

**PROBLEMS EXPERIENCED BY PRACTITIONERS IN IMPLEMENTING
CONTINUOUS ASSESSMENT AND COMMON TASK FOR
ASSESSMENT IN THE GENERAL EDUCATION AND
TRAINING CERTIFICATE IN THE
NORTH WEST PROVINCE**



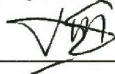
E.V.MAMMEN

DECLARATION

I declare that this dissertation is my own, unaided work. It is being submitted for the degree of Doctor of Education, in the North-West University, Mafikeng Campus, Republic of South Africa. I also declare that all reference material contained in this study has been fully acknowledged.

NAME: Emily Varughese Mammen

SIGNATURE

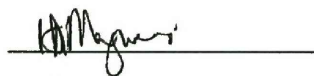


CERTIFICATE OF ACCEPTANCE FOR EXAMINATION

This thesis, "Problems Experienced by Practitioners in Implementing the Continuous Assessment and Common Task for Assessment in the General Education and Training Certificate in the North West Province", written by Emily Varughese Mammen, is hereby recommended for acceptance for examination

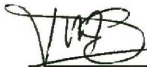
Supervisors:


Prof. M. W. Mwenesongole


Dr. K. N. Magwenzi

DEDICATION

This study is dedicated first, to the memories of my late mother, Mrs. Rachel Mathew, a very dedicated teacher who was my friend and confidant. She showed me how it feels to feel the sky within my reach. Secondly, to my father Mr. V.C Mathew, who instilled in me, like he did in thousands of other learners, a desire to pursue my dreams, no matter how far-fetched society may have deemed them.



E.V Mammen

ACKNOWLEDGEMENTS

In accomplishing this study, the researcher is considerably indebted to a number of persons and institutions to whom sincere gratitude is expressed. I should however like to give special thanks to the following:

- Professor. M. W. Mwenesongole and Dr. K. N. Magwenzi, my supervisors, to whom I am especially grateful. Their keen interest, as well as constructive criticism, which was always tempered with encouragement, has contributed significantly to the completion of this study.
- Mr. L.E.M. Setlhare for his constant encouragement
- Prof. Awudetsey for assisting me and also for sacrificing his private time for the purpose of the completion of this study.
- All the school management staff, teachers and professional support staff who agreed to participate in the study.
- My colleagues and acquaintances at the Mafikeng Educational Region for their assistance, motivation and contribution in various ways. These include Mr. L. B. Lephote, Mrs. M. Vanbiljon, Mr. P. Dewet, and Mr. Amal Jayalath

- Mr. B. Reynolds for the invaluable assistance provided in proof reading this manuscript and making various suggestions for improvement.
- My dear husband, Varughese Mammen, for his unfailing, supportive role during my absence from home when he never failed to be a source of warmth and comfort to my daughter.
- My son, Ashish Varughese Mammen and my daughter Bhavana, who encouraged me throughout this study.
- God almighty who made all things possible.

E.V.Mammen.

ABSTRACT

This study reports on the findings of a research project into the problems facing the General Education and Training Certificate (GETC) for Grade 9 learners in the North West Province. To do this, the views of school management staff, teachers and professional support staff were sought. This study confined itself to the North West Province, South Africa. The sample size was two hundred individuals, comprising professional support staff, school management staff and teachers who are directly involved with GETC and Outcomes-Based Assessment (OBA). Three main problem areas were selected for the purpose of this study. These are (a) OBA assessment training (b) follow-up activities needed for teachers (c) challenges facing the school level implementation. The study culminated in recommendation of a professional support model for teachers.

The findings of this study revealed that teachers in the province were not adequately trained for the General Education and Training Certificate (GETC) implementation. Professional Support Staff did not offer enough follow-up activities to support the teachers during the implementation period and there after. Lack of this monitoring and supporting mechanism adversely affects the school level implementation of the GETC for Grade 9 learners. It was also revealed that schools are experiencing challenges regarding time management, implementation of CASS and CTA and in the processes and procedures followed in the GETC administration. The final recommendation is that there is a need to include in the pre-service training programmes, CASS and CTA assessment and develop an ongoing professional support plan for teachers who are in the service.

TABLE OF CONTENTS

Declaration	i
Certificate of acceptance for examination	ii
Dedication	iii
Acknowledgements	iv
Abstract	vi
Table of contents	vii
List of tables	x
List of figures	xi
List of maps	xii
Abbreviations and acronyms	xiii
Chapter 1. Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	7
1.3 Research questions	7
1.4 Purpose of study	8
1.5 Rationale for the study	9
1.6 Significance of the study	11
1.7 The delimitations of the study	12
1.8 Definition of terms	13
Chapter II. Literature review	17
2.1 Introduction	17
2.2 Theoretical frame work	21
2.3 Principles of OBE and OBA	31
2.4 Need for an alternative assessment	36

2.5	Role of assessment in teaching and learning	39
2.6	Styles of assessment	43
2.7	Changing trends in assessment: an international perspective	47
2.8	Introduction of Outcomes Based Assessment in South Africa	52
2.9	The purpose of using continuous assessment for GETC	55
2.10	Problems associated with continuous assessment	62
2.11	Conclusion	66
Chapter III. Research design		67
3.1	Introduction	67
3.2	Research approach	67
3.3	Choice of research area	68
3.4	Population	72
3.5	Sample size	74
3.6	Method of data collection	76
3.7	Details of data collection	81
3.8	Conclusion	82
Chapter IV. Data presentation and analysis		84
4.1	Introduction	84
4.2	Details of analysis	85
4.3	Conclusion	144
Chapter V. Discussion of results and conclusion.		145
5.1	Introduction	145
5.2	Discussion of results	145
5.3	Summary and conclusion	167

Chapter VI. A professional developmental support model for teachers and recommendations for further research	172
6.1 Introduction	172
6.2 Professional support	173
6.3 Recommendations and areas for further research	191
Chapter VI. Bibliography	196
Appendix	217
Letter of Request	228

List of Tables

1.	Criteria and principles of Outcomes-Based Assessment	4
2.	The role of assessment by seven levels of analysis	42
3.	Choice of schools and respondents	75
4.	Choice of APO and Head Office and respondents	75
5.	School management staff, and teachers' understanding of OBA	88
6.	School management staff's and teachers' knowledge of assessment techniques	91
7.	Frequency of assessment of learners in schools	93
8.	Assessment techniques which are in use	94
9.	Responses from SMT regarding the training for OBA	98
10.	Responses from teachers regarding the assessment training	102
11.	Responses from SMT regarding the follow-up activities needed for teachers	105
12.	Responses from Teachers regarding the follow-up activities needed for teachers	110
13.	Responses from PSF staff regarding the follow-up activities needed for teachers	113
14.	Responses from managers regarding the challenges: time management	117
15.	Responses from teachers regarding time management	120
16.	Responses from professional support staff regarding the implementation of CASS and CTA	123
17.	Responses from professional support staff regarding procedures and practices in GETC administration	126
18.	Assessment training: comparison of responses received from SMT and teachers	130
19.	Follow-up activities: responses from SMT, teachers and PSF	133
20.	Challenges facing GETC: time management - responses from SMT teachers and PSF	136
21.	Challenges facing GETC: Implementation of CASS and CTA	139
22.	Challenges Facing GETC: Administration – responses from PSF staff	142

List of Figures

1.	Relationship between formative & summative assessment	40
2.	Perfect test	45
3.	Difficult test	45
4.	Easy test	45
5.	OBA training: responses from managers	99
6.	OBA training: responses from teachers	103
7.	Follow-up activities: responses from SMT	106
8.	Follow-up activities: responses from teachers	111
9.	Follow-up activities: responses from PSF staff	114
10.	Challenges: time management-responses from SMT	118
11.	Challenges: time management-responses from teachers	121
12.	Challenges: implementation of CASS and CTA -responses from PSF staff	124
13.	Challenges: procedures and practices in GETC administration	127
14.	Assessment training responses from SMT and teachers	131
15.	Follow-up activities: responses from SMT, teachers and PSF	134
16.	Challenges: time management responses from managers and teachers	137
17.	Challenges facing GETC: Implementation of CASS and CTA-responses from PSF staff	140
18.	Challenges facing GETC: in GETC administration - responses from PSF staff	143
19.	Awareness of OBA	146
20.	Problems experienced in implementing CASS and CTA for GETC	154
21.	Components of professional support	175
22.	Developmental workshop	182
23.	Professional support model	190

List of Maps

Maps

- | | | |
|----|-------------------------------------|----|
| 1. | Map of the Republic of South Africa | 70 |
| 2. | Map of the North-West Province | 71 |

Abbreviations and Acronyms

ABET	Adult Basic Education and Training
APO	Area Project Office
ANC	African National Congress
COSATU	Congress of South African Trade Union
C.2005	Curriculum 2005
CASS	Continuous Assessment
CEM	Council of Education Ministers
CTA	Common Task for Assessment
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
GETC	General Education and Training Certificate
HE	Higher Education
ICSS	Institutional Curriculum Support Service
NCS	National Curriculum Statements
NCTT	National Core Training Team
NGO	Non Governmental Organisation
NQF	National Qualification Framework
N. W. DoE	North West Department of Education
NWP	North West Province
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PEI	President's Educational Initiative
PCTT	Provincial Core Training Team
PSF	Professional Support Forum
RNCS	Revised National Curriculum Statements

REQV	Relative Education Qualification Values
SAQA	South African Qualification Authority
SBA	School Based Assessment
SGB	School Governing Body
SKAV	Skills, Knowledge, Attitude and Values
SMT	School Management Team.
QAPF	Qualifications and Assessment Policy Framework

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

After the 1994 general elections, South Africa's first democratically elected government was faced with the challenge of meeting the high expectations of the electorate. The political and social scenario at the time of that first democratic election was such that real Post Apartheid South Africa would enable South Africans to deliver a more substantive platform for the protection of the poor along with strong signals for growth and development (DoE, 2000).

