

## 5. PROPOSED REFORMS IN THE EDUCATIONAL SYSTEM OF BOPHUTHATSWANA

### 5.1 INTRODUCTION

It has been suggested persuasively in the previous chapter that the present system of education in Bophuthatswana is incomplete and to some extent inefficient. The necessity for reforms in the present system of education can therefore hardly be overemphasized.

Kirpal (1971:139) is correct in asserting that "with the right type of education a developing society can attain the satisfaction, harmony and comprehension that may elude a more prosperous community". The type of education proposed in this chapter is therefore aimed at producing a happy and prosperous society.

The competence of teachers and all the officers who stand in the practice of education will be emphasized so as to ensure that the recommendations made in this chapter and also in the ensuing one do not remain mere gimmicks.

To maintain good standards in education the importance of on-going research in education will be highlighted in this chapter.

## 5.2 THE RELIGIOUS GROUND MOTIF OF THE TSWANA PEOPLE AND THE SYSTEM OF EDUCATION

### 5.2.1 Introduction

Rupert (1976:5) defines the ground motif as ". . . the driving power behind all thought and action of an individual".

Barnard and Vos (1980:34) define the ground motif as ". . . that spiritual force which motivates an individual or a whole community, whether they are aware of it or not".

Van Schalkwyk (1981:217) defines the ground motif as ". . . die geestelike wortel van die gemeenskapslewe wat die uitinge van onder meer die denke, gevoel, sosiale lewe, sedelike maatstawwe, juridiese norme, ekonomiese beginsels en stelsel van die gemeenskap bepaal".

From the above definitions it becomes clear that the ground motif is something rooted in man's heart and life and therefore in the life of the community.

Woudstra (1973:5) declares that: "Die menslike hart is die religieuse brandpunt van die lewe; uit die hart kom voort die opvattinge, wil en dinamiek - of

afwesigheid van laasgenoemde wat die lewensgang voortstu."

5.2.2 The description of the ground motif of the  
Tswana people

The Tswanas are basically "group" people. They move in groups, sing and dance in groups, drink and also mourn in groups. For that reason the idea of communalism is basic in their community.

The idea of creativity is basic among them. With her unquestionable industry, the woman creates with her hands, she builds huts, makes pots, calabashes and *malapa* (walls around the huts). On the other hand the man always produces articles with his hands. He makes *megopo* (dishes) and many other articles.

Traditionally Tswanas believed in *badimo* (gods). This belief has, however, for ages without number been vilified and labelled pagan and heathen by the missionaries. Even at present this belief is still traceable in some of the Tswanas. A *medicine man* and not a witch doctor as some people unfairly call him says to a client before throwing his bones "*A re kope kwa badimong gore tllhabana e re fe nnete*" (Let us ask from the gods that the bones should tell us the truth). It is, however important to

note that today Tswanas have accepted Christianity as a religion. They belong to various denominations.

Tswanas are generous and sharing people. Tswanas always want to share with other people whatever they have.

Naturally the Tswanas are obedient and respectful people. Children are taught at home to regard every man as their father and every woman as their mother. Children are not allowed to answer back when their parents speak. This, unfortunately, seems to retard critical thinking in children.

Steadfastly they have the belief that they have the right of existence as a nation and that they are not in this world through an accident of history. The spirit of nationhood is therefore basic in the life of the Tswanas.

### 5.2.3 The ground motif of the Tswanas and the educational system

The educational system of the democratic state interprets and expresses the aim of the nation in respect to the education of the nation's youth (Woudstra, 1973:49). The suggested reforms will aim at upholding

the spiritual desires of the Tswana people.

All the recommendations made in this system of education should be implemented under the guidance of the Tswana ground motif which is the primary determinant of the nature and direction as well as the degree and rate of cultural unfolding.

### 5.3 THE PHILOSOPHY OF LIFE OF THE TSWANA PEOPLE AND THE SYSTEM OF EDUCATION

The type of reforms and innovations suggested are in agreement with the philosophy of life of the Tswanas. Luthuli (1982:112) is correct in declaring that " . . . a people's philosophy of education must be in accordance with their philosophy of life". The reforms and innovations suggested in this chapter reflect the Tswanas' views and ideas and also what is good for Bophuthatswana.

What should be taught in schools should be determined by the philosophy of life of the Tswana people, without losing sight of the fact that the main function of education proposed here is to help the young Tswanas *en route* to responsible adulthood. With the Tswanas' philosophy of life as the cornerstone of the system of education in the ensuing paragraphs of this chapter the whole of the Tswana community could be helped to pursue an intelligent programme of education.

#### 5.4 SUGGESTED OBJECTIVES OF THE SYSTEM OF EDUCATION FOR BOPHUTHATSWANA

The efficient functioning of the educational system among others depends on the objectives set. The following are the suggested objectives for the educational system in Bophuthatswana:

- \* Education will be based on continuing research

It is true that education which is not based on reliable research will in the long run reach stagnation. The policy and the administration of education which is not continuously researched will be directed by personal opinions, discretions and experiences and it will therefore become unscientific. The importance of continuous research in education can therefore hardly be over-emphasized.

- \* It will be the aim of the Ministry of Education to attract the best brains and the finest characters into the teaching profession

No Ministry of Education can hope to attract good teachers to the profession unless the conditions of service offered by the Ministry are inviting. Some of such conditions of service are discussed in paragraph 5.6.7.5. If nepotism reigns supreme in the

Ministry, the teaching profession in the passage of time becomes a reservoir of rejects. The principles of justice and fairness should be steadfastly upheld so that good teachers could be attracted to the teaching profession.

- \* Equal educational opportunities to the inhabitants of the state

Both the rural and the urban areas will educationally be served equally, while taking into account the 15 determining factors (see paragraph 3.3.1.3). The children of both the rich and the poor parents will be treated equally in education. Colour, race, religion or creed will not be considered in education. The fact of the matter is that this system of education is for the Tswanas and no other consideration will be made.

- \* The interests of all who stand in the practice of education will be headed so as to promote their productivity

To maintain effective communication between the state and its employees various organizations such as Teachers' Associations and the Educational Consultant Association will be given Departmental recognition.

Through the above-mentioned associations the Department of Education will be able to deal with the employee's problems.

\* Meaningful involvement of parents in education

It is important that parents be involved in the education of their children so that they can make sure that their children are being educated according to the nation's ground motif and needs.

\* The culture and the ground motif of the Tswanas will be taken as a point of departure in educational planning

To make the system of education culturally meaningful *Setswana* will be used as the medium of instruction from the lowest to the highest standard. At present *Setswana* is used up to Standard 2 (see paragraph 4.6.3.2.4).

\* The philosophy of life of the Tswanas will be accorded its rightful place in the educational system

The children will be taught in accordance with the philosophy of life of the Tswana nation.

The identification of mentally gifted children and their fullest development will be the business of all

involved in the practice of education.

The mentally gifted children will be channelled to the institutions specially meant for such children. With the assistance of trained psychologists mentally gifted children will be identified.

- \* The inculcation of good morals in pupils will be the concern of the Ministry of Education

In accordance with the ground motif of the Tswanas as indicated in paragraph 5.2.2 children will be taught good morals so that they can become responsible and happy adults.

- \* The cultivation of the spirit of nationhood and patriotism

The spirit of nationhood and patriotism go hand in hand. It has been pertinently stated in paragraph 5.2.2 that Tswanas have the spirit of nationhood, and for that reason it will be the function of the system of education to further the aims of nationhood and patriotism.

- \* The fear of God will be the core of the system of education

As indicated in paragraph 5.2.2, the Tswanas have

accepted Christianity as their religion. It is therefore essential that children be taught in accordance with Christian principles.

\* The following points listed by Kirpal (1971:139) are also considered important objectives of the educational system:

- . education must be related closely and meaningfully to the life, needs and aspirations of contemporary man living in a rapidly changing society;
- . the concept of education should be widened to encompass a life-long education; and
- . educational change must be planned in close relation to the overall plan of social and economic development.

## 5.5 CONTROL OF EDUCATION

### 5.5.1 Introduction

The meaning of control has been highlighted in paragraph 4.3.1. What could be mentioned here is the fact that decentralized control is considered important for the proposed reforms of education for Bophuthatswana. Caswell (quoted by Saylor and Alexander 1966:12) is correct in

declaring that "...our centralized educational system is one of the greatest safeguards we have against tyranny. No person or clique or foundation or association can easily gain control of all . . . education". Therefore one of the advantages of decentralization in educational control is that it avoids tyranny in education.

#### 5.5.2 The central control of education

##### 5.5.2.1 The head office structure of the Ministry of Education

The Minister of Education as the political head of the Ministry of Education is the one who decides on the overall policy of the Ministry. Even though his post is political by nature it is important that he should be a person who has sufficient background in both the theory and practice of education.

The Minister of Education stands in a key position in as far as the policy-making of education is concerned. He can therefore from time to time through the recommendations of the Advisory Council to the Minister determine the policy to be followed in respect to the training of teachers so that certain important *desideratums* could be in the national interest. The following are such *desideratums*: co-ordination of teacher-training

throughout the National State of Bophuthatswana; equipping of teachers to implement the education policy; equal distribution of monetary aid to people training as teachers; and determination of the duration of courses for people training as teachers.

In addition to the above the Minister of Education must be a person who can protect the interests of his Department in Parliament. The type of the budget he presents to Parliament should reflect foresight and perspective in educational matters.

In the present system of education of Bophuthatswana the administrative head of the Department is called the Secretary of Education (paragraph 4.2.3.1). The designation *secretary* does not accurately connote the nature of the post. It appears as if the duties of the Secretary of Education are limited to taking minutes and attending to correspondence. Therefore the designation *Director of Education* is proposed. The designation *Director of Education* is preferred because it clearly connotes that the person is at the head of the Department and therefore gives the Department direction. It is therefore proposed that the administrative head of the Department of Education in Bophuthatswana be called the Director of Education. The nature of the post of Director of Education demands that the incumbent be a

person who has extensive experience in educational administration and sufficient academic and professional background.

