opportunity to present their lessons to their class-mates under their monitoring. They want to observe their methodology (micro-teaching process).	5	4	3	2	1	41
2.8	Pre-service educators are trained to adjust teaching strategies to						
	a) match the development stages of learners	5	4	3	2	1	42
	b) and to meet the requirements of the particular learning area.	5	4	3	2	1	43
2.9	In our methods of teaching, we include practice teaching, thus sending student-teachers to the neighbouring schools to implement what we have taught them. We monitor them according to their area of specialization.	5	4	3	2	1	44
2.10	We also adjust our teaching strategies to cater for						
	a) cultural	5	4	3	2	1	45
	b) gender	5	4	3	2	1	46
	c) ethnic	5	4	3	2	1	47
	d) language	5	4	3	2	1	48
	e) and other differences among leaders.	5	4	3	2	1	49

SECTION C**Question 3**

In this section you have to state how necessary or unnecessary it is to apply the following in your learning site: Support your answer.

		Scale					
		Very necessary				Unnecessary	
		5	4	3	2	1	
3.1	To make appropriate use of different assessment practices with particular emphasis on competence-based assessment and the formative use of assessment.	5	4	3	2	1	50
3.2	To use assessment and diagnostic assessment.	5	4	3	2	1	51
3.3	To apply self-assessment method.	5	4	3	2	1	52
3.4	To involve peer assessment.	5	4	3	2	1	53
3.5	To understand the assumptions underline a range of assessments approaches and their particular strengths and weaknesses in relation to the age of the learner and the learning area being assessed.	5	4	3	2	1	54
3.6	To use educator's assessment or observation tool.	5	4	3	2	1	55
3.7	To set tests, examination and written assignment.	5	4	3	2	1	56
3.8	To enable student-teachers to do group assessment.	5	4	3	2	1	57
3.9	To design a rubric as an assessment tool.	5	4	3	2	1	58

3.10 To make use of

- a) a portfolio
- b) a profile
- c) a journal for summative assessment.

5	4	3	2	1	59
5	4	3	2	1	60
5	4	3	2	1	61

Annexure 3

Questionnaires to the student-teacher (pre-service educators)

Instructions

- Read the instructions carefully and answer ALL the questions.
- There are three sections, section A, B and C. Section A deals with the criteria for effective training of the student-teachers within OBE. Section B deals with strategies and methods to be applied in student-teacher training. Section C deals with assessment forms used in this college.
- Put a tick (✓) next to the appropriate statement.
- There is a blank space below each statement where you can give reasons or support your answer.
- Note that there is no right or wrong answer. Try to express yourself the way you like.

General information

Number of questionnaire

A		01
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Number of student-teachers (Pre-service educators)

			02-04
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1. Gender

1	2	05
Male	Female	

2. Programmes (offered)

SPTD	1	06
JPTD	1	07

SECTION A

Question 1

To what extent the following statements applicable to you?

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
1.1	After leaving this college, I will be able to be						
	a) a leader	5	4	3	2	1	08
	b) an administrator	5	4	3	2	1	09
	c) a manager	5	4	3	2	1	10
1.2	I will mediate learning in a matter which is						
	a) sensitive to a diverse needs of learners'	5	4	3	2	1	11
	b) and create a learning environment in which critical and creative thinking are encouraged	5	4	3	2	1	12
1.3	I am prepared to be:						
	a) an interpreter	5	4	3	2	1	13
	b) a designer of learning programmes and material	5	4	3	2	1	14
	c) I will also design learning programmes in such a way that they meet the desired outcomes	5	4	3	2	1	15
1.4	I am sure that I will be able to select materials that are appropriate to:						
	a) language	5	4	3	2	1	16
	b) age	5	4	3	2	1	17
	c) competence	5	4	3	2	1	18
	d) and gender	5	4	3	2	1	19
1.5	I am ready to develop all skills to my learners e.g.						
	a) communication	5	4	3	2	1	20
	b) reading	5	4	3	2	1	21
	c) writing	5	4	3	2	1	22