There was a general outcry that the provisions of the past education system did not match what the modern sector of our economy needs. In order to cope with the downstream impact of globalization upon emerging nations and to break the general cycles of poverty, low skill, low growth, and low employment which existed amongst the historically disadvantaged population groups of South Africa, a complete overhaul of the education system was necessary (Hoffmayer, 1995).

Since the release of Nelson Mandela in February 1990, the need for restructuring policies was on the agenda of the South African Government. There were few social institutions which escaped the process of change, and education was no exception (Nyakutse and Awudetsey, 1995). The South Africans who voted for the first time had enormous expectations from the State. According to Rensburg:

The scope of expectation included land reform, housing, social welfare, education, employment, infrastructure development and local government development and our cultural and social institutions such as the public broadcaster. An array of councils was established. Curriculum reform was the part of the entire gamut of concerns about apartheid education, anti-racism, building an African identity, skills for employment, a human right culture, a political liberation and the need for social change (DoE, 2000:1)

Then it was the decision of the State to renew and transform the racially divided education system into one unified system. In the White Paper on Education it is stated that;

The state's resources must be redeployed according to the principle of equity so that they are used to provide essentially the same quality of learning opportunities. This is an inescapable duty upon the government, in the light of this country's history and its legacy of inequality, and it is a constitutional requirement... (DoE, 1995:21).

Just like anywhere in the world, South African society looked upon the education system to redeem the country and produce the kind of citizens who are globally competent. Under these political and social scenarios the new government came out with a new education policy in 1997, which was called Curriculum 2005, based on the African National Congress's life long education policy (ANC/COSATU, 1994).

Curriculum 2005 called for a paradigm shift from content-based teaching and learning to one based on outcomes. In North West

Province, as elsewhere in South Africa, Outcomes-Based Education (OBE) was implemented in Grade One, with effect from January 1998.

The introduction of Outcomes-Based Education (OBE) and Outcomes-Based Assessment (OBA) is mutually reliant as both have a symbiotic relationship. Although there are different ways of assessing learners, OBE insists on continuous assessment.

Through this type of assessment, it was hoped that learners' access to the knowledge, skills and attitudes, as defined in the Curriculum 2005, would be maximized.

Table 1 provides a summary of criteria and principles of Outcomes-Based Assessment.

Table 1: Criteria and Principles of Outcomes-Based Assessment

<p>Clear teaching and learning purposes</p>	<p>Learner Motivation</p>
<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what is to be learned and taught <input type="checkbox"/> Discuss the purpose with learners and parents <input type="checkbox"/> Discuss procedures for measuring achievement and progress 	<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer interesting, challenging and worthwhile tasks <input type="checkbox"/> Encourage a commitment to learning <input type="checkbox"/> Create and provide a healthy learning climate <input type="checkbox"/> Encourage problem solving approaches to learning
<p>Previous experience and present abilities</p>	<p>Appropriate tasks and flexible teaching methods</p>
<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the learners' current knowledge and abilities <input type="checkbox"/> Match the task to their abilities, interest and experience <input type="checkbox"/> Identify and, if possible, eliminate barriers to learning 	<p>Teacher should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not label learners rather keep an open mind about their capabilities <input type="checkbox"/> Design tasks which are challenging but attainable <input type="checkbox"/> Ask pertinent, encouraging questions and provide supportive, useful feedback <input type="checkbox"/> Reflect on success and/or failure <input type="checkbox"/> Allow for different learning styles and, where appropriate, suggest more effective ones

(Adapted from DoE, 1997:53)

Many studies during the period of 1996-1999 also indicated that there is a need to have another certification for learners versus the present system where all students need a matriculation in order to obtain any

kind of qualification from the school system. Many of them critically pointed out the negatives of the matriculation examination. Mitchell, Fridjhon, and Haupt (1997), Ministerial Committee Report(DoE, 1998), Chisholm (1999), Jansen (1999), Potterton (1999), Pape (1999) were among the critics who indicated the following demerits of the matriculation examination, i.e.

- encourages rote learning
- does not promote authentic forms of assessment
- does not promote critical thinking and social consciousness

Taylor and Vinijevoid (1999), for example, pointed out that:

In the absence of benchmarks at regular intervals, schools and teachers are left with no measure of accountability and no standards to aim for. Given the gross inefficiency of the system, it is imperative that the status of the pupil's learning be established at all levels (Taylor and Vinijevoid 1999:199).

The report of the President's Education Initiative Research Project also recommended that the priority facing South African education was to establish acceptable levels of student achievement. This was necessary for three reasons, namely:

- to identify priorities for reform.
- to ascertain the conditions under which the reforms are launched.
- To establish benchmarks against which the progress of reform can be measured (Taylor and Vinijevoid, 1999).

According to the National Education Policy, from the beginning of schooling (Grade R and ABET (Adult Basic Education and Training) level 1) to the end of General Education and Training Phase (Grade 9 and Abet level 4), Outcomes-Based Assessment should be an integral part of the teaching and learning process, administered within the guidelines of the Provincial Education Departments. This directive complies with the National Education Policy (DoE, 1998e).

Through the White Paper 6 (DoE, 1995) and the General Education and Certificate Policy (Republic of South Africa, 1995), the Department of Education provided implementation guidelines for the assessment of General Education and Training Certificates (GETC) for the learners in Grade 9 in 2002. The first GETC assessment was conducted in 2002 and a statement of symbols was issued.

When Curriculum 2005 was implemented in 1998, the plan was that at the end of 2002, the first GETC certificates would be issued. But when the first batch of Curriculum 2005 learners reached Grade 9, the Department was not yet ready for that assessment. The Council of Education Ministers agreed in Cape Town on 18 February of 2002 to defer the full implementation of the GETC until 2004. The Department of Education conducted a GETC pilot scheme in different Provinces in 2001 in selected schools. In 2002 all the schools conducted Common Tasks for Assessment but the schools issued report cards. In 2005 schools are currently assessing learners in line with the principles of OBE assessment and the provinces at this stage are still capturing the data in order to get ready for the full implementation of GETC in November 2005.

1.2 STATEMENT OF THE PROBLEM

The central concern of this study is to investigate the problems experienced by the teachers, school management teams, and professional support services during the administration of Continuous Assessment (CASS) and Common Tasks for Assessments (CTAs) for Grade 9 learners in the North West Province. Problems were experienced in 2002 when schools conducted the school-based GETC assessment at the end of Grade 9. Schools faced severe problems in the following areas:

- Ongoing assessment (CASS), which generated 75% of the year marks.
- The use of Common Tasks for Assessments (CTA) for all Grade 9 learners, which accounted for 25% of the total assessment, and served as a moderating device.

1.3. RESEARCH QUESTIONS

This study attempts to address these concerns by answering the following questions on teacher development:

1. What are the challenges experienced by teachers and support service officials when implementing the GETC at the school level in terms of CASS and CTAs?

2. To what extent does the current OBE training prepare teachers for the new assessment practices?
3. What types of follow up and professional developmental activities are needed for the teachers to sustain the on going continuous assessment?

1.4 PURPOSE OF THE STUDY

Currently in South Africa there is only one quality assurance mechanism in place in the entire educational system, which is the matriculation examination at the end of Grade 12. Many re-searchers, such as Riddell (1997), Sammons, Thomas, and Mortimore (1997) have indicated that there should be another certification between Grade R and Grade 12 giving learners the option of either to proceed to FET or resort to the work place.

The report of the Ministerial Committee, 1998 pointed out that schools do not give enough learning experiences, for developing critical, selective, analytical and interpretive skills. The report also recommends the introduction of assessment at regular intervals to improve the efficiency and accountability of the system.

On the other hand Tylor and Vinijevold (1999) after compiling the President's Educational Research Project report observe that:

The extent to which the planned General Education and Training Certificate will alleviate this problem will depend on the credibility it generates amongst employers, the wider

education and training system and most importantly amongst students and their parents

(Tylor and Vinijevold, 1999:202)

The purpose of this study, firstly, is to inquire into the problems experienced by practitioners during the implementation of assessment procedures for General Education and Training Certificate and to suggest possible solutions to overcome the challenges. Secondly the study is to inquire into the possible professional development plans for teachers, as follow-up/support activities, to sustain the progress they are making towards overcoming the challenges they are facing with the introduction of OBE and OBA.

1.5 RATIONALE FOR THE STUDY

From the introduction of Curriculum 2005 and Outcomes-Based Education, 1998, the National Department of Education emphasized that at school level, children must be prepared to work in groups, must be able to incorporate what they learn in schools with every day life, must be able to think critically and be able to analyse problems. The Continuous Assessment (CASS) Model has been proposed as an assessment model for Curriculum 2005.

While the implementation of Curriculum 2005 was taking place, the South African Qualifications Authority (SAQA) was making progress with the development of the National Qualifications Framework (NQF). Agreement was reached on key issues regarding the NQF, which included the following:

- That the NQF comprises eight qualifying levels, with the first level at grade 9 of formal schooling and level 4 of Adult Basic Education and Training (ABET)
- That NQF distinguishes between three bands which are:
 - (a) General Education and Training (GET)
Grade R to Grade 9
 - (b) Further Education and Training (FET)
Grade 10 to 12 and
 - (c) Higher Education (HE).
Grade 12 upwards
 (DoE, 1987).