Contrary to the present set-up where officers coming immediately under the administrative head of the Department of Education being called Directors of Education (paragraph 4.2.3.1) it is here proposed that they be called Deputy Directors because of the mere fact that they occupy positions junior to that of the Director of Education.

Two Deputy Directors of Education, one in charge of the professional side of the Department and the other in charge of the administrative side of the Department are considered vital.

Contrary to the present arrangement where there is no section in the Department entirely devoted to planning (see chapter 4), the planning section is proposed here. This proposal is made because the Department of Education cannot be run scientifically and effectively without planning.

The following Chief Education Planners are proposed:

\* Chief Education Planner : Regions

The Chief Education Planner for the regions will be in charge of the planning of the three proposed regions, viz the Western, Central and Eastern regions.

\* Chief Education Planner : Auxiliary Services

He will be responsible for the following eight Education Planners each in charge of the following:

- Bureau of research;
- Curriculum and syllabus research projects;
- Examinations
- Media centres;
- Library Services;
- Psychological Services;
- Teacher Centres; and
- Pedagogic Educational Aid Services.

\* Chief Education Planner : Schools

The Chief Education Planner for schools will be assisted by an Education Planner for each of the following:

- Pre-school education;

- Primary school education;
- Secondary school education;
- Technical education;
- Special education; and
- Teacher education.

\* Chief Education Planner : Personnel development

The Chief Education Planner for Personnel Development will be in charge of the efficient utilization of personnel and its development.

\* Chief Education Planner : Buildings and Sites

This Chief Education Planner will be responsible for all the building projects of the Ministry.

5.5.2.2 Advisory Council to the Minister of Education

5.5.2.2.1 *Introduction*

In paragraph 4.3.3.3 it has been stated that at present there is a National Education Council in Bophuthatswana. Most of the members of this council are not educationists. In view of the fact that the main function of this council is to advise the Minister of Education on educational matters it is essential that most of its members be educationists. In the place

of the National Education Council, and Advisory Council to the Minister is proposed.

It is important that the Minister of Education should be continuously advised on matters affecting education. Thom (1974:114) correctly declares that "Die Raad dien die Minister van advies aangaande die algemene beleid wat in verband met die onderwys, met begrip van onderwysersopleiding gevolg behoort te word, vir sover dat die professionele aspekte van en riglyne vir die onderwys en onderwysersopleiding betref".

The Council in question should therefore consist of experts in the theory and practice of education.

#### 5.5.2.2.2 *The constitution of the Advisory Council*

The Advisory Council should be constituted in the following manner:

- \* a head of the Bureau of Research;
- \* a representative of the Educational Consultants Association;
- \* a representative of the National University;
- \* a representative of Teachers' Association;

- \* a chairman of the Bophuthatswana Associated Matric;
- \* Director of Education;
- \* a member of the Nursing Association; and
- \* a representative from the private sector.

5.5.2.2.3 *The functions of the Advisory Council to the  
Minister of Education*

The following will be the most important functions of the Advisory Council to the Minister:

- \* To keep the Minister of Education informed about the necessary changes and innovations in education emanating from research.
- \* Informing the Minister of Education about the educational needs of the country.
- \* By continuously advising the Minister of Education, the Advisory Council endeavours to promote the standard of education, the teaching profession and the interests of all the employees of the Department.

- \* The Advisory Council will advise the Minister of Education on matters relating to educational policy to be followed by the Ministry of Education.
- \* The Advisory Council will advise the Minister of Education on the co-ordination of research and planning in the field of education.
- \* It is also important that the Advisory Council to the Minister should provide the Minister with the Annual Reports of its activities, to present it to Parliament.

#### 5.5.2.3 The regional control of education

In paragraph 4.3 where the present control of education in Bophuthatswana is described, it has become clear that there is no regional control of education. Regional control of education is therefore proposed for inclusion in the control of education in Bophuthatswana. The regional control is recommended because it prevents tyranny in educational administration and it also facilitates matters for decentralized control of education.

Three regions are recommended, viz the *Western*, the *Central* and the *Eastern* regions. Each region will be headed by a Regional Director. Every regional office should be staffed with as many Subject Advisors as the state can

afford. The files of all the teachers in every region must be kept at the regional office. Salaries of teachers must be paid from the regional office.

The formation of regions may be done as follows:

\* The Western Region

The Western Region will cover the following inspection circuits: *Thaba Nchu, Ganyesa, Taung, Kudamane, Molopo* and *Setlagole*. The regional office will be established at *Taung*.

\* The Central Region

It will cover the following inspection circuits: *Lehurutshe, Madikwe, Tlhabane, Mankwe* and *Ditsobotla*, the regional office to be at *Madikwe*.

\* The Eastern Region

This region will embrace the following inspection circuits: *Jericho, Ga-Rankuwa, Mabopane, Temba, Makapanstad* and *Moretele Motse*, the regional office to be at *Mabopane*.

5.5.2.4 The Inspectorate

#### 5.5.2.4.1 *Introduction*

In the present system of education in Bophuthatswana Inspectors are called Education Officers (see 4.3.2.2). Hornby (1977:592) defines the officer as a "person with a position of authority or trust engaged in active duties, e.g. in the government . . . service".

The designation *Education Officer* is therefore devoid of expertise connotations and therefore sounds devoid of professional responsibilities.

Nowadays an Inspector of Education is essentially an educational leader and a professional guide to teachers, for that reason the designation *Educational Consultant* is proposed here. From this point onwards the designation Educational Consultant will be used. Supervision of education is inextricably linked to the inspectorate. The days when the relationship between the teacher and the Educational Consultants (old inspectors) was seen in the light of the relationship between the policeman and the pass offender are gone. Today professional leadership is the keynote in the daily activities of the Educational Consultant.

Rupert (1976:145) declares that "Not only must they ascertain that enactments are carried out, but they must also take note of how they are carried out and

whether the implementation or the manner of implementation serves the purpose envisaged by those who draw up the enactments in question". It therefore stands to reason that one of the most important functions of Educational Consultants is to see to it that the departmental policy is being implemented.

Van Schalkwyk (1981:167) asserts that "Die inspekteur van onderwys is die amptelike toesighouer van die staat en gemeenskap op grond van sy professionele kennis en ervaring van die onderwys, sy pedagogiese en administratiewe kennis en sy gesagsposisie en rol binne die onderwysstelsel".

The work of an Educational Consultant is manifold but here it is proposed that his activities be limited to only the professional and the managerial.

#### *5.5.2.4.2 The proposed structure of the inspection circuit offices*

Contrary to the present structure of the inspection circuit offices in Bophuthatswana (see 4.3.2.2) the following structure is proposed:

The Circuit Educational Consultant will be the head of the circuit office. He will be assisted by three

Educational Consultants, two in charge of the primary schools and one in charge of the comprehensive/multi-purpose secondary schools. One of those in charge of the primary schools should be a woman, so that she can be in charge of the pre-schools and the junior primary section whilst the other could be a male and can therefore be in charge of senior primary work. The Circuit Educational Consultant and his assistants form the professional side of the circuit office. All four consultants should as far as it is possible be university graduates.

On the administrative side two administrative organisers, two clerks and two typists are recommended. The administrative organisers and the clerks will be in charge of all the administrative work of the office.

The present structure as shown in paragraph 4.3.2.2 does not allow the consultants to give the professional work the amount of time and energy it deserves, therefore the above proposed reforms are considered most ideal because they afford the consultants enough time to attend to professional matters.

#### 5.5.2.4.3 *What the Educational Consultants should know*

The qualifications of Bophuthatswana Educational

Consultants (Education Officers) as reflected in paragraph 4.3.2.2 create doubt as to whether they will be in a position to carry out their professional and managerial tasks effectively.

To be able to perform his professional work the Educational Consultant should possess the following basic knowledge (Van Schalkwyk, 1981:171):

- \* the contents of curricula;
- \* the contents of the approved knowledge sources;
- \* pedagogical, academic and professional knowledge;
- \* official regulations and prescriptions of administration;
- \* the nature and functioning of all administrative processes and the meaning of each of them;
- \* professional matters;
- \* social influences on teachers; and
- \* the education system and all its components.

#### 5.5.2.4.4 *The professional functions of the Educational Consultants*

At present in Bophuthatswana the functions of the Education Officers have not been clearly defined. Their administrative work supersedes their professional responsibilities. They sit most of the time in the offices

controlling various forms. Bophuthatswana Educational Consultants (Education Officers) very seldom run in-service training courses in their circuits. It is therefore proposed that the following be accepted as the most important professional duties of Educational Consultants:

- \* to give professional guidance to teachers;
- \* exercising control over work done in schools;
- \* running in-service training courses;
- \* continuous evaluation of teachers; and
- \* conducting continuous research in their circuits so as to feed the planning section of the Ministry of Education with their findings.

The following functions listed by Van Schalkwyk (1981: 169) are also considered important for Bophuthatswana:

- help and guidance in respect of effective teaching;
- provision of all the necessary things which can facilitate effective teaching;
- help and guidance in examining;
- pedagogical guidance in respect of curriculum improvement and the improvement of teaching aids and renewal of teaching methods and techniques; and
- the professional aid and service to teachers in respect of administrative matters.

To be able to perform the above duties the Educational Consultants need to be academically and professionally well founded.

In view of the fact that the Educational Consultants are managers of their circuits it is imperative to highlight their managerial tasks.

5.5.2.4.5 *The managerial tasks of the Educational Consultants (RSA, 1982(a)):*

\* The planning of the circuit

- Investigation

The Educational Consultants must keep all the necessary statistics on enrolment, accommodation, furniture, equipment, stores and personnel of each school in their offices and these statistics must be reviewed from time to time.