	d) problem-solving	5	4	3	2	1	23
	e) research	5	4	3	2	1	24
	f) social	5	4	3	2	1	25
	g) critical and creative thinking, etc.	5	4	3	2	1	26
1.6	I am trained to help community and to play a citizenship and pastoral role by developing						
	a) life skills	5	4	3	2	1	27
	b) work skills	5	4	3	2	1	28
	c) a critical ethical and committed attitude	5	4	3	2	1	29
	d) and a healthy lifestyle in learners	5	4	3	2	1	30
1.7	I am a phase or learning area specialist, I know and understand the content and skills prescribed by the national curriculum.	5	4	3	2	1	31
1.8	I have been trained to be						
	a) a scholar	5	4	3	2	1	32
	b) a researcher	5	4	3	2	1	33
	c) and lifelong learner by using effective study methods	5	4	3	2	1	34
1.9	I am prepared to achieve seven critical outcomes	5	4	3	2	1	35
1.10	I am sure that all learners in my class will be able to understand, know and do what they have been taught.	5	4	3	2	1	36

SECTION B

Question 2

To what extent the following statements applicable to you?

		Scale					
		Completely				Not at all	
		5	4	3	2	1	
2.1	We are trained to use key teaching strategies such as						
	a) higher level of questioning	5	4	3	2	1	37
	b) problem-based tasks	5	4	3	2	1	38
	c) and projects	5	4	3	2	1	39
2.2	I am able to use						
	a) group work	5	4	3	2	1	40
	b) and whole class teaching methods	5	4	3	2	1	41
2.3	In my class, I will use individual self-study method successfully	5	4	3	2	1	42
2.4	I can select methodologies appropriate to learners and context.	5	4	3	2	1	43
2.5	I am prepared to adjust my teaching strategies to cater for different learning styles.	5	4	3	2	1	44
2.6	I am able to make use of media and every resources appropriate in teaching such as						
	a) text-books	5	4	3	2	1	45
	b) videos	5	4	3	2	1	46
	c) charts	5	4	3	2	1	47
	d) computers	5	4	3	2	1	48
	e) slides, etc.	5	4	3	2	1	49

2.7	The involvement of micro-teaching (presenting lessons to our class-mates) in my programme is fruitful.	5	4	3	2	1	50
2.8	I am trained to adjust teaching strategies						
	a) to match the development stages of the learners	5	4	3	2	1	51
	b) and to meet the requirements of the particular area	5	4	3	2	1	52
2.9	In our methods of teaching, the inclusion of practice teaching (sending us to the neighbouring schools) is fruitful.	5	4	3	2	1	53
2.10	I am able to adjust my teaching strategies to cater for:						
	a) cultural	5	4	3	2	1	54
	b) gender	5	4	3	2	1	55
	c) ethnic	5	4	3	2	1	56
	d) language	5	4	3	2	1	57
	e) and other differences among learners	5	4	3	2	1	58

SECTION C

Question 3

In this section you have to state how necessary or unnecessary it is to apply the following in your learning site: Support your answer.

		Scale					
		Very necessary				Not at all	
		5	4	3	2	1	
3.1	To make appropriate use of different assessment practices with particular emphasis on competence-based assessment and formative use of assessment.	5	4	3	2	1	59
3.2	To use continuous and diagnostic forms of assessment.	5	4	3	2	1	60
3.3	To apply self-assessment	5	4	3	2	1	61
3.4	To involve peer assessment	5	4	3	2	1	62
3.5	To understand the assumptions underlying a range of assessment approaches and their particular strength and weaknesses in relation to the						
	a) age of the learner	5	4	3	2	1	63
	b) and learning area being assessed	5	4	3	2	1	64
3.6	To use educator's assessment or observation tool.	5	4	3	2	1	65
3.7	To set						
	a) tests	5	4	3	2	1	66
	b) examinations	5	4	3	2	1	67
	c) and written assignments	5	4	3	2	1	68

3.8	To use group assessment	5	4	3	2	1	69
3.9	To design a rubric as an assessment tool.	5	4	3	2	1	70
3.10	To make use of						
	a) a portfolio	5	4	3	2	1	71
	b) a <i>profile</i>	5	4	3	2	1	72
	c) and a journal for summative assessment	5	4	3	2	1	73