According to the National Assessment Policy (Gov. Gazette 19640 of 1998) at the end of Grade 9 all learners should have received a General Education and Training Certificate. But when the first batch of C2005 learners reached Grade 9, the Department of Education was not yet ready to issue GETCs as was decided. The Council of Education Ministers (CEM) decided to defer the full implementation until 2004. The provinces are still conducting CASS and CTAs, but issuing a report card from the individual schools.

Initiative to undertake this study has been triggered by the fact that GETC pilot examinations conducted in the province do not seem to make any meaningful change in the schools' delivery system. One does not really know whether the problem is with the particular school's implementation programmes or with the way in which the GETC assessment is conducted.

1.6 SIGNIFICANCE OF THE STUDY

Although the first batch of learners, who were trained in OBE principles, completed their course in 2002, the Department of Education was not yet ready to certify such learners. But all schools in South Africa assessed learners in 2002 according to the outlined policy. Until 2004, schools experienced problems as far as implementation of the GETC was concerned. Under these new circumstances, this study is important on a number of levels.

Firstly, it is hoped that diagnosing the problems experienced by practitioners during the implementation of the General Education and Training Certificate will serve as a basis for programmes intended to assist the practitioners who are involved in the process.

Secondly, it will also, provide a body of knowledge for, and understanding of, the usefulness of GETC as a dependable instrument of learners' performance for acceptance by FET criteria and work place.

Thirdly, it is hoped that by diagnosing the problems influencing the administration of CASS and CTAs, it will make a significant contribution to the formulation of policies and strategies aimed at improving the GETC assessment in South African Schools.

Finally, it is hoped that the professional development plan suggested in this study, will make a significant contribution towards implementing a

programme for teachers to sustain their on-going professional development.

1.7 THE DELIMITATIONS OF THE STUDY

According to Thorndike (1983) the concept “delimitation” means defining the limits or boundary of a particular study.

According to Meyer (1983), ‘delimitation’ means that the scholar has to select, refine and pursue a research topic, and that the breadth, depth or level of the research topic is considered.

This study has its limitations because of the small sample that was used; only two educational areas were selected from the five educational areas from the central region. Also only one educational region was selected from the five regions of the North West Province. This region includes the corporate centre as well as the regional office. For this study both corporate staff from the Head Office and the regional staff was included.

1.8 DEFINITION OF TERMS

This sub-section seeks to clarify the main concepts in this study. These concepts are further discussed in the relevant chapters.

1.8.1 Curriculum 2005

Curriculum 2005 is the new system of education in South Africa, which is aimed at remedying the inequities of the previous system of education. It was introduced countrywide in 1998. Its full effect and evaluation were supposed to be completed by the year 2005, hence the name 2005 (DoE, 1987). The system of curriculum delivery, which Curriculum 2005 adopts, is the Outcomes-Based Education approach.

1.8.2 Continuous Assessment (CASS)

Continuous assessment refers to the diagnostic and formative evaluation of student learning through the systematic collection of marks or grades over a period of time and their aggregation into a final grade, often abbreviated as CASS. The assessment tools are developed and moderated internally by the individual schools and teachers. For GETC, CASS contributes the first part of 75% in the final decision making process (N.W. DoE, 2002).

1.8.3 Common Tasks of Assessments

Common Tasks of Assessments constitute the second part of evaluation over and above the continuous assessment, and make the external component of assessment for General Education and Training Certification (GETC) and contribute 25% in the final decision making process. The tasks comprise a series of assessment tasks with the intention of obtaining information about a learner's demonstrated achievement. These tasks cover a range of assessment activities. CTAs have two sections, Section A and section B. Learners complete section A either at school or at home. Only section B of CTA is assessed under controlled conditions in school (N.W. DoE, 2002).

1.8.4 External Assessment

External Assessment is any assessment activity, instrument or programme where the design, development and implementation has been indicated, directed and coordinated by the National Education Department and Provincial Education Department either collectively or individually (N.W. DoE, 2002).

1.8.5 Learner

A learner is an individual who comes to school to gain knowledge or skills, whose response indicates whether positive, negative or no learning takes place. In everyday language this is a pupil or student in any educational institution.

1.8.6 Moderation

Moderation is the process of verifying the results of school-based Assessments by the Professional Support Staff (N.W. DoE, 2002).

1.8.7 National Qualification Frame Work (NQF)

NQF is a framework for providing lifelong learning opportunities utilizing nationally recognized levels of education in South Africa. (SAQA Act 58/1995). NQF provides a vehicle through which meaningful changes in the qualification structure can be established. The NQF has identified 8 levels of qualification. The GETC is the first level of the NQF.

1.8.8 North-West Province

The North-West Province is one of the nine provinces of the Republic of South Africa. The population group is predominantly Setswana speaking Africans. It consists of mainly rural areas and the major cities are: Mafikeng (capital), Rustenburg, Potchefstroom and Klerksdrop.

1.8.9 Outcomes-Based Education (OBE)

OBE is the system of curriculum delivery proposed for Curriculum 2005. It is a learner-centred education system in which learners' achievement is measured by the intended outcomes (DoE, 1987).

1.8.10 Practitioner

A practitioner is any individual, who is either directly or indirectly involved with the implementation of Curriculum 2005 and General Education and Training Certificate. It includes teachers, school management teams and professional support service officials.

1.8.11 School-Based Assessment (SBA)

School-Based Assessment is any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting have been initiated, directed, planned, organized, controlled and managed by the school. In C.2005 CASS is School-based Assessment. (N.W. DoE, 2002).

CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION

This literature review concentrates on theories and literature that are related to this study. The review also looks at the role of assessment in teaching and learning. It also identifies the theoretical framework which underpins the teaching, learning and assessment strategies this study focuses on.

There has been a general trend in recent years to question the capacity of some of the conventional modes of delivery of the teaching and learning to bring about meaningful learning. Learning is defined broadly as a change in one's conceptual understanding (Ramsden, 1992) and it cannot easily be achieved effectively in settings where learners are passive participants in a teacher-centred environment. In recent years, a constructivist view of learning has become popular for describing how learning takes place. Learners' prior knowledge and their predisposition to learning are integral parts of the new educational thinking.

In response to the heightened understanding of how learners learn in South Africa too, changes have been made to the nature of teaching and learning environments. A number of writers have sought to describe the changes, which are now flowing through the education system worldwide in response to a growing awareness and understanding of

how learning occurs. Some of the main characteristics of the changes in thinking about teaching and learning include:

- A move away from specified content to a specified learning outcome (Duchastel, 1996)
- An acceptance of diversity in outcomes of among learners rather than the goal of common results (Duchastel, 1996; Wild & Quinn, 1997).
- A focus on the process of the learning as well as the product (Berge, 1998; Barron, 1998).
- Evaluation of outcomes in practical contexts and tasks as distinct from discrete knowledge (Fisher, 2000).
- An acceptance of the role of social cognition in learning (Vygotsky, 1978).

In response to this paradigm shift in South Africa, a movement away from the teacher-centred learning to the learner-centred learning evolved. The result is Curriculum 2005, based on Outcomes-based education principles.

2.1.1 What is Outcomes-Based Education and Assessment?

❖ Outcomes-Based Education (OBE)

OBE is the instructional planning process for Curriculum 2005 and it is a major part of C.2005. Outcomes Based Education (OBE) focuses on student learning by:

1. Using learning outcome statements to make explicit what the student is expected to be able to know, understand or do;
2. Providing learning activities which will help the student to reach these outcomes;
3. Assessing the extent to which the student meets these outcomes through the use of explicit assessment criteria (www.teachers.ash.org.au)

The OBE's instructional planning process is the reverse of that associated with that of the educational planning. The desired outcome is selected first and the curriculum and its instructional materials are created to support the intended outcome (Spady, 1998). Curriculum, teaching and assessment decisions are made on how best to facilitate the desired outcome.

❖ **Outcomes-Based Assessment (OBA)**

In the OBE system, teachers assess whether learners can do certain things. Learners show what they can do by performing activities. OBA focuses on an outcome approach in assessment too. Continuous assessment is an essential and integral part of the learning programme. The teacher should assess learners while they are busy with classroom and other learning experiences, not only when they have completed a unit of work. This style of assessment allows the teacher to collect information about learners at different times in different situations. It makes allowances for learners' moods and physical feelings (www.heinemann.co.za).

Teachers take responsibility for organising learning and assessment should be the source of information to make this organisation effective. This requires teaching, learning and assessment to be conceived as inseparable in theory as they are in practice (Shipman, 1983). Assessment has always been an important part of education and at formal and informal levels, a part of every teacher's stock in trade (Gipps and Stobart, 1993). However, with the introduction of OBE in South Africa, and its higher emphasis on a variety of assessment models, all teachers need to have an effective understanding of assessment and the issues surrounding it.

Wherever learning takes place, or is intended to take place, it is reasonable for the learner, the teacher and other interested parties to be curious about what has happened both in terms of the learning process and in terms of any anticipated or unanticipated outcomes.

According to Murphy and Torrance (1989), good education encompasses good assessment. In their view, in many cases, assessment has hindered the cause of education, and in fact has often been a major stumbling block standing in the way of curriculum innovation, improved teaching methods and changed attitudes among teachers and learners.

With the introduction of OBE in South Africa, the perception of traditional assessment has also changed. The new assessment framework, as pointed out by Johnson (1998), places increasing emphasis on formative assessment, describing learning outcomes in terms of specified criteria, trying to make assessment valid or authentic

(performance assessment), developing a wider repertoire of assessment strategies, learner and parental involvement in assessment.