From the reports that the Circuit Educational Consultants obtain from their assistants and also from the analysis of examination results the Circuit Educational Consultants will be able to determine the standard of teaching in their circuits.

- Determination of aims

The Educational Consultants must determine their aims very clearly. The difference between short-term, medium term and long-term should be made clear.

- Budget

It is the responsibility of the Educational Consultants to budget for the funds they need for the practical implementation of their planning. Funds are necessary for the teaching posts, additional accommodation, furniture and equipment and for circuit courses.

\* Organisation of the circuit

This refers to material and facilities of schools. The Educational Consultants must make sure that their assistants have decent offices with all the necessary furniture.

\* Personnel

. Staffing

The Educational Consultants ought to know the teacher-pupil ratio in every school in their circuit. This will put them in a better position to apply to the

Department for enough teaching grants for the schools in their circuits.

It is the consultant's responsibility to see to it that schools in their circuit are staffed with teachers of desirable quality.

. Utilization of staff

The Educational Consultants must see to it that every teacher in every school carries his weight and that pupils are given a fair deal. He must also make sure that vacancies in schools are filled in good time and that where posts are redundant they are transferred to schools where they can be properly utilised.

. Development of teachers

Staff development is one of the most important tasks of the Educational Consultants. They must train principals in their circuits on how to develop their teachers professionally.

The Educational Consultants must arrange regular courses for principals on, for instance, office administration and techniques of staff development.

They must also see to it that teachers make the best use of Teachers' Centres. It is also essential that Educational Consultants should encourage teachers to improve their academic qualifications.

\* Communication

It is the function of the Educational Consultants to arrange for proper communication with bodies involved in education, e.g. the School Committees, and also with outside bodies.

In view of the importance of decentralization in the control of education the local control of education will be discussed in the ensuing paragraphs.

5.5.3 The local control of education

5.5.3.1 Introduction

Any system of education which may try to exclude the parents of the pupils in the control of education is doomed to fail most lamentably. It is therefore considered most important to involve parents meaningfully in the education of their children.

5.5.3.2 The School Committee

The importance of a School Committee for every school can hardly be over-emphasized. Van Schalkwyk (1981:112)

is correct in declaring that "Die Skoolkomitee . . . is fundamenteel pedagogies gekwalifiseerd en beskik oor 'n interne soewereiniteit wat deur geen ander sosiale verband vervang kan word nie".

It is essential that the School Committee be elected by the parents of the pupils of a particular school from among their own ranks. According to the *Government Gazette* (1982:par.30(c)) only the parents of pupils of the school concerned may be elected as members of the School Committee.

At present in Bophuthatswana the local controlling body of each school is called a School Council (paragraph 4.3.3.1).

#### 5.5.3.2.1 *The constitution of the School Committee*

The School Committee should have ten members elected by the parents of the pupils of that particular school.

#### 5.5.3.2.2 *The functions of the School Committee*

The following are considered important functions of the School Committee:

- \* to make recommendations to the Department of Education in respect of the appointment of teachers;

- \* they see to it that school buildings and the surroundings are kept clean; and
- \* they bring cases of misconduct of teachers to the notice of the Department of Education, and also recommend the action to be taken against such teachers.

### 5.5.3.3 The District Planning Committees

#### 5.5.3.3.1 *Introduction*

For every district or inspection circuit it becomes essential that parents should plan together with the Educational Consultants so that whatever plan is embarked upon should be in the interest of the inhabitants of the particular district. There will therefore be a planning committee in every inspection circuit.

Presently in Bophuthatswana there are District Education Councils in every magisterial district (paragraph 4.3.3.2). These councils do not have planning functions. In view of the importance of planning at local level it is proposed that the present District Education Councils be phased out and be replaced by the District Planning Committees.

5.5.3.3.2 *The composition of the District Planning  
Committees*

The composition of the District Planning Committees may be as follows:

- \* the Circuit Educational Consultant will be an ex-officio member and will also be the chairman;
- \* two primary school principals and five comprehensive secondary school principals elected by the local principal's council; and
- \* three parents elected by district parents.

5.5.3.3.3 *The functions of the District Planning  
Committees*

The importance of communication can hardly be over-emphasized. The District Planning Committees will promote and facilitate communication between the inspection circuit office and the inhabitants of the particular district.

The following are regarded important functions of the District Planning Committees:

- \* planning for the establishment of new schools in a particular district;

- \* informing the Department of Education about the educational needs of the particular district; and
- \* promoting effective communication between different schools in the district.

The following is the proposed organogram of the control of education of Bophuthatswana (organogram 5.1 see page 233).

## 5.6 THE SCHOOL SYSTEM

### 5.6.1 Introduction

The meaning of the school system has been explained in paragraph 4.4.1. It is, however, important to mention the types of institutions proposed for Bophuthatswana.

The following institutions (schools) will be discussed in the ensuing paragraphs: pre-schools, primary schools, comprehensive/multi-purpose secondary schools, special schools and tertiary institutions such as colleges of education, technikons and the university.

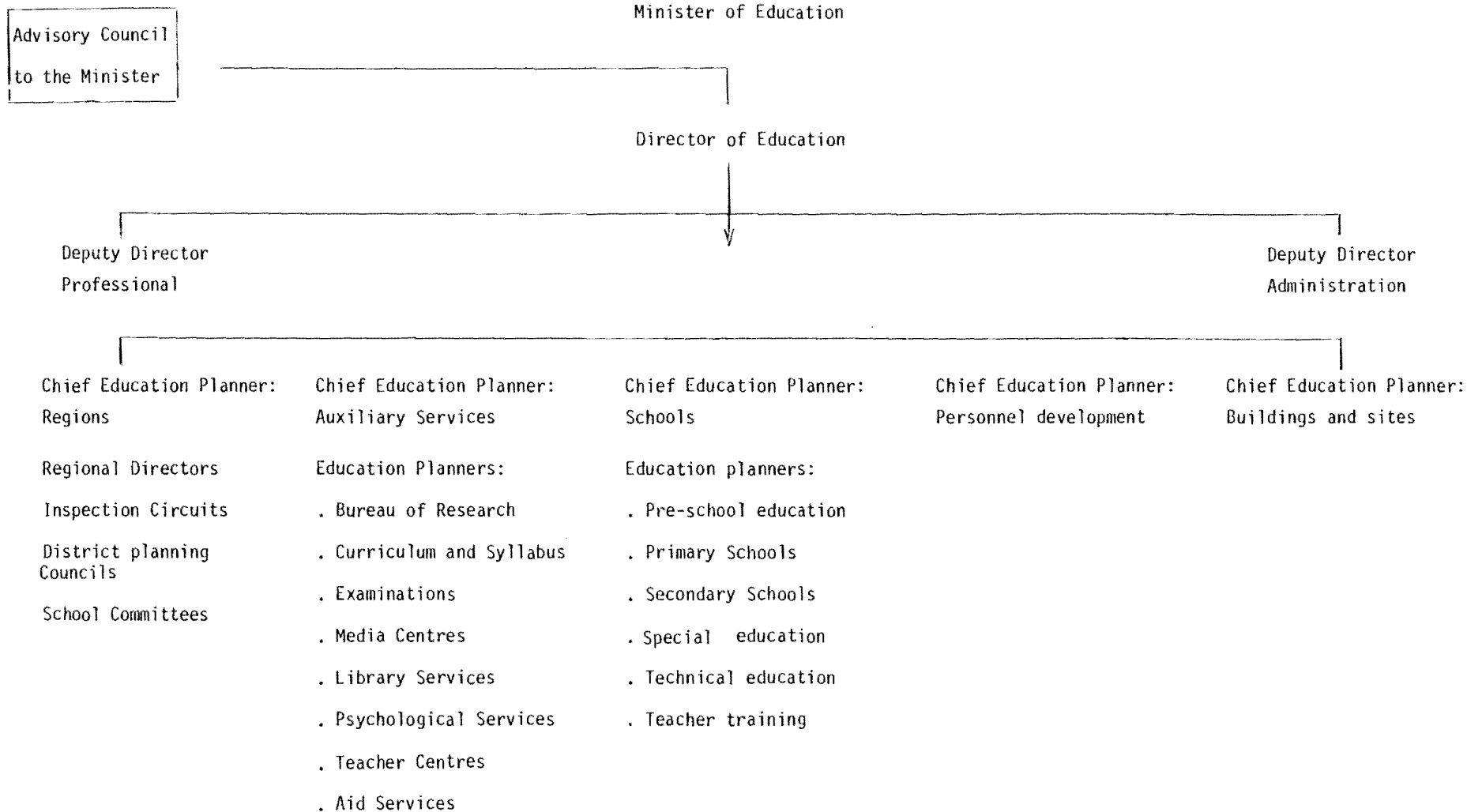
### 5.6.2 Pre-school education

#### 5.6.2.1 Introduction

The pre-school education is the type of education which

Organogram 5.1

*Proposed control of education of Bophuthatswana*



a child receives before entering a formal school. A pre-school is therefore a centre which caters for children usually between three years and their school-going age. Lehobye (1978:4) defines pre-school education as ". . . the education that the child receives before he enters formal education". This is a type of education that the child receives in an organised institution which is less formal than an ordinary school which is aimed at making a child school-ready and which is also aimed at promoting the emotional security of the child.

#### 5.6.2.2 The need for pre-school education

In paragraph 4.4.2 as well as in table 4.1 it becomes clear that at present in Bophuthatswana there are no educationally oriented pre-school centres but only crèches which place more emphasis on the physical care of the children. The need for educationally inclined pre-school centres can therefore hardly be over-emphasized. Educationally inclined pre-school centres are therefore proposed for Bophuthatswana on the following grounds:

One of the greatest problems in African education is the fact that most of the children enter the school when they are not school-ready. A well-run pre-school will

help to prepare children in school-readiness. Potgieter (1962:150) asserts "T.o.v. die individuele kind wil die kleuterskool aanvullend tot die ouerhuis die gewenste geleentheid skep vir die beste fisiese verstandelike emosionele en sosiale ontwikkeling van die kleuter."