2.2

THEORETICAL FRAME WORK

The following section gives a brief description of some of the theories related to the role of assessment in teaching, and learning. The main focus is on the constructivist (Piaget and Vygotsky) and functionalistic theories (Thorndike and Skinner) and their implications for teaching, learning and assessment.

2.2.1 Constructivist Theory

Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students at their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Jean Piaget and Lev Vygotsky are known for the contributions towards made towards constructivism (Jardine, 1988).

2.2.1.1. Educational Objectives in Constructivist's Terms

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters

critical thinking and creates motivated and independent learners (Gray, 1997).

In constructivist theory, a developing child is conceived as an active being whose interactions with the world are acts of “construction”. In this view the world is conceived as the constructive outcome of such interactions. They proceed with the notion of understanding as construction and action and the image of mastery, domination and control that this notion produces. The pedagogical act has come to be seen as something which strategically dominates, manipulates, and controls in order to ensure the education of the child and, of course, to ensure the accountability of the teacher (Rosenblatt, 1938).

Constructivists’ classrooms are structured so that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection. Teachers need to recognize how people use their own experiences, prior knowledge and perceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for autonomous learners (Rosenblatt, 1978).

2.2.1.2. Piaget’s Theory

The major notions of Piaget’s theory are that children are born with a few sensori-motor schemata, which provide the framework for their initial interactions with the environment. The number of schemata

available constitutes the cognitive structure of the child. When the child is exposed to new experiences through interaction, it is assimilated into the cognitive structure. Although intellectual development is continuous during childhood, Piaget identified four major stages of intellectual development:

(1) sensori-motor in which the children deal directly with the environment through their innate reflexes. (2) pre-operational, in which children gain rudimentary concept formation. (3) concrete operation in which children use interiorized or taught to solve problems in their immediate experiences and (4) formal operation in which children can ponder completely hypothetical solutions (Piaget, 1966).

Piaget believes that educational experiences must be built around the learner's cognitive structure and, depending upon each learner's cognitive structures, they require different kind of learning material. If only learning experiences are completely assimilated into a child's cognitive structure learning can take place. For learning to take place, experiences should be partly known and unknown. The known part will be assimilated and the unknown will be accommodated into the child's cognitive structure.

Thus, for Piaget, optimal education involves mildly challenging the experiences of the learner so that the dual processes of assimilation and accommodation can take place to provide intellectual growth. To know these mental processes, a teacher must know the level of functioning of each child's cognitive structure. In OBE it can be compared to the base line assessment.

2.2.1.3. Lev Vygotsky's Theory

According to Vygotsky, social interaction is essential for children's cognitive development. Vygotsky introduced the notion of the 'zone of proximal development,' which he defined as the difference between a child's "actual developmental level as determined by independent problem solving" and their "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"(www.helenet.com).

Instruction is effective, according to Vygotsky, "only when it proceeds ahead of development, when it awakens and arouses to life those functions that are in the process of maturing or in the zone of proximal development." Thus, children can be brought to the upper limits of their potential development when they interact in particular ways with people (or other supports for learning) in their environment (www.helenet.com).

2.2.2 Functionalistic Theory

Functionalistic theorists define learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Their assumptions are:

1. learning is indexed by a change in behaviour. That is, the result of learning must be translated into observable behaviour.

2. this behavioural change is relatively permanent. That is, it is neither transitory or fixed.
3. the change in behaviour need not occur immediately following the learning experience.
4. the change in behaviour or behaviour potentiality results from experience or practice.
5. the experience or practice must be reinforced, (Hergenhahn and Mathew, 2001).

Pavlov, Thorndike and Skinner are all advocates of the behaviourist theory.

2.2.2.1. Educational Objectives in Functionalistic Terms

Behaviourist theorists use measurable performance to make inferences about learning, memory forgetting and so on. An important task for educationists is developing and refining the measures used to make these inferences. Mager (1961) provided a series of guidelines for recognizing and stating academic goals in terms of behavioural outcomes.

The best teaching technique is the one that allows teachers to meet their objectives most effectively and efficiently (Hergenhahn and Mathew, 2001). In other words performance on each objective must be measurable, and unless the objectives manifest themselves in behaviour, they cannot be measured. Preparing measurable educational objectives is sometimes difficult for teachers. In this regard the theories of Thorndike and Skinner are valuable contributions.

2.2.2.2. Thorndike's Theory

Thorndike would have an orderly classroom with the objectives clearly defined. These objectives must be within the learner's response capabilities and they must be divided into manageable units. Learning must proceed from simple to complex (Thorndike, 1912).

The major notions of his theory are **Connectionism** and **trial-and-error learning**. The connection referred to is the neural connection between stimuli (S) and response (R). Emphasis is on bringing the correct responses to the correct stimuli. Incorrect responses are to be corrected immediately so that they are not practised. Therefore examinations are important. They provide the teacher and the learner with feedback concerning the learning process. Trial and error refers to the strengthening of stimulus and response through practice (Thorndike, 1911).

Thorndikian teachers make the learning situation resemble the real world as much as possible; they would use positive control in the classroom and avoid lecturing but prefer dealing with learners on a one to one basis (Hergenhahn and Mathew, 2001).

2.2.2.3. Skinner's Theory

Skinner too prefers that objectives be defined behaviourally. He insists that the course objective be completely specified before teaching begins.

The major notions of his theory are **respondent conditioning** and **operant conditioning**. Respondent conditioning emphasizes the importance of the stimulus in eliciting the desired response. On the other hand in operant conditioning the emphasis is on the response (Skinner, 1953). The stimuli associated with responses were not as important for Skinner as they were for Thorndike. Skinner was more interested with the responses as they occur naturally; or if they do not occur naturally, shaping them into existence.

As with Thorndike, motivation to Skinner was only important in determining what will act as reinforcement for a given student. Like Thorndike, Skinner stressed the use of extrinsic reinforcement in education. For the Skinnerian teacher, the main function of education is to arrange reinforcement contingencies so that the behaviour that has been deemed important is encouraged (Hergenhahn and Mathew, 2001).

2.2.3 Constructivist and Functionalistic Theory in OBE

From the above discussion we can see that both behaviourists and constructivists have reached the same conclusion about education, that it must be individualized. Piaget reached his conclusion by realizing that the ability to assimilate varies from child to child and that educational material must be tailored to each child's cognitive structure. The behaviourists recognised that reinforcement must be contingent on appropriate behaviour and the proper dispensing of reinforcement requires a one to one relationship between the student and the teacher, or between the student and programmed educational material.

The arguments behind the introduction of OBE in RSA are:

1) Through OBE it will be possible to measure “what the learners are capable of doing”. The assessment differs from the traditional assessment, unlike the past assessment in which learners were asked to choose the correct answer from a group of four or five. OBA demands demonstration of learner’s skills through certain tasks like writing a project report, analyzing a case study, making a presentation etc.

2) OBE goes beyond “structured tasks”. i.e. OBE requires to understand the content by extending the meaning of competence far beyond the skills and ability to execute structured tasks in a particular subject area. This line of thinking is in line with functionalistic theory, in which high emphasis is placed on discovery learning (Acharya, 2003).

Another principle of OBE is the conceptual progression of content. All the outcomes and assessment standards should be described in terms of these three dimensional progressions, that is:

- Content ----- Simple to complex
- Context ----- Simple to complex
- Skills/competence ----- low to high

This is where OBE aligns heavily with constructivism. OBA is also rooted in constructivism principles. According to the Government Gazette, OBE assessment will serve to:

- determine whether the learning required for the achievement of the specific outcomes is taking place and whether any difficulties are being encountered.
- report to parents and other role players on the levels of achievement during the learning process.
- to build a profile of the learner’s achievement across the curriculum.

- provide information to better learning programmes.
- maximise learner's access to knowledge, skills, attitudes and values defined in the national curriculum policy

(DoE, 1998).

Prominent evaluation theorists differ widely in their views of what evaluation is and how it should be carried out. Despite these varying perspectives, some common concepts and distinctions exist about which there seems to be relatively little debate. The two basic distinctions in evaluation and how they apply to educational assessment are discussed below.

According to Butcher, Stifani and Tariq (1995), in recent years the school curriculum has focused on the importance of knowledge, skills and understanding with emphasis placed on the acquisition of transferable skills rather than on specialist subject knowledge. Inevitably this shift in focus regarding student learning has significant impact on teaching and learning methods, so that curriculum development teams now consider the learning opportunities for students and the skill components of courses in addition to course content.

Making sense of the complex pattern of performance reported in "A fair test an illusion?" Linn (1994), suggests that assessment requires a new view of how learners acquire, organise and use knowledge.

Where learners study complex domains, such as thermo dynamics, or evolution, they tend to expand their repertoire of ideas about the phenomena and to use new information to distinguish and refine these

views. Effective learning requires that students link and connect ideas for abstractions and for reflecting on alternatives (Disessa and Minstrell, 1995; Linn and Clarke 1994). Traditional tests often provide a very idiosyncratic or incomplete assessment of this skill.

Given this complexity, cognitive researchers are calling for assessments that require sustained work, engage students as both investigators and critics and align performance with expectations for success in the field (Linn and Clarke, 1994; Resnick and Resnick, 1991; Shepard, 1995). Often these assessments become an integral part of instruction rather than a stand-alone examination. This approach requires that examiners recognise that there are multiple paths to success.

Linn and Clarke (1994), suggest that an integrated and valid model of assessment is essential to equitable test results. A cognitive model offers one promising alternative.