It is important that the child be properly prepared for the future learning and schooling. Lehobye (1978: 1) declares: "It is important for parents and the community to plan carefully for children, so that they experience success and satisfaction in their first days at school and, as a result, adopt a positive attitude towards schooling and learning."

The following needs listed by Potgieter (1962:150-151) are also considered important for Bophuthatswana:

- \* physical development of the child in co-operation with his family;
- \* development of the social aspect of the child by creating opportunities for co-operation; and
- \* development of the intellect of the child by providing activities and apparatus.

The present economic set-up makes it difficult for parents to effectively attend to their children educationally because both the father and the mother are forced to work. The current pressing need for the organised forms of pre-school education can be seen partly as a means of making up for their inability to keep up with the needs of their children. In the present technological era the gap between the home and the school is very significant. It is true that pre-schools may be seen as a means to bridge the disparity between home and formal school education (Lehobye, 1978:1).

According to the South African Association for Early Childhood Education (1976:15) the nursery school building cannot be considered without its garden for together they must provide for the healthy physical and mental development of the child as he seeks a basic understanding of the world through his play and social contacts. It is important that the architect should understand something about the stages in the development of the pre-school child.

#### 5.6.2.3 The curriculum planning of the pre-school

It is important that the curriculum of the pre-school should be educationally inclined without losing sight of the fact that the small children must have enough

chance to play. Whoever is charged with the responsibility of constructing or planning the curriculum of the pre-school should never lose sight of the fact that the suggested programmes should aim at enriching the emotional, social and intellectual faculties of the child, and also that at the end of the period spent in a pre-school the child should be school-ready.

Brophy, Good and Needler (1975:75) are of opinion that the curriculum for early education programmes can be selected from a large range of traditional approaches that stress the social and emotional development of the young child to the more academically-oriented models that stress skills such as reading, mathematics and writing.

The following important points mentioned by Lehobye (1978:36-37) are also considered relevant:

- \* Methods and curricula must be differentiated in respect of the childrens' individual differences. Programmes need to be evaluated constantly to make sure that they still satisfy the needs of the growing child in his dynamic milieu.

- \* The programme should be in line with the ultimate aim of education in terms of community's religious ground motif.

The subjects taught at any of the pre-schools must be determined by the religious ground motif of the Tswana people. The traditional Tswana songs and stories must be carefully selected to form part and parcel of the pre-school curriculum.

- \* The educational ideal of every pre-school is to help develop the potentialities of each child to the fullest.

#### 5.6.2.4 The personnel of the pre-school

The present situation in Bophuthatswana in which pre-schools have been relegated to poorly qualified people cannot be left to continue unchecked. It cannot be disputed that even crèches should be staffed with properly qualified teachers. The pre-school personnel should be divided into two categories viz, full-time and part-time staff. The full-time personnel should possess one of the following qualifications:

- \* Teachers' Diploma in Nursery Education (post-matric)  
or

\* the University Teachers' Diploma in Nursery Education (post-graduate diploma).

The part-time staff of the pre-school is as important as the full-time staff and it consists of a doctor, dentists, psychologist, the dietitian or nutritionist, social worker, trained nurse or health visitor (The South African Association for early childhood Education, 1976:40-42). The present crèches in Bophuthatswana do not have part-time personnel despite its obvious importance.

Contrary to the present set-up in the educational system of Bophuthatswana all children attending pre-school centres must be insured against accidents.

In contrast to the current set-up the state must take control of all the pre-school education and should control it in the same manner as it controls primary and secondary education etc.

### 5.6.3 The primary school education

#### 5.6.3.1 The functions of the primary school

To facilitate matters for the education planner in charge of the primary schools it is important to highlight important functions of the primary school.

Stabler (1969:28) declares that "the functions of the primary school is to give fundamental education in respect of literacy, numeracy, manual dexterity and general knowledge of the world".

Harbison and Myers (1964:70) effectively summarise the functions of the primary school education when they maintain that the great stress in the primary education should be improvement in quality and efficiency rather than expansion of the number of schools.

#### 5.6.3.2 The structure of the primary school

According to paragraph 4.4.3 at present in Bophuthatswana the primary school phase ends in Standard 4. This structure is incomplete because it excludes Standard 5, which is essentially a primary school standard. It is therefore proposed that the primary school structure be as follows:

The primary school phase should have two sub-phases viz, the junior primary, commencing from grade 1 to Standard 2, and senior primary starting with Standard 3 and ending in Standard 5. These two sub-phases will be accommodated on one campus under one principal.

At present in Bophuthatswana pupils are admitted into

middle schools on the grounds of their Standard 4 end-of-the-year examination results. No other performance record of the pupil is presented to the middle school principal for proper placement of the child. It is therefore recommended that every primary school should diligently keep a performance record card for every pupil. This card must be honestly and faithfully completed and kept by every class-teacher. A duplicate of this card must be sent to the principal of the secondary school before admitting a pupil into a secondary school course. The performance record card must be treated confidentially but could be shown to the parents of the pupils if need be.

#### 5.6.3.3 The personnel of the primary schools

Presently the personnel of the primary schools in Botswana is as follows: there is a principal, one or two department heads and the assistant teachers. Something interesting about this arrangement is the fact that departmental heads are called so and yet there are no departments they are heading. Heads of departments are appointed to these positions without knowing precisely what their responsibilities are. They are not provided with duty sheets so that they can know what is expected of them. It therefore stands to reason that so far these posts have not been

profitably used. The following manner of staffing is therefore proposed here:

Every primary school should have a principal and two deputy principals, one in charge of the junior sub-phase and the other in charge of the senior sub-phase. The one in charge of the junior primary division should preferably be a woman.

The Department of Education should work out a duty sheet for each of the senior personnel of the primary school, so that every one knows precisely what is expected of him/her.

The question of the type of the teacher to be employed in the primary schools must be carefully looked into, because the type of handling and education that the child receives at this stage can either prepare him for the next school phase or can completely destroy him.

It is important that the primary school teachers be people of integrity. In addition to the necessary academic and professional qualifications the teacher is expected to possess, it is important that the primary school teacher must have a profound love for children. In Grade 1 and 2 only mature lady-teachers ought to be allowed to teach. The question of the primary school

teacher is summarized by Harbison and Myers (1964:70) when they declare: "It is essential that some teachers of high quality should be employed, and a major effort be made to develop a modern technology of education which would provide a solid foundation for the subsequent examinations of primary education to the entire school-age population."

#### 5.6.4 The comprehensive/multi-purpose secondary school

##### 5.6.4.1 Introduction

In paragraph 4.4.4.1 and 4.4.4.2 it has become clear that the present middle and high schools curricula are too rigid, academic and undifferentiated for the present technological era. For that reason more differentiation and flexibility in the secondary school curriculum of Bophuthatswana is proposed.

If it is accepted that one of the objectives of the secondary school education is to teach the pupils the skill he needs to survive in life, it becomes essential that the curriculum planner for secondary schools must design the secondary school curriculum in such a way that at the end of the secondary school course the child must be able to fit well into the occupational field. The undifferentiated secondary school curriculum may fail in this respect.

The need for technical and commercial courses in a developing country can hardly be over-emphasized. For that reason it is recommended here that all the secondary schools in Bophuthatswana be converted into multi-purpose or comprehensive secondary schools. Alexander (1972:195) is correct in declaring that "we must blend our curricula and our students into a single, strong secondary system".

In the developed countries the tendency is now to give recognition to the provision of technologically oriented subjects and vocational training (Raath, 1982:127). In Bophuthatswana, however, there is still scepticism about vocational training in the general public although education authorities have long observed the urgency of such courses. Morangwa (Bophuthatswana, 1981(b):21). asserts that "If this country is to develop and grow to its full capacity, with the benefits which must accrue to all its people, we must provide technological education and training for citizens of Bophuthatswana." It is therefore proposed that workshops be erected at existing secondary schools for technical and vocational courses.

It is important that a close contact be maintained between the multi-purpose secondary school curriculum planner, manpower planner and the private sector

in order to make the education planner aware of the demands of the labour market. Skorov (1966:37) fittingly asserts that "the skills produced by the educational system must correspond in training, numbers and quality, to the requirements of society and not least, that they must be produced at a minimum cost to society".

Converting all the secondary schools into multi-purpose schools is not something that can be achieved overnight, since this requires more specialist manpower and the necessary infrastructure. Therefore patience may be called for in gearing this innovation into the pace of supplying workshops and specialist teachers.

In the multi-purpose secondary schools a balance will be maintained between the academic, technical and commercial lines. In this respect Alexander (1972:195) declares: "Let the academic preparation be balanced with the vocational or career programme."

#### 5.6.4.2 Steps to be taken in changing the present secondary school curriculum

The following steps are proposed in changing the present secondary school curriculum (Alexander, 1972:196-197):

- \* The curriculum planner must give the state new leadership and technical support.
  
- \* A more flexible option for high school graduates to continue on to higher education or to enter the world of work should be provided. This demands that today's relatively narrow vocational programme be broadened into something approaching the true career education we would eventually hope to realize. Vocational students need much more than limited specific skills training if they are to go on to post-secondary education.
  
- \* Substantial improvement in vocational education within current levels of expenditures can be effected by bringing people from business, industry and organized labour, who know where the career opportunities are going to be and what the real world of work is like, into far closer collaboration with the schools. People in educational institutions offering occupational courses should make an attempt to get nearby employers to help in the training.
  
- \* Students should be given the opportunity to explore different occupations before choosing one pursued in depth consistent with the individuals ambitions, skills and

interests, and this whole enterprise should be operated as a genuine educational opportunity.

- \* New leadership and new commitment to the concept of career education system should be built.