Seeley (1994) and Hancock (1995) suggest that integrating instruction and assessment in a continuous cycle blurs the boundaries between assessment and instruction, thus resulting in a more coherent instructional programme. Cauble and Sanchez (1996) agree that project teachers have high regard for alternative assessment.

In conclusion, of the two theories on learning described above it is ideas mainly from the cognitive domain that have influenced teaching and learning in OBE and OBA. The idea that the teacher's role is to facilitate 'active' learning is a prevalent principle of OBE.

2.3. PRINCIPLES OF OUTCOMES-BASED EDUCATION AND OUTCOMES-BASED ASSESSMENT

OBE is a method of curriculum design and teaching that focuses on what learners can do after they are taught. OBE addresses such key questions as:

- a) What do you want the students to learn?
- b) Why do you want them to learn?
- c) How can you best help the students to learn?
- d) How will you know what they have learnt?

Curriculum is at the heart of the education process. In the past in South Africa schooling perpetuated race, class, gender and ethnic divisions and emphasized separatedness, rather than common citizenship and nationhood. It is therefore imperative that curriculum be restructured to reflect the values and principles of our new democratic society (DoE, 1987). The new curriculum and the assessment are therefore based on the principle of life-long learning. The concepts underlying OBE are not new. Many of them have been around for almost 50 years. Indeed, in some cases these ideas have found application in implementation; think for example of the communicative method in language instructions. Unfortunately, during that time few educators seem to have taken the time to develop a proper understanding of these concepts to enable them to apply these ideas within their particular field of speciality. For others it has been easier to dismiss these concepts as merely another fluke with little practical use (NQF and Curriculum Development, [http: www.saqa.org.za](http://www.saqa.org.za), 2000)

3.1 Principles of Outcomes-Based Education

In the NQF & OBE discussion document (2000), it is stated that introducing the new Curriculum 2005 was an attempt to move away from an education system which existed in South Africa based on time-dominated programmes, administrative convenience to another system which is about organising learning and teaching to achieve predetermined results (outcome). The foundation of learning and teaching for outcomes starts with a clear specification of what learners should know (knowledge), what they will be able to do (skills) and what values and attitudes are desirable by the end of that programme (attitudes). Hence OBE commonly refers to SKAV as desired end results of education and training (outcomes) (NQF and Curriculum Development, [http: www.saqa.org.za](http://www.saqa.org.za), 2000).

With the above in mind, OBE is developed around 8 principles that guide decision, delivery, documentation, and decision making.

- OBE programmes must have a clear focus on significant learning outcomes.
- These outcomes should be practised, useful and morally and ethically defensible.
- Curriculum and instructional design are derived from these significant outcomes.
- The outcomes are challenging, and all learners are expected to achieve them at a high performance level.
- Time is used as a flexible resource that allows teachers to accommodate differences in student learning rates and aptitudes.

- Students are given more than one uniform, routine chance to receive instruction and to demonstrate their learning.
- Assessment is an integral component of instruction.
- Learners are expected to take some responsibility for their learning.

(DoE, 1987:1)

In Curriculum 2005, outcomes are seen as being of two kinds, namely critical and specific. Critical outcomes express the intended results of education and training in a broad sense. Specific outcomes are a more narrowly defined aspect of education and training process and are context linked.

The critical outcomes envisage learners who are able to:

- 1 Identify and solve problems and make decisions using critical and creative thinking.
- 2 Work effectively with others as a member of a team, group, organisation and community.
- 3 Organise and manage themselves and their activities responsibly and effectively.
- 4 Collect, analyse, organise and critically evaluate information.
- 5 Communicate effectively using visual, symbolic and/or language skills in various modes.
- 6 Use science and technology effectively and critically showing responsibility towards the environment and health of others.
- 7 Demonstrate an understanding of the world as a set of interrelated systems by recognising that problem-solving context does not exist in isolation.

The Developmental Outcomes envisage learners who are able to:

- 1 Reflect and explore a variety of strategies to learn more effectively.
- 2 Participate as responsible citizens in the life of local, national, and global communities.
- 3 Be culturally and aesthetically sensitive across a range of social contexts.
- 4 Explore educational and career opportunities.
- 5 Develop entrepreneurial opportunities.

(DoE, 1987:1)

Based on these outcomes the National Curriculum statements spell out the following as the key principles:

1. Human resource development
2. Learner- Centredness
3. Relevance
4. Integration
5. Differentiation, Redress and Learner Support
6. Nation-building and non-discrimination
7. Critical and creative thinking
8. Flexibility
9. Progression
10. Credibility
11. Quality assurance

(DoE, 1987:2)

2.3.2. Principles of Outcomes-Based assessment

In OBE, assessment becomes an integral part of every step in the teaching design. The OBE curriculum is designed to help all learners achieve all the predetermined outcomes. While different learners may take more or less time to achieve all the outcomes, they should all get the help they need to succeed. Assessment of learners is on an ongoing basis to see what kind of help they need. The document *“Policy on Assessment in the GET and FET Bands”* provides the national guidelines for an adaptive and alternative approach to assessment. The Qualification and Assessment Policy Framework (DoE, 2003) lists the following as the key principles of the alternative form of OBE assessment;

- The standard of assessment should never be compromised, nor should the learner ever be given an unfair advantage over their peers. In other words, the same academic requirements and standards should be applied to all learners.
- Alternative methods of assessment are designed to equalise the opportunities for all learners by addressing the barriers, which they might be experiencing, but not by giving them additional advantage.
- It is important that alternative or adaptive methods of assessment are put into practice early in the school career to give all learners the opportunity to realise their potential.
- As the main purpose of continuous assessment are to ensure that all learners interact with the curriculum and to inform the teaching and learning processes, it is important that assessment

tasks are developed and adapted in such a way that the barriers are addressed from an early stage.

2.4. NEED FOR AN ALTERNATIVE ASSESSMENT

Assessment is a critical element of curriculum. Because one assessment cannot be totally valid or reliable by itself as the teachers' judgement of learners' competence, decision on learner progress must be based on more than one assessment. This is the principle behind OBA. OBA relies on continuous assessment (DoE, 2003). Continuous assessment (CASS) is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process.

Nitko (1996) argues that educators in many countries are expressing an increased interest in continuous assessment. Their interests appear to arise from two related but different educational concerns. One concern is that educators recognise that good instruction requires a constant stream of information about student progress or about possible reasons for their lack of progress. Another one is that educators' increased interests arise from concern for fairness to learners.

It appears unfair to learners to place the weight of evaluating their worth on one examination which comes at the end of several years of schooling, or even at the end of the year or end of the term. Parents and educators recognise that a single examination is inherently limited in the amount and the mode of learning that it can assess. Learners learn each

day and they can express their learning in many different ways (Nitko, 1996).

Nitko (1994) finds continuous assessment useful in managing instruction, in identifying specific learning problems, planning instruction, placing learners into learning sequences, and assigning final marks or grades. Nitko (1983, 1996), Oosterhof (1987), Frishie and Waltman (1992) also recognise the need for an alternative assessment, using many different techniques over a relatively long span of a learner's classroom experience.

Nitko (1996) again argues that there is a need for replacing summative assessment with continuous assessment procedures since it has great potential for improving teaching and learning because it focuses attention on students' acquisition of specific learning targets.

Woodward (1994), like the others, believes that there is a need to develop a negotiated evaluation procedure as learners have a right to know what is expected of them. She also recognises that evaluation should be continuous and should result in changes to the teaching and learning programme in order to accommodate children's individual needs. According to Woodward (1994), evaluation practices set up outside the normal learning environment are less valid than those which occur as part of normal learning. She also argues that if children are placed in a stressful situation or placed in unfamiliar surroundings for the purpose of evaluation, the result would have limited validity. The argument is that children and their abilities have an intrinsic value and individual worth which cannot be adequately described by a ranking,

number or letter grade. School administration often requires results to be recorded as a letter for reporting to parents or to a number for school or system record cards. Woodward (1994) assures us that if we want to know if a child has grown taller, it is fruitless to find if he/she is above average height. In her opinion norm referenced tests are like the example described above.

Woodward (1994) also emphasises the importance of an alternative form of assessment which will lead to the improvement of certain kinds of intellectual skills such as reasoning ability, ability to see relationships and draw inferences, skills in applying what has been learned. Basic factual knowledge in such cases should be deemed of less importance. If an educational policy option, chosen by the appropriate decision makers, is one which emphasises the overall personal and social development of children, still different data will be needed, and a formal testing programme may be generously supplemented by other carefully designed but less structured assessment schemes.

Linsky and Straus (1975) present evidence to support the view that a cycle of performance operates at both the individual student and classroom level. For both students and classroom it is the cumulative effects overtime of initial achievement and attitudes on final achievement and attitudes that produce long term gains and loses. As a result, in the provision of educational experiences, it would be important to consider the long-term effect of teaching and learning practices rather than the immediate and short-term effects. To evaluate such effect there is a need to develop a number of tests in a variety of ways in which new insights are obtained into how the teaching and learning processes are assessed.

2.5. **ROLE OF ASSESSMENT IN TEACHING AND LEARNING**

The role of assessment in the teaching and learning cycle is to inform teachers to identify and address a range of barriers to the learning and development of a child. The main role of the alternative assessment method is to minimise the impact of a range of barriers upon the performance of the learner. The assessment should accommodate the functional difference of some learners.