#### 5.6.4.3 The proposed structure of the secondary school

In paragraph 4.4.4.1 and also in paragraph 4.4.2 it has become clear that at present post-primary education in Bophuthatswana is divided into two phases, viz the middle and the high school. The defects of the middle school education were described in paragraph 4.4.1. It is therefore proposed that the present structure of secondary school education be done away with and in its place the following structure is proposed:

Secondary school education should start from Standard 6 and should end in Standard 10. Secondary schools should be divided into two phases viz, Junior Secondary School (Standards 6 - 8 ) and Senior Secondary School (Standards 9 - 10). Both sub-divisions should be on one campus under one headmaster.

In accordance with the above division every secondary school should have a headmaster and two deputy headmasters, one in charge of the junior phase and the

other in charge of the senior phase.

5.6.4.4 The streaming of secondary school pupils into various courses

In contrast with the present arrangement in Bophutha-tswana where pupils are not scientifically streamed the following is proposed:

- \* Interest and flair ought to be considered when channelling pupils into the various avenues.
- \* Students obtaining less than 50% in their examinations at the end of the Junior Secondary School phase should not be allowed to follow an academic course but should follow a more practical one. This streaming is recommended because unless pupils are properly placed in courses according to their interests the drop-out rate will keep on increasing.
- \* The emphasis should be on quality rather than on the number of schools erected. In this connection Harbison and Myers (1964:127) declare that "A good strategy for secondary education concentrates on improvement in quality and orientation, rather than simply to provide more places for primary school leavers."

#### 5.6.5 Special education

At present there are only schools for the deaf, blind and crippled and cerebral-palsied in Bophuthatswana (see 4.4.5). For the simple reason that these facilities are considered insufficient it is proposed that separate institutions for the following categories of children be established in Bophuthatswana:

- \* the hard-of-hearing;
- \* the weak sighted;
- \* the cerebral-palsied;
- \* epileptic pupils;
- \* mentally retarded children;
- \* mentally gifted children; and
- \* multi-handicapped cripples.

It is also proposed that special schools be established in areas with a greater incidence of a particular handicap. The society should also be taught to accept handicapped children and should contribute socially in absorbing the handicapped persons into the social milieu.

The handicapped persons should be trained to be contributory members of the society wherein they live. They must also be given an opportunity to participate in social activities as far as it is possible.

It is costly to build and maintain special schools, worse still it is pathetic to educate or train a handicapped person and thereafter neglect him and not provide him with a job to earn a living.

The government should encourage the private sector to offer the handicapped persons job opportunities. As far as it is possible the government must set an example by offering such people job opportunities in State Departments and by paying salaries equal to the skills they have qualified for.

The Department of Education should make provision for the training of special education school teachers. It is unfortunate that at present teachers who have been trained for ordinary schools are used in special schools in Bophuthatswana.

#### 5.6.6 Colleges

##### 5.6.6.1 Colleges of Education

Contrary to the present set-up where both the middle school and primary school teachers are trained at Colleges of Education, it is proposed here that only the pre-school teachers and the primary school teachers should train at the Colleges of Education.

The present number and the location of Colleges of Education in Bophuthatswana are considered ideal (see 4.4.6.3).

The full exposition of the training of teachers will be given in paragraph 5.7.

#### 5.6.6.2 Technical Colleges

Even if the curriculum of the secondary schools will include technical subjects, technical colleges of a more specialised type remain a necessity. It is proposed that these colleges give a more refined technical curriculum.

The present technical high schools in Bophuthatswana go as far as Standard 10 (see paragraph 4.4.3). In contrast to this arrangement it is proposed that technical colleges also include post-matric courses for those students who cannot be admitted into technikons.

#### 5.6.7 Technikons

The technikon is a fully-fledged tertiary level educational institution which offers professional and career-oriented courses at post-matriculation level (RSA, 1983:31).

According to the Annual Report, (1981(a):9) there is only one technikon in Bophuthatswana viz, M. Setlogelo Technikon. In view of the low numbers at this technikon (see table 4.11) it is recommended that no other technikon should be built before the number of students in the present technikon can justify the necessity for another one.

At present there are only three categories of courses offered at the M.Setlogelo Technikon, viz,

- \* National Secretarial Certificate;
- \* National Secretarial Diploma; and
- \* Diploma in Fashion Design (Bophuthatswana, 1981(a):9).

In addition to these courses it is proposed that the following courses be included in the technikon in question:

- a five-year course leading to a National Diploma in Technology; and
- a six-year course leading to National Diploma in Technology.

The proposal for the inclusion of the above courses be made because a developing country such as Bophuthatswana

needs technology in the high-level manpower category for its effective development.

#### 5.6.8 University education

UNIBO started with three schools (see par. 4.4.7). The designation "school" sounds foreign to some of the Tswanas because they received their education in the RSA where reference is made to "faculties". It is unfortunate that UNIBO started on its own, it would have been most essential to have started this university under the guidance of one of the experienced South African universities.

For the sake of the principle of continuity it is recommended that UNIBO should adopt the general pattern of the South African universities. It is also recommended that for further planning of university education South African expertise should be used.

Up to the present, UNIBO has employed too many lecturers from overseas. This costs the state more money than it would have been the case had South African academics been appointed in those posts. It is therefore recommended that in those fields where there are no qualified Tswanas, South African academics, after thorough interview of course, should be appointed.

## 5.7 THE TRAINING OF TEACHERS

### 5.7.1 Introduction

The training of teachers is part of the school system but because of its importance it has been considered important to discuss it fully here.

Teacher training is the most important growing point of education in any country. Hartshorne (1982:42) declares that the "growing point of all educational progress and development is the education and training of teachers". If the teacher is left out in the development of education such a development will lamentably fail. Luthuli (1982:111) is correct in declaring that "no society can prosper educationally unless its teaching force is pedagogically and academically schooled to meet contemporary needs of its society in a fast changing world". Hartshorne (1974:171) also correctly maintains that "the quality of education depends in the main on the teacher in the classroom . . . it is the quality of the teacher, his knowledge, background, up-to-dateness and ability to teach that in the end is the deciding factor".

If teachers of Bophuthatswana are not effectively trained to be able to translate the Tswana philosophy of life

into practice the best recommendations in educational system planning will remain mere gimmicks.

The South African Teachers' Association (1945:1) asserts that "the keystone of the educational arch is the teacher and any plan for educational reconstruction is doomed to failure unless this fact is recognised. An education system worth the name should attract to the profession the best brains and the finest characters in the land".

It is proposed that the Bophuthatswana Department of Education ensures that the teaching profession represents, so far as it is practicably, as wide a cross-section of the interests and experiences of affairs, participation in some form of social services, so as to enhance the contribution which a man or woman can make to the schools.

It is clear that, if teachers are to meet the needs of children they must be educated men and women of responsibility whose training has introduced them to a full life which they will be encouraged to maintain and indeed develop during their professional careers. It depends almost entirely upon the quality of those who staff the schools whether the reforms proposed will be merely administrative reforms or whether they will,

in practice, work out as real educational reforms (Board Education, 1944:26-27).

#### 5.7.2 The training of pre-school teachers

It has been mentioned in paragraph 4.4.2 as well as in paragraph 5.6.2.2 that in Bophuthatswana there are no educationally-oriented pre-schools. It therefore stands to reason that at present teachers are not trained for pre-schools. In view of the fact that pre-schools have been proposed in paragraph 5.6.2.2, it is here recommended that teachers for those proposed pre-schools be trained.

##### 5.7.2.1 Places where pre-school teachers should be trained

As proposed in paragraph 5.6.6.1 the pre-primary school teachers will receive their training in colleges of Education. It is proposed that Colleges of Education should offer a Teachers' Diploma in Nursery Education. This diploma should be a post-matric course.

For those students who may like to go to the university it is recommended that UNIBO should offer a degree in Nursery Education as well as the University Teachers' Diploma which must be taken after degree work.

5.7.2.2 Duration of pre-school teachers' training course

It is proposed that the Teachers' Diploma in Nursery Education, which is taken after matric, be a three-year course. The University Teachers' Diploma will be a one-year course after the completion of degree work.

5.7.2.3 The curriculum of the pre-school teachers' course

The curriculum of the Teachers' Diploma in Nursery Education as well as in University Teachers' Diploma must be in line with the pre-school curriculum as described in paragraph 5.6.2.3.

In addition to the usual training courses they should also be taught a law subject that will be described in paragraph 5.7.3.3.

5.7.3 The training of primary school teachers

It is important to note that the primary school teachers also need to have a sound academic background to be able to do their work with efficiency and authority.

5.7.3.1 The entrance qualifications to the primary school course

The present set-up where matriculation is taken as the

minimum entrance qualification to Primary Teachers' Diploma in Bophuthatswana is considered ideal (see 4.4.6.3).

#### 5.7.3.2 The duration of Primary Teachers' Diploma

At present in Bophuthatswana Primary Teachers' Diploma is a three-year course. This period of at least three years is also considered ideal and should therefore be retained (see 4.4.6.3).

#### 5.7.3.3 The curriculum of the Primary Teachers' Diploma

The curriculum of the Primary Teachers' Diploma needs to integrate both academic and professional work. In view of the fact that this is a post-matric course it is recommended that the academic subjects be more complex and demanding than matric subjects.

In the present system of education of Bophuthatswana no provision is made for a legal subject in the curriculum of Colleges of Education with the result that people enter the teaching profession and retire without knowing the legal implication of their activities as teachers. Some enter and leave the profession through retirement before knowing even their conditions of service. It is therefore proposed that the legal subject which may be called *Educational Law* be included in the

curriculum of teacher training. This subject will deal with the Education Act in force, the Insurance Act, the rights of both children and parents in education, corporal punishment, the concept of *in loco parentis* etc.

#### 5.7.3.4 The practice-teaching of primary school student teachers

So far teaching is the only profession which a person enters without enough practical experience. To make the training of teachers more effective it is essential that the duration of the period that the student-teacher is exposed to the practical classroom situation be extended to at least six months. In his final year in training the student-teacher should spend the first six months at the school doing practice teaching.

The schools at which student-teachers do practice-teaching must be carefully selected so that only good schools can be used for this purpose. Unfortunately at present in Bophuthatswana schools are not selected and any school is used for practice-teaching. This practice makes it possible for some student teachers to go to bad schools and the probable effect of a bad school on the student teacher requires no further elaboration.

At present in Bophuthatswana the liaison between training colleges and schools in which student-teachers do their practice teaching is clearly weak and generally ineffective. It would perhaps help if principals of Colleges of Education were to hold half-yearly meetings with the principals of the primary schools concerned so that the latter felt that they were part of the training programme and know what is expected of them. The Educational Consultants should take part in such meetings and in the organisation and control of teaching practice (Hartshorne, 1982:44).

Demonstration lessons by the college lecturers and practical work by the students should form an integral part of the training programme of teachers. Hartshorne (1982:44) declares that "there is a need for a laboratory school on the campus of the training college". Its teachers should be part of the training college staff and must be selected not only for their teaching ability but for their capacity to communicate with students. The laboratory school will be used for demonstration lessons.

#### 5.7.4 The training of multi-purpose secondary school teachers

It is important that multi-purpose secondary school

teachers be trained at the National University, so that teachers may go into the field with the University influence to pass on to their students.

5.7.4.1 The duration of multi-purpose secondary school teachers' training

At present UNIBO is offering an integrated degree in three directions, viz, B.A. (Ed.), B.Sc. (Ed.) and B.Com. (Ed.) (see par. 4.4.7). These degrees integrate both professional and academic work. The duration of these courses is four years.

The following courses are also recommended to be offered by UNIBO:

- \* a post-graduate professional course (Degree + Diploma);
- \* a four-year University Diploma (Diploma without degree);
- \* a post-graduate professional course in Nursery Education. This will be a one-year course to be done after a degree in Nursery Education has been completed.

5.7.4.2 The curriculum of the multi-purpose secondary teachers' course

The curriculum of the secondary school teachers' course should be in accordance with the subjects offered in the secondary school so that teachers could be trained for the subjects they are expected to teach.

The legal subject mentioned in paragraph 5.7.3.3., is also relevant here.

5.7.5 The in-service training of teachers

The in-service training of teachers is the lifeblood of the teaching profession and for that reason any system of education worthy of the name will give top priority to in-service training of teachers. (Moffit, 1963: 3) is correct in declaring that "the experienced teacher, and the beginning teacher, the good and not-so-good teacher all need to extend their knowledge and change their patterns of teaching as research may direct". Education is dynamic and the teacher may not remain static.

More and more research alters practices, therefore the need for in-service training can hardly be over-emphasized (Moffit, 1936:6). The school at which the teacher is based should serve as the first point where the young

teacher receives in-service training, hence it is very important that the principal must continuously evaluate his teachers so that he gets to know teachers whom he can request to train young inexperienced teachers. It is important that young teachers who have just joined the profession be properly guided.

The quality of any school system may largely be determined by the quality of the in-service educational programmes involving the professional staff.

In the present system of education in Bophuthatswana the departmental in-service training centre, based in Mmabatho is the only agent involved in in-service training programmes. It therefore stands to reason that not all relevant resources have been exploited in this respect.

The following resources are therefore recommended for the Bophuthatswana educational system (Hartshorne, 1982:42):

\* Teachers' Organisation

A Teachers' Organisation could play a greater role in the in-service training of teachers through the setting up of independent Teachers' Centres.

\* Colleges of Education

Should the Colleges of Education be drawn into in-service programmes (on a regular basis), it would have the added advantage of keeping the training staff in touch with everyday problems of the teachers in the schools.

\* The University

The University should be brought into its "constituency" and in terms of academic upgrading, particularly at the post senior-certificate level, it has expertise and facilities not to be found elsewhere.

\* The private sector

There is a place for private enterprise to lend a hand, but in doing so there should be a spirit of openness and co-operation from the Education Department rather than the characteristic suspicious reserve of the present.

In-service training of teachers is recommended for Bophuthatswana on the following grounds:

- professional growth is a career-long process;
- through assessment and synthesis of both individual

and staff development needs it is essential;

- the responsibility for making choices among an array of professional growth opportunities and for co-ordinating these must be shared (that is, by the individual teacher, the employment agency, and other appropriate agents such as institutions offering graduate work);
- in-service offerings must be conceived of and planned as a holistic programme, rather than as a fragmented series of unrelated activities;
- ongoing evaluation of individual teacher and staff performance is a critical need, one which must be accomplished on a number of levels and through a variety of techniques; and
- the supportive function of supervision and evaluation must replace the present punitive orientation.

#### 5.7.6 The conditions of service of serving teachers

No Ministry of Education can hope to keep good teachers in its service unless the conditions of service are inviting. To get the best work from teachers two things are according to Griffiths (1962:80) necessary, viz:

- \* good physical conditions; and
- \* appreciation and support.

Under physical conditions Griffiths (1962:80) refers to proper classroom, and reasonable number of pupils to be handled by the teacher, an adequate supply of books and a physical infrastructure such as libraries, laboratories, etc.

With public support Griffiths,(1962:80) refers to the fact that the public and the Department of Education must show support and appreciation of the teacher's efforts. Parents must support school discipline. Teachers do not give their best when they feel a real grievance about their salary scales, allowances and pensions.

Teachers lose hope and confidence in the Department when they discover that promotions are not based on merit. It is most undesirable that promotions should be based on personal connections of some of the teachers with some head office officials. The Ministry of Education which tolerates this invidious situation will fail most lamentably because teachers of substance will leave the teaching profession for other occupations.

## 5.8 AUXILIARY SERVICES

### 5.8.1 Introduction

—The definition of auxiliary services has been given in paragraph 4.5.1. These services are the lifeblood of quality teaching. The quality of these services will in no small measure determine the quality of teaching in schools. The following services have not been catered for in the present educational system of Bophuthatswana as it has been evident in chapter 4 of this study, and they are therefore proposed for inclusion in the educational system.

### 5.8.2 Bureau of Research

Education is dynamic and the Ministry of Education may not be static. Dugard (1982:11) asserts that "research and education are inextricably linked". It is unfortunate that there is no unit to carry out basic research in the present system of education in Bophuthatswana. The inclusion of the Bureau of Research in the head office structure of the Department of Education will therefore be a step in the right direction. The system of education which is not based on research may degenerate into mere emotional opinions of those in authority and it may not stand the test of time.

The Bureau of Research must be staffed with people who are educationally well founded.

The following may *inter alia*, be the functions of the Bureau of Research:

- \* to conduct research in all facets of education aimed at innovating and improving education;
- \* conducting research aimed at adapting education to the needs of every district in Bophuthatswana;
- \* to scientifically experiment and test any recommendation made by any person or commission before implementation. It is risky and unscientific to implement recommendations of any person or commission without first scientifically testing the probable effectiveness of such recommendations;
- \* the Bureau of Research will also assess and co-ordinate the activities of the District Planning Committees and will also assess their reports; and
- \* the Bureau of Research will also monitor the activities of psychological services section of the Ministry.

A close co-operation between the Bureau of Research and the planning section of the Ministry will be maintained.

### 5.8.3 External Examinations

An independent state must have complete control of the education of its inhabitants. The fact that the Bophuthatswana National Education Commission (Bophuthatswana, 1978(a):53) recommends that the Joint Matriculation Board be retained in Bophuthatswana is most disappointing because the Joint Matriculation Board is the South African Matric Board and retaining it in Bophuthatswana suggests that the Republic of South Africa will continue to supervise educational standards in Bophuthatswana. It is therefore proposed that an examining body of Bophuthatswana should be set up. This body should be called the Bophuthatswana Associated Matric Board (BAMB).

BAMB may be constituted as follows:

- \* a representative of the National university;
- \* one member of the Teachers' Association;
- \* a presentative of the Educational Consultants' Association;

- \* the Chief Education Planner (Examinations) who may be a chairman;
- \* a representative of the Bureau of Research; and
- \* a senior official in charge of the curriculum and syllabus research projects.

#### 5.8.4 Selection Board

For the setting and maintenance of good educational standards it is imperative to establish a Selection Board for teachers and officers in the Ministry of Education.

##### 5.8.4.1 The functions of the Selection Board

The following are deemed to be some of the most important functions of the Selection Board:

- \* to screen and assess applicants for all the promotion posts in the Department;
- \* to assess all applicants from other countries and other state departments wishing to join the Education Department; and

\* screening and assessing expatriate teachers.

#### 5.8.4.2 Methods of evaluating applicants

In evaluating teachers and officers for promotion posts, the following scale may be useful:

Fig. 5.1

*Evaluation scale* (Republic of South Africa, 1982(c):12)

<i>Main criteria</i>	<i>No. of items or sub-criteria</i>	<i>Maximum total (Points scale)</i>	<i>Weight of main criteria (i.e. total % of total)</i>
Curricular efficiency	12	12x7=84	50%
Extra-curricular efficiency	4	4x7=28	16,67%
Personality and character traits	4	4x7=28	16,67%
Professional disposition	4	4x7=28	16,67%
	<hr/> 24	<hr/> 168	<hr/> 100%

The features taken into account in the evaluation of a teacher are grouped together in four main criteria, which in turn are divided into a total of 24 items or sub-criteria as follows (Republic of South Africa, 1982 (c):12-14):

\* curricular efficiency

This heading is sub-divided into 12 sub-criteria all concerned with a teacher's ability, his actual work performance and the success he achieves with efficient teaching in the classroom. The importance of this section is demonstrated by the fact that 50% of the total possible points are allocated to it.