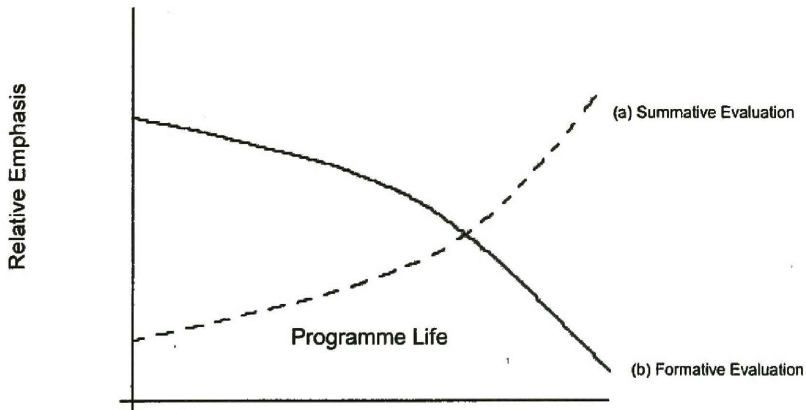
Scriven (1967) described the different roles of formative and summative roles of assessment. According to him, formative evaluation is conducted during the operation of a programme to provide programme directors with evaluative information, useful in improving the programme. Summative evaluation is conducted at the end of a programme to provide potential consumers with judgment about that programme's worth or merit.

According to Worthen & Sanders (1987), in formative assessment, the audience is programming personnel, in other words, those responsible for developing curriculum. Formative evaluation leads to decisions about programme development, including modification and revision. In summative evaluation audiences include potential consumers (students, teachers and other professionals), funding sources, supervisors and other officials as well as programme personnel. Summative assessment leads to decisions concerning programme continuation, termination, expansion, adoption, and so on.

Becker (1978) noted that both formative and summative forms of evaluation are essential because decisions are needed during the developmental stages of a programme to improve and strengthen it, when it has stabilized to judge its final worth or determine its future.

A relation between formative and summative assessment across the life of a curriculum innovation is illustrated in Figure 1 below.

Figure 1: Relationship between formative & summative assessment



(Adapted from Worthers & Sanders, 1987: 35)

At the beginning of an instructional programme, the role of formative evaluation is high since decisions regarding the worth of the programme are essential during its developmental stage (see Figure 1, plot (a)). Towards the end of the programme, the role of summative evaluation is more predominant as to provide potential consumers with judgment about that programme's worth or merit (See Figure 1 plot (b)).

Little (1990) observed that in many developing countries the experiences of assessment used for occupational and education selection have been longer, the innovations made in assessment more radical, and the importance of assessment for life chances greater, than in many industrialized countries.

According to him, the role played by assessment can be classified in many ways. Table 2 shows the facilitating and inhibiting role of assessment i.e the way assessment promotes or facilitates learning and the way assessment prevents or inhibits learning.

Table 2: The role of assessment by seven levels of analysis

Level of Analysis	Facilitative	Inhibitive
1. Individual student	<ul style="list-style-type: none"> * motivates learning * reinforces learning goals * opens access to good life 	<ul style="list-style-type: none"> * alienates learner from process and enjoyment of learning * inhibits the development of the use value of knowledge * redeems self esteem
2. Individual student and family	<ul style="list-style-type: none"> * confirms high status of family * confers new status on family 	<ul style="list-style-type: none"> * inhibits social relations, leading to shame, social disgrace, suicide, murder
3 Individual student and teacher society	<ul style="list-style-type: none"> * sets the boundaries of legitimate knowledge * defines relation between teacher and student * provides teacher and student with feedback on performance 	<ul style="list-style-type: none"> * restricts learning to that which is assessed
4 Social, political, and economic group	<ul style="list-style-type: none"> * reinforces/creates group identities * assists lower social groups to achieve social mobility 	<ul style="list-style-type: none"> * inhibits greater equality; legitimates inequalities of income prestige status
5. National society	<ul style="list-style-type: none"> * certifies competency and qualifies for educational/occupational group membership * reinforces national unity * promotes economic growth * enables comparability * between schools and facilitates accountability 	<ul style="list-style-type: none"> * Inhibits mass interest in capitalist society
6. Regional society	<ul style="list-style-type: none"> * promotes mobility of persons between countries in same region 	
7. International society	<ul style="list-style-type: none"> * promotes global mobility 	<ul style="list-style-type: none"> * Inhibits equality between rich and poor countries; legitimates power of international elites

2.6. STYLES OF ASSESSMENT

Effective assessment approaches, based on constructivist views, receive special attention in the current innovations of school education in South Africa. These assessment approaches promote integration of assessment and instruction, seeing the student as an active person who shares responsibility, reflection, collaboration and conducts a continuous dialogue with the teacher. Assessment is no longer purely a function of crediting students' with recognized certificates but is above all valuable for the monitoring of students' progress and to support them in improving their learning activities. The emphasis shifts to a representation of assessment as a tool for learning (Arter, 1996; Boud, 1990, 1995; Dochy and Mc Dowell, 1997).

Assessment is an important issue in the current development towards more student-centred learning. Students are more responsible for their own learning process and are increasingly regarded as active participants in instructional activities. An assessment approach has to be chosen that is in line with the learning goals of students. To realize the implementation of assessment as a learning tool, a number of changes are desirable on different levels in the organization of an educational institutional - such as the level of the student, the level of the teachers, and the management level. The New National Curriculum in South Africa (OBE and OBA) insists on various methods of collecting evidence from learners as proof of their achievement. Some of these are discussed below.

2.6.1. Graded or norm referenced assessment.

Norm referenced assessment is a type of assessment which basically depends on comparing the performance of all members of the group who are taking part in the assessment. Norm referenced assessment takes a deterministic view of human intellectual capacities. It is useful in situations where the selection of a fixed percentage of the total group is involved (Pennycuick, 1990).

The first step in norm referencing is the determination of a norm, which the candidates are expected to achieve in a test or examination. Candidates' marks are then measured against this norm to determine whether their performance can be regarded as good, average or poor. If all the candidates' marks are plotted on a graph, a perfect test (Where learners performed as expected) would look like Figure 2.i, a too difficult one would look like Figure 2.ii, and a too easy one would look like Figure 2.iii below.

It is administratively convenient since, if the test results fit the normal pattern, the number of individuals who will appear in any particular category is known in advance, because of the mathematical properties of the curve. This is illustrated below:

Figure 2: Perfect Test, Difficult Test and Easy Test

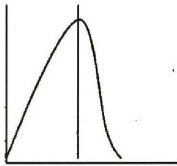


Figure 2.i

Perfect test

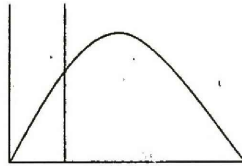


Figure 2.ii

Difficult test

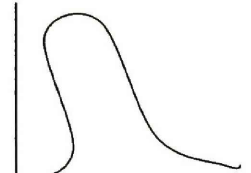


Figure 2.iii

Easy test

2.6.2. Criterion referenced assessment

Criterion referenced assessment is an alternative approach which enables the achievement of each individual to be recognised (Pennycuik, 1990). It aims to assess the learner by comparison with some predetermined or negotiated criteria (e.g. a competency or a specific attainment target). It is also believed that an important purpose of criterion referenced assessment is to improve the performance of individual learners. It allows both the learner and the educator to judge a particular assessment against certain criteria (DoE, 1998f).

2.6.3. Process – Product assessment

In areas of learning where process is considered important, formal assessing is less commonplace (e.g. aesthetic or literary appreciation, drama, discussion skills, enterprise skills, learning to cope with new or unusual interpersonal situations, psychomotor skills, etc...). Harris and Bell (1986) believe that assessing processes can help the teacher and

learners to come to know one another, to better understand one another's needs and to minimize any mismatch between teaching and learning. They also believe that in certain learning areas, the most important aspect of assessing is to determine the aims of learning (e.g. if the aim is to drive a car, then assessment which involves the learner writing an essay about the theory of driving is unlikely to be appropriate).

2.6.4. Continuous assessment

Continuous assessment is a type of assessment which deliberately allows for periodic assessment throughout the course and takes into account progress towards a goal, as well as success in reaching it. It is the building up of a cumulative judgment about the performance of each individual, a continual updating of teachers' judgments about their pupils (Scottish Certificate Examination, 1985).

According to Bloomfield (1975) the essence of continuous assessment is that it is a cumulative process, developing as the pupil develops and reflecting his/her changes in response to the course. It can be a sophisticated monitoring device giving feedback to the teacher about the effectiveness of his/her teaching and to the pupil about the efficiency of his/her learning.

Teachers worldwide assess continuously by giving marks for classroom exercises, homework and other school activities. But those are used for internal purposes and are not intended for use outside the school. Bloomfield (1975) points out that keeping a record of these marks

implies that they have some importance as indicators of progress and attainment. When the results of end of term examinations arrive there are often surprises: one pupil has done much better than was thought possible, another has been disappointing. Are these inconsistencies just products of two different methods of assessment? Perhaps the aspects of a child's performance that are measured by continuous assessment are influenced by the personal relationship between the teacher and the pupil.

South Africa's Draft Assessment Policy document (DoE, 1998f) sees the introduction of continuous assessment into South African schools as an attempt to move away from the judgemental functions to the supporting functions of assessment. Continuous assessment as outlined by the Department of Education is an approach to assessing a range of learning processes and products through which teachers, learners and parents gain ongoing feedback on a learner's progress. This assists the provisions of support to learners and the timely reconsideration of teaching programmes (DoE, 1998f). It also assists teachers in obtaining valid information for learner promotion.