\* Extra-curricular efficiency

In this section there are four sub-criteria that have to do with a teacher's ability, willingness and his actual share and success in respect of the activities of the school as a whole and of the pupils outside the classroom. This section does not refer exclusively to sport and organised social and cultural activities only but also to the teacher's role in the general spirit and discipline of the school, the maintenance and enhancement of the buildings and grounds, to pupils' use of leisure time, the raising of funds and all kinds of school functions and other matters concerning the school. Seventeen per cent of the total points are allocated to this section.

\* Personality : character traits

Here four sub-criteria, having to do with the teacher as a person are evaluated: his disposition, character,

relationship with people with whom he comes into contact and the general example he sets. Seventeen per cent of the total points are allocated to this section.

\* Professional disposition

This section is divided into four sub-sections and it evaluates the teacher's professional conduct, his professional pride and the esteem in which he is held as a teacher. His interest in and his attempts to develop himself professionally and academically. Points are measured against each of the 24 sub-criteria on a sevenpoint scale.

The reader will realize that up to this point no mention has been made of academic qualifications of the applicant being assessed. This is so because it is assumed that every system of education worth the name will expect all applicants to possess relevant academic and professional qualifications. Applicants for promotion posts in the primary schools will be expected to possess at least a matriculation certificate and the Primary Teachers' Diploma. In the multi-purpose secondary schools all applicants should be holding qualifications as outlined in paragraph 5.7.4.1.

In as far as an inspectorship is concerned all applicants will be expected to possess a university degree and preference must be given to those possessing post-graduate degrees in the relevant fields. Strict adherence to these standards will give education the dignity it deserves.

It is most disappointing to realize that almost half the inspectorate in Bophuthatswana are non-graduates and what is further disappointing is that these non-graduate inspectors receive the same salary as their graduate colleagues (see 4.3.2.2). If this unfortunate situation is left to continue unchecked the presence of the university in this National State will be meaningless.

The membership of the Selection Board may be as follows:

- a deputy Director (professional side);
- a Chief Education Planner in charge of schools;  
and
- a representative of the Educational Consultants' Association.

5.8.5 The Curriculum and Syllabus Research Projects  
Committee

5.8.5.1 Introduction

The curricula and the syllabuses constitute the core of formal education. If the school curriculum is divorced from reality, the products of the educational system will be misfits in life. Steyn (1982:1) correctly declares: "In order to live effectively, in an orderly fashion and according to the demands of the era, scientific planning of the formal preparation to meet these needs is essential."

It is unfortunate that in most systems of education teachers are excluded from curriculum planning. According to De Vries (1976:38) curriculum study belongs to the teacher because in that lie the implications of the improvement of education. For the teacher to be worth his salt in this work he must be able to do some research. According to De Vries (1976:39) the type of research referred to here is based on the studies of the classroom and therefore rests on the work of the teacher.

Only teachers who know and understand the ground motif the life philosophy of the Tswanas, the priorities and

aspirations of the Tswanas should serve on the Curriculum and Syllabus Research Projects Committee.

5.8.5.2 The current problems in respect of curriculum planning

Raath (1982:40) sums up the problems in respect of curriculum planning as follows:

- \* there are very few trained people in the field of curriculum studies;
- \* people who take decisions in curriculum matters or who should provide guidance on that are often not well-founded in curriculum matters;
- \* recommendations in respect of curriculum renewal often rests on personal discretions and experience instead of reliable research;
- \* nobody has a comprehensive view over the whole terrain of curriculum studies; and
- \* teachers are too bound to the syllabuses and do not easily deviate from them.

The above listed problems abound in Bophuthatswana at

present. It is therefore proposed that in Bophutha-tswana curriculum and syllabus planners should at least know the following:

- The ontological issues underlying the curriculum

Horby (1977:597) defines *ontology* as the essence of things. According to Taljaard (1976:28) an issue of ontology involves an integration as to what exists. It is therefore essential that a curriculum planner must know the ontics of the curriculum.

According to Steyn (1982:2), in the reality created and established by God, one sees a specific structure, building plan or natural law-determined character. Man has therefore the mandate of discovering the concrete reality of God's will within creation. For man to be able to fulfil this mandate Steyn (1982:28) declares: "In order for man to fulfil his vocation as teacher, lawyer, dentist, carpenter and so on, man has to be equipped formally with basic and specialized knowledge in various fields."

The pattern or framework within which the composite whole of knowledge is organized is the curriculum.

From the above paragraphs it becomes clear that those charged with the curriculum planning ought to know the ontology of the curriculum.

Steyn (1982:3) lists the following as the ontic traits of the curriculum:

- . organized knowledge divided into subjects,
- . cultural experience,
- . components of the teaching situation, and
- . a composite body of knowledge.

- The coherence between reality, culture and curriculum

A relevant and scientific curriculum will correlate with reality and culture. It therefore stands to reason that in addition to the knowledge of what the curriculum is, the curriculum planner must understand the culture of the people the curriculum is intended for and what the reality is. In addition to the culture the curriculum planner must know the life-view of the people.

According to Stone (1974:21) the reality is composed of at least the following determining factors: spatial, numerical, kinematic, biotic, physical, historical, psychic, logical, linguistic, aesthetic, economic,

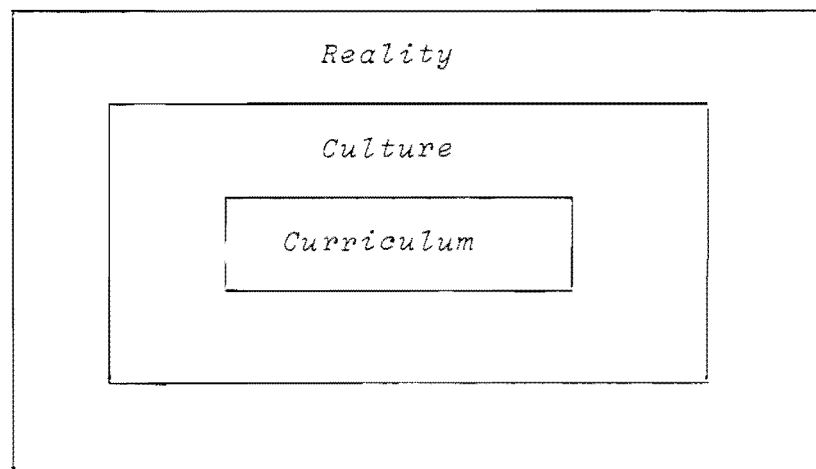
social, ethical, juridical and pistical.

The curriculum should be based on the culturally formative activities embracing the entire spectrum of reality. The normative cultural avenues are categorised in various subjects such as Setswana, English, Afrikaans etc.

The coherence between culture, reality and the curriculum is diagrammatically respresented by Steyn (1982: 8) as follows:

Fig. 5.2

*Diagrammatical representation of the coherence between culture, reality and curriculum*



One of the chief functions of the curriculum is to transmit the culture of the group to the future builders of culture, which is nothing less than the

exploitation of reality.

- Man's cultural rights

The curriculum is founded in the temporal mode of existence of reality. The origin, development and direction of a specific culture influence the educational system and for the normative choices which the child has to enact within the culture. The community has the right to preserve its culture. This, however, does not rule out the importance of cultural enrichment. What the curriculum planner should bear in mind is that foreign cultural elements should not be allowed to erode the culture of the community the curriculum is meant for.

The curriculum planner must understand the aspirations (past, present and future) of the community the curriculum is being planned for. Put differently, the curriculum planner must be guided by the ground motif of the community.

5.8.5.3 The functions of the Curriculum and Syllabus  
Research Projects Committee

The following functions are proposed for the committee in question (TED, *Annual Report*, 1980:29):

- \* continuous assessment of the relevance of the curriculum;
- \* extension of the curriculum resulting from intensive scientific research;
- \* adaptation of existing syllabuses to life needs;
- \* careful study of all matters relating to curriculum expansion and enrichment;
- \* continuous evaluation of the syllabus content and the didactic aspects involved; and
- \* systematic testing of suggestions towards the improvement and renewal of the syllabi content.

#### 5.8.5.4 The constitution of the Curriculum and Syllabus Research Projects Committee

In the case of the multi-purpose secondary school education, the committee will be constituted as follows: a representative of each of the Colleges of Education, the University, Bureau of Research, Bophuthatswana Associated Matric Board and subject advisers.

Every subject will have its own committee and the chairmen of all subject committees will form the executive which in essence will be the Curriculum and Syllabus Research Projects Committee.

In the case of the primary schools the structure remains the same as that of the secondary school education, with the inclusion of the Education Planner for primary schools.

The above recommendations will serve to innovate the present Bophuthatswana Curriculum and Examination Council which is at present mainly concerned with the changing of syllabuses (see 4.5.2).

#### 5.8.6 Audio-visual Aids Centre

##### 5.8.6.1 Introduction

The effectiveness of audio-visual aids in teaching can hardly be over-emphasized. In respect of the provision of audio-visual aids Ruperti (1975:116) asserts: "Generally this task is undertaken by the education authorities, sometimes with the help of a non-education body such as a national service or private organization."

#### 5.8.6.2 The Central Media Centre

In the present system of education in Bophuthatswana as described in chapter 4 it has become clear that the Central Media Centre has not been accommodated. It is therefore proposed that the Central Media Centre be included in the head office structure of the Department of Education. This section of the head office should be staffed with experts in the field of teaching aids and micro-teaching. A staff of three experts is proposed.

#### 5.8.6.3 The functions of the Central Media Centre

The following are considered important functions of the Central Media Centre:

- \* connecting schools with firms manufacturing audio-visual aids;
- \* guiding and helping schools in establishing school media centres;
- \* training and guiding teachers in storing and using audio-visual aids; and
- \* conducting continuous research in the field of audio-visual aids.

It is essential that every school must have at least one teacher who can effectively take charge of media centre (school media centre). Colleges of Education should take a lead in establishing school media centres.

According to the Republic of South Africa (1982(d):2), "Statistics prove that when a teacher relies on words alone for communication an estimated 90% of his lesson is often forgotten or entirely misinterpreted. In other words pupils retain only 10% of what they hear."

Teachers can do their work effectively when they have at their disposal the tools of communication and learning that this technological age has given them. By making proper use of aids they will come to understand that these media are not gadgets and devices to make their work more difficult and involved. They will welcome their availability for they will have discovered that, used correctly, these media can make their teaching and their pupil's learning easier and more effective.

#### 5.8.7 Aid Services

The fact that there are no Aid Services in the present system of education in Bophuthatswana will make their introduction in the educational system a breakthrough

in the field of educational services.

The following services are recommended for inclusion in the educational system of Bophuthatswana:

\* Orthopedagogic Aid Services

These services are aimed at giving help to children with behavioral problems, mentally retarded children and children with learning problems.

In respect of behavioral problems the cause of the problem is to be investigated through interviews with parents and also through investigation media. It further entails decision taking on further contraventions and planning in co-operation with the psycho-pedagogic, parents and teachers (Van Schalkwyk, 1981:202).

\* Orthodidactic Aid Service

This service's primary task is to aid in solving a particular learning problem or specific learning problem. The parents and the school situation are also considered. Firstly one deals with identification of the child with a serious learning problem and specific learning problems so that the nature, scope and causes could be determined. Secondly it entails

meaningful service-giving aid to the child in his problematic learning situation to solve the problem. Parents and teachers are given guidance regarding identification and giving of aid to such pupils (Van Schalkwyk, 1981: 202-203).

\* Socio-pedagogic Aid Service

The primary task of the Socio-pedagogic Aid Service is the scientific identification and evaluation of the problematic educational situation. Children are also helped to work together. This service also includes removals and transfers of pupils, after-care and therapy (Van Schalkwyk, 1981:203).

\* Vocational Orientation Service

This service is aimed at helping pupils in respect of subject choice, choice of study direction aimed at responsible career choices. It involves testing of pupils and provision of vocational guidance. The Vocational Orientation Service is also aimed at helping all pupils and furthermore at efficient implementation of differentiation (Van Schalkwyk, 1981:203).

\* Speech-therapeutic Aid Service

This service's task is the identification of speech, hearing, and language problems and it gives aid to

such cases (Van Schalkwyk, 1981:203).

## 5.9 TEACHERS' CENTRES

### 5.9.1 Introduction

It has become obvious that no provision has been made for Teachers' Centres in the present system of education in Bophuthatswana. It therefore becomes imperative to recommend the establishment of Teachers' Centres in Bophuthatswana.

A Teachers' Centre may be defined as a professionally enriching and developing meeting place for teachers. This centre is also characterized by the absence of officialdom and by the relaxed atmosphere where professional cross-pollination is an important feature. Miles (1975:167) declares that "altering the skills, knowledge, and capability of the individual teacher is seen as a high-priority entry point into the improvement of the educational system". Therefore the importance of Teachers' Centres can hardly be over-emphasized.

It is important to note that a Teachers' Centre belongs to teachers, exist through teachers and are for teachers by teachers. Bell and Peightel (1975):10) are correct in declaring that "Teachers want to explore new methods

and develop skills, to try out new materials and in a non-threatening way, meet their individual needs". This assertion in no small measure gives rise to the importance of the development of Teachers' Centres.

In-service training has become so important that it brings additional relationships to programmes of staff-development. It is true that generic training of teachers fails to provide help with their specialised concern especially as regards methodology. Official in-service training programmes often do not solve the more intimate problems teachers, curriculum, development, discipline, new approaches and development. According to a brochure of the Potchefstroom Teacher Centre (Potchefstroom Teacher Centre, 1982:2) the establishment of Teachers' Centres has been necessitated by the continuous and rapid pace of renewal which education is subjected to.

Direction of teachers' ability through shared experiences and information, by providing new information, by assessing it by fresh or new viewpoints and to stimulate each other to look at different approaches to old or freshly experienced problems is another feature of Teachers' Centres (Bosman, 1982:2).

According to Bosman (1982:2) Teachers' Centres strive to:

- \* remove the boundaries between primary and secondary school teachers;
- \* remove the boundaries between the respective subjects in the curriculum so that subjects are not isolated, watertight compartments;
- \* eliminate unnecessary boundaries that abound between teachers and lecturers at teachers' training institutions; and
- \* get rid of the unnatural boundaries that exist between heads and teachers.

#### 5.9.2 The functions of Teachers' Centres

According to Brand (1975:146) the ultimate aim of the Teachers' Centre is to promote the growth and sharing of local curriculum innovations and this could be achieved with enthusiastic co-operation and participation from as many schools as possible within the particular area. To a very large extent the success of the centre depends on the positive attitude of the local headmaster.

According to a brochure of the Potchefstroom Teachers' Centre (Potchefstroom Teachers' Centre, 1982:2) the following are the important functions of Teacher's Centres:

- \* To compile a non-prescriptive programme of action and to channel this through a central organisation in which teachers have a say. By systematising the needs, requests, problems, etc., a programme is drawn up and sent out to schools.
- \* Providing compact, multi-purpose workshops where teachers can prepare teaching aids and software, build models, duplicate hand-outs and obtain advice on preparation of software.
- \* Establishing satellite centres at more remote places and to provide, as far as practicable, the same benefits which the main centre has.
- \* Compiling a panel of advisors on a variety of subjects. The panel will be drawn from experienced teachers, subject specialists, specialists from the local College of Education and the University who will be ready to give advice to teachers who may have particular problems.
- \* To provide such services as experience may eventually teach.
- \* Providing more specialised services and facilities not normally found at schools.

In addition to the above functions the following functions are also considered relevant for education in Bophuthatswana (Miles, 1975:169-171):

- Skills learning

The centre could be used to learn skills involved in the use of new materials and curricula.

- Renewal and rejuvenation

The centre may serve the functions of generating a new start, a revaluation of one's role as a teacher, with an attendant sense of excitement and development.

- Lateral diffusion and practice

Centres may encourage the swapping of teaching innovations through their peer teaching and an exchange of functions.

- Personal and professional ego development

Teachers' Centres may provide a setting in which teachers get to know themselves as teachers, thereby strengthening their own personal capabilities.

- Strategic improvement

Teachers' Centres may also provide teachers with the

sense that they are able to influence the immediate educational environment and thereby encourage and enable more initiative-taking in changed efforts.

#### 5.9.3 The control of Teachers' Centres

For Bophuthatswana it is proposed that Teachers' Centres be controlled in the following manner:

#### 5.9.4 The Central Centre Committee

This is a management committee of the Teachers' Centres and should be responsible for the activities of the Teachers' Centre in various circuits. The Central Centre Committee may be structured as follows:

- \* the Education Planner for teachers' education who may serve as the chairman;
- \* a representative of the Teachers' Association;
- \* a representative of the Educational Consultants' Association; and
- \* all heads of Teachers' Centres from all the circuits.

#### 5.9.5 The Local Management Committee

The Local Management Committee should be formed as follows:

- \* the head of the local Teachers' Centre serves as the chairman of this committee;
- \* one teacher, elected by the local teachers;
- \* a representative of the local principal's council;  
and
- \* two additional members, preferably experienced teachers in the circuit.

#### 5.9.6 Workshop Committee

The Chairmen of various subject committees from this committee which operates under the chairmanship of the head of the centre.

The staff of every Teachers' Centre should be constituted as follows: the principal who should be of the same rank as the Educational consultant, and the typist.

#### 5.10 CHAPTER SUMMARY

The fact that the educational system should be based on the ground motif of the people has been highlighted in the chapter.

In this chapter new objectives of education of Bophutha-tswana are discussed. It is, *inter alia*, mentioned

that education will be based on continuous research. The objectives proposed centre mainly on research and good character.

In respect of control, meaningful decentralization is proposed, hence the proposal of three regions.

As regards supervision of education the importance of professional leadership on the part of the Educational Consultant has been emphasized.

Pre-school education is discussed in so far as the following matters are concerned: the need for pre-school education, planning and construction of the pre-school, curriculum planning and personnel.

The following aspects of the primary school received attention: the functions of the primary school, the structure of the primary school, course and the personnel.

Complete transformation of the present secondary school course has been proposed. More flexibility and differentiation in the curriculum of the secondary school are called for in this chapter. For that reason it has been proposed that the present academic secondary schools be converted into multi-purpose secondary schools.

In so far as special education is concerned it has been proposed that the field covered by special education in Bophuthatswana be extended to cover the following categories of handicapped children:

- \* the hard-of-hearing;
- \* the weak sighted;
- \* the cerebral palsied;
- \* epileptic pupils;
- \* the mentally gifted; and
- \* multi-handicapped cripples.

Teacher education is discussed in so far as the places for the training teachers are concerned. Colleges of Education have been proposed for the training of both the pre-school and the primary school teachers. As for secondary school teachers the University has been proposed.

The following services are also discussed:

- Bureau of Research

It has been explained that the Bureau of Research is important in maintaining continuous educational research.

- External Examination

The importance of establishing an examining body in Bophuthatswana has been proposed. The name Bophuthatswana Associated Matric Board has been suggested for this body.

- Selection Board

In respect of the selection of teachers it has been stressed that it will reduce subjectivity and nepotism in as far as promotions are concerned.

- The Curriculum and Syllabus Research Project Committees

Continuous assessment and research are cited as the most important functions of these committees.

- Aid Services

Orthopedagogic, Orthodidactic, Socio-Pedagogic, Vocational and Speech-Therapeutic Services are proposed for inclusion in the head office structure of the Ministry of Education.

- Teachers' Centres

The importance of Teachers' Centres in the in-service training of teachers is emphasized in this chapter.

In the next chapter all the material discussed so far will be brought together in summarized form and recommendations will be made.