2.7. CHANGING TRENDS IN ASSESSMENT: AN INTERNATIONAL PERSPECTIVE

There is a significant international trend towards the use of continuous assessment. Many developing countries, with a variety of political ideologies, have introduced continuous assessment to operate in parallel with external examinations at secondary level. A few countries, like the Australian State of Queensland, have replaced the external examination by continuous assessment. Other countries (e.g. Tanzania, Papua New

Guinea, United Kingdom and the United States of America) are also operating with continuous assessment (Pennycuick, 1990). Sri Lanka and Swaziland are introducing continuous assessment as an integral part of the teaching-learning process (Pennycuick, 1990).

In Sri Lanka, the introduction of continuous assessment coincides with the revision of the school curricula. According to the Sri Lankan Department of Examination, continuous assessment stresses the following features: closeness to the pupil and learning level, openness with a learning outcome, wider participation by teachers, integration of assessment with teaching and learning with feedback to improve the latter, wider scope for the realisation of educational goals, effective feedback and meaningful remedial action scope for mastery learning, and directed towards reaching recognised achievement standards (Pennycuick, 1990).

In Tanzania continuous assessment was implemented in 1976 and continuous assessment scores contributed 50% of the total weight of students' final result. In her paper, Njabili (1987) argues that in Tanzania, continuous assessment procedures eliminate/minimise the element of risk associated with single examinations and give a valid indication of student achievement, because it is felt that no student who works continuously should fail.

Papua New Guinea's Education Department also considers continuous assessment to be the best method to maintain very close links between curriculum and assessment (Pennycuick, 1990).

Nigeria's National Policy on Education (Nigerian Ministry of Education, 1977) also lays strong emphasis on continuous assessment, giving these reasons: it allows the teacher greater involvement in the overall assessment of pupils; it provides a more valid assessment of the child's overall ability and performance; it leads to more innovative teaching; it gives more effective guidance to the child; it provides a basis for the teacher to improve his/her instructional method and it reduces examination malpractice.

Seychelles (1987) introduced continuous assessment because it leads to better achievement, in both cognitive and psychomotor domains (Pennycuick, 1990).

Scottish Certificate Examination also acknowledges the importance of continuous assessment:

The main aim of course work assessment is to make what is important measurable rather than making what is measurable important.

(SCE, 1985:1)

Broadfoot, Osborn, Abbot, and Pollard (1991), for example, found that a key feature in all the countries they considered was the responsibility of teachers for continuous assessment of their own pupils, and their involvement in both the planning and implementation of continuous assessment. Another key feature of the system is feedback of assessment data about individual learners and about curricular effectiveness. This is associated with increasing openness and clarity about the objectives to be assessed and the results obtained.

The two main issues Broadfoot et al. (1991) addressed are whether the introduction of continuous assessment in developing countries is desirable and, if so, whether it should replace external examinations or operate in parallel with, but separate from, external examinations, or form a component of students' final results together with external examination results.

They point out that the issues are dependent on local conditions and attitudes, in particular on what the priorities are in terms of assessment functions. Their studies prove that the introduction of continuous assessment is likely to be most successful in countries with high levels of infrastructure, authority and consensus and where there is adequate planning, adequate resources and adequate inset to support the innovations.

The principle of teacher assessment of learners has been firmly established in many countries in recent times, but it is somewhat foreign in South Africa, which has traditionally been dominated by examination systems. In South Africa the senior certificate examination or 'matric' is taken by all students who complete 12 years of schooling. It is entirely an external examination in which a teacher's assessment of learners plays very little part. In the years prior to twelve, the promotion system is heavily dominated by formal examination; the teacher's assessment during the course of the year plays an insignificant role.

Talbot and Murphy (1996) pointed out that the South African tradition is to not to trust assessments given by teachers in classrooms. All important decisions about students' performance and progress and,

indeed, on teacher performance are based on examinations that are almost exclusively independent of the teacher and normal classroom activities.

Examinations of ten separate examination boards (for each province) include objective, multiple-choice questions designed to solve problems. Various boards adopted different standards (Talbot and Murphy, 1996). The dominant belief, according to Talbot and Murphy, is that somehow standardisation, through some mystical transformation, can become quality. Their point is that assessment should not be regarded as a bar on optional extras at the end of a pupil's school career, but it should form an integral part of the whole process of education itself, including terminal assessment. Their view about assessment in South Africa is that,

...too little attention is given to assessment in teacher training courses: teachers are not taught how to assess their students' work: and absolute reliance on an external examination system encourages them to believe that it is not an essential part of their task. This must change (Talbot and Murphy, 1996:442).

Harlen (1994) demonstrates effectively the importance of the context in which learning takes place which, together with many skills and attitudes, are best assessed internally. This manner of assessing a wide range of tasks can provide a more valid basis for assessing a pupil's achievement than a single external examination. The former Natal Education Department recognised this point and in 1981 introduced an internal assessment component to its senior certificate examination in the belief that this would lead to fairer and more dependable results.

Broadfoot et al. (1991) have drawn attention to the important link between the status of teachers and the prevailing type of assessment in each country they discussed. Where teachers are held in high esteem, as in Germany, their assessments carry weight and less reliance is placed on external examination.

David's (1989) analysis, aimed at countering a movement to downgrade teacher assessment and to increase reliance on external examinations, came out with nothing positive said about external examinations and actually weakened the argument.

According to Talbot and Murphy (1996), educational assessment has a strong backwash effect on teaching and learning, and they argue that in many settings the effect that continuous assessment has on teaching and learning best measures quality in assessment.

2.8.

INTRODUCTION OF OUTCOMES-BASED ASSESSMENT IN SOUTH AFRICA

The introduction of OBE in South Africa signalled an important change in the way assessment is perceived. It is concerned not only with what is achieved, but also with the barriers to achievement. It is concerned with not only one aspect of learning and knowledge, but with the totality of a learner's experience (Johnson; 1998). In many countries, the role and purposes of assessment are being reviewed and in South Africa a similar process is underway. The new assessment frame-work, as pointed out by Johnson (1998), places increasing emphasis on formative assessment, describing learning outcomes in terms of specified criteria, trying to make assessment valid or authentic

(performance assessment), thereby developing a wider repertoire of assessment strategies, as well as learner and parental involvement in assessment.

Johnson's (1998) study results show that with the introduction of OBE, primary school teachers in South Africa use profiles of learning framework successfully. Profiles of learning were set up as a cumulative continuous framework. Teachers listed the indicators of achievement and ticked those, which the learner had achieved. Many criticised such approaches and saw them as the mastery of bits of knowledge. Jansen (1999), Master (1994), Rowe and Hills (1996) pointed out that such assessment enables us to understand learning as increasing competencies. Teachers' knowledge and understanding of emerging or developing competencies underpin his/her abilities to plan support and encourage the setting of targets for achieving these competencies unaided or in a more established fashion. The study by Johnson (1998) also showed that South African teachers (primary schools, Grade R to 7) are also able to maintain diagnostic assessment. Teachers keep records of achievement, which reflects their own planning, as well as the achievement of learners. The research established that all teachers involved in the study were able to apply a profiling framework, by collecting evidence of children's achievement. Teachers agreed that the application of the framework sensitised them to children's learning in a way that was not possible before.

In seeking to bring about changes in assessment practices in RSA, Maxwell and Cumming (1998) say it requires a process of individual

intellectual struggle on the part of all teachers in order for the new paradigm to overthrow the old.

OBA is firmly rooted in criterion referencing or self-referencing principles. All learners who acquire competence in relation to specified SKAV will achieve recognition (credits), 'not on the basis of a haphazardly determined percentage. (DoE, 2003)

The focus of assessment is moving away from grading and comparing learners (norm referencing). The emphasis is moving towards achieving specified, desirable learning outcomes and recording learner's progress in relation to criteria, which have been agreed upon. All learners who achieve specified criteria for particular learning outcomes will receive the appropriate credits (DoE, 1997).

There seems to be a growing consensus that many of the instruments used to assess students' intellectual abilities or educational progress are wanting in certain aspects. A major criticism against the past assessment programmes constructed by teachers for the purpose of determining students' grades is that they tend to emphasise recall of declarative or procedural knowledge and provide little indication of either the level at which students understand the subject matter or the quality of their thinking (Messick, 1992).

According to Messick (1992), if higher order cognitive functioning is a major goal of education, the lack of adequate tools for assessing such functioning means that the stakeholders are at a loss as how to judge the success of educational enterprise as a whole. As long as test scores are

the primary vehicles for accountability, expecting schools to focus on the teaching of the higher order cognitive functioning is likely to be futile until better methods are developed for measuring success in this regard.

Johnson's study (1998) revealed that continuous assessment is important if teachers are to understand and capture the progression of learners through curriculum.

2.9. THE PURPOSE OF USING CONTINUOUS ASSESSMENT FOR GETC

According to SAQA (Republic of South Africa, 1995), the purpose of the General Education and Training Certificate (GETC) is to equip learners with knowledge, attitudes and values (SKAV) that will enhance or enable meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in Further Education and Training (FET) and establish a firm foundation for the assumption of a productive and responsible role in the workplace. In the case of schooling, the GETC is a qualification that is awarded at the end of the GET band (i.e. Grade 9) that will provide accreditation within the National Qualification Framework (N.W. DoE, 2002).

The General Education and Training Band serves to provide learners with a broad foundation of knowledge, skills, values and attitudes that enable them to access Further Education and Training programmes that reflect their emerging areas of interests, takes cognisance of learning towards broad career fields and allows them to participate in society

through age, appropriate social, emotional, physical, ethical and cognitive behaviour. The school-based continuous assessment (CASS) would constitute 75% of the final result and the external summative assessment, conducted through the instrument known as common task for assessment (CTA) would constitute 25% of the final result (N.W., DoE, 2002).

According to the Guidelines for Assessment (N.W. DoE, 2002) school-based assessment should be managed and designed by schools using national guidelines for assessment. This would ensure that items included in the final assessment result of a learner provide a far more representative sampling of the specific outcomes covered in each learning area.

According to the Qualification and Assessment Policy Frame Work (DoE, 2003) assessment should:

- Use a variety of instruments
- Use a variety of methods
- Be understood by the broader public
- Be clearly focused
- Be integrated with teaching and learning
- Be based on pre-set criteria of assessment standards
- Allow for expanded opportunities for learners
- Be learner paced and fair and
- Flexible

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one

assessment. This is the principle behind continuous assessment (CASS). CASS is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It includes both internal and external assessment.

2.9.1. Various assessment strategies used in GETC in the Republic of South Africa

The OBE curriculum is driven by assessment that focuses on well-defined learning outcomes, and how long students take to achieve the outcomes, or which path the students take to achieve their targets. The learning outcomes are set out on a gradation of increasing complexity so that students are expected to master these outcomes sequentially (Acharya, 2003).

Willis and Kissane (1995) suggested two techniques for assessing students' learning outcomes:

- Standard-referenced assessment (similar to criterion-referenced assessment but with a clearer description of expected performance), and
- Student portfolios documenting their progress.

Given that assessments in OBE focuses on the students' learning outcomes (i.e. measurable competencies), this could imply that students with different abilities will follow different paths to reach their goals and may finish at different times. Therefore GETC also includes different types of assessment strategies to measure learners' achievement. These are discussed below.

2.9.1.1 Internal Assessment

The school-based assessment (SBA) must include a variety of measures. The following are the types of assessments used currently in North West schools

2.9.1.1.1 Formative assessment

This type of assessment takes place during teaching and gives the teacher the opportunity to observe learners' reactions and check their level of understanding. This can then be used to change certain aspects of their teaching to make learning and understanding more effective. It can be thought of as:

enabling the teacher to form effective instruction, and thereby improving student's performance (Cruickshank, Brainer, & Metcalf, 1995:27)

2.9.1.1.2 Diagnostic assessment

This consists of types of tests administered in classrooms to obtain diagnostic information about learners who are having problems (DoE, 2003).

2.9.1.1.3. Achievement-based assessment

The purpose of achievement tests is to measure progress in school up to a particular point in time. It gives an indication of how well students have mastered school topics (Nunnally, 1964).

2.9.1.1.4 Peer assessment

According to the assessment approach advocated in C.2005, we are moving away from a test situation to a more holistic method of assessment. In co-operative learning the focus of assessment is on the process as well as on the product. If learners have the correct tools, they should be able to meaningfully contribute to the assessment process. This form of assessment takes its shape with the help of carefully developed assessment tools. These tools are an understanding of the purpose and criteria of assessment, as well as knowing the importance of transparency and honesty. This can be achieved through discussing the assessment process with learners (DoE, 1987).

2.9.1.1.5 Self Assessment

Curriculum 2005 also indicates the learner's need to be aware of her/his own individuality. Learners also need to assume responsibility for their own decisions. Therefore provision is made in OBE assessment for individual learners to assess their own performance against the predetermined criteria. A self-evaluation tool drawn by the teacher will assist the learner to evaluate his/her performance.

2.9.1.1.6 Portfolio Assessment

This is a popular method of assessing learners in OBE. A portfolio is a collection of learners' work like projects, a product of

independent study, both in and out of school. This collection is arranged to show a progression from early work to the most recent work. This makes it possible to assess progress. To be able to have a valid, informed assessment conclusion, a portfolio must include numerous examples of a learner's work (DoE, 1987).

2.9.1.1.7 Observation sheets

There are certain outcomes of instruction which cannot be adequately measured by the other forms of assessments. To obtain the complete picture of the extent to which change occurs in the learner's command of fundamental manipulative skills and in his/her understanding and ability to apply information relative to materials, tools, and processes, the teacher must observe continually the learner's effort to perform the procedures demonstrated and his/her attempts to apply the information presented. In Curriculum 2005 teachers use observation sheets to record learners' progress on a regular basis with the help of predetermined codes and criteria.

2.9.1.1.8. Journals

These are written accounts of investigation learners are expected to complete as part of a research.

2.9.1.1.9. Teacher made tests

These are tests made by the teacher for a specific group of learners, based on specific knowledge or skills. Since the class teacher develops

these tests, it is based on a sound knowledge of learners as a group and also on the needs of individual learners.

2.9.1.1.10 Assessment of prior learning

These are tests administered by teachers at the beginning of an academic year or beginning of a new topic to understand the conceptual development of individual learners in the class.

According to the Assessment Policy for Grade R-9 (Gov. Gazette 19640 of 1998) from the beginning of schooling until Grade 9 there should be internal continuous assessment, which is administered and marked by teachers and moderated externally within the guidelines laid down by the Provincial Education Department, which comply with the national education policy.

2.9.1.2 External Assessment

At the end of the General Education and Training Band (Grade 9 and ABET level 4) there is an external assessment designed, set, marked and moderated by a body or the Provincial Department which is separate from the school or organization or institution which delivers learning.

Grade 9 and ABET Level 4 represent the exit year for the GET Band and the first level of NQF. The Grade 9 exit certificate GETC, is recognized as a central component of educational reform and renewal.

In order to award the GETC, learners are internally assessed through continuous assessment (CASS) which contributes 75% in the final decision making process and externally assessed through Common Tasks for Assessment (CTA) which contributes 25% in the final decision making process.

2.9.1.3 Moderation

Assessment Policy Grade R-9 (Republic of South Africa, 1998) states that moderation is carried out to ensure that appropriate standards are maintained in the assessment process. This is done on a sample basis at the different levels of the system. Moderation mechanisms are put in place at school, provincial and national level. The assessment policy further states that continuous assessment should be moderated externally by professional support services within the guideline set by the Provincial Education Departments. Provincial Education Departments will be responsible for moderation mechanisms at schools / school cluster / district levels.

2.10 PROBLEMS ASSOCIATED WITH CONTINUOUS ASSESSMENT

Continuous assessment is not without its problems. Nkwakby (1987) who studied the operation of Continuous Assessment in Nigeria highlighted the following as major problem areas:

1. inadequate conceptualization
2. doubtful validity
3. inadequate structural and administrative support

Broadfoot et al. (1990) also observed that teachers may lack experience of, and expertise in, Continuous Assessment. In particular, the quality of many classroom tests may be low, tending to show negative gains in validity of assessment made possible by the introduction of Continuous Assessment.

Pennycuick and Murphy (1988) noted that Continuous Assessment makes excessive demands with regard to record keeping and reporting on teachers. At the same time if Continuous Assessment involves project work, there may be overloading of projects from many subjects simultaneously on the learner. Pupils from wealthy families tend to be at an advantage since they have better access to resources.

Mkandawire (1987) observed the following sources of unreliability in Continuous Assessment.

- **Administrative mistakes:** Human errors which may happen during the recording and translation of scores or codes.
- **Teacher or assessor bias:** One of the dangers of Continuous Assessment is that it is subjective and relies heavily upon observation, evaluation and assessment of the teacher to determine the level of the learners. If the teacher is biased, it may invalidate the assessment altogether. If a teacher has a very troublesome learner, for example assessing this learner objectively would be very difficult. The negative feelings and prejudices the assessor might have developed may affect

the assessment and the assessment result may become worthless.

- **Halo effect:** It is also noticed that during the assessment of project work etc., the assessor may get impressed with the artistic presentation and a learner who is able to create an impression on the assessor may get better scores than a quiet learner.
- **Doubtful originality of work:** It is also possible that learners get assisted by parents or elder siblings during projects, assignments, investigation etc.
- **Comparability between classes within the school and between schools.**

Observer constituency, some times referred to as scorer constituency, is of concern for the measurements that includes items with scoring keys that require an element of judgement. Individual teachers normally determine independently what type of achievement is to be recorded. Again the subjectivity of individual teachers will affect the scores awarded by them.

Conney, Elizabeth and Melvin, (1993) observed that teachers who are considering alternative assessment often ask: "how much time does it take?" Bloomfield (1975) also pointed out that continuous assessment

takes a lot of teaching time. Teachers often encounter problems with time when they need to assess field trip, etc in terms of the time factor.

Torrance and Pryor's (1995) findings also pointed out that the time limit set for carrying out practical tasks is a problem.

A study by Johnson (1998) also discusses the problem of time factor. None of the teachers involved in the study were able to develop a profile of learning with all the children in their classes. The reason was that the class sizes in most of the schools were too large. The study found that profiles of learners were demanding of teachers' time. Teachers found that techniques of assessment associated with using the profiles of learning, such as informal and direct observation, were not always new to them, as in one school which, had an optimum average class size (25), the teacher was unable to use profiles of learning in assessing every child.

In the study, Johnson (1998) showed that in South African schools teachers in primary schools were able to maintain a record of achievement, which is used to reflect the achievements of learners.

The research established that all teachers involved in the study were able to apply a profiling framework in one form or another in collecting evidence of children's achievements. Teachers agreed that the indicators of achievement provide them with a language by which to describe (to children, colleagues and parents) what children were achieving. This research recognised that although evidence of

achievement was visible, annotating this into a record of achievement for the pupil, proved to be difficult.

The study recognised the following as problems experienced by teachers while conducting continuous assessment.

- The physical size of the classroom: none of the teachers were able to use a profile of learning with all the children in the class due to time factor.
- Re-orienting the classroom environment and teaching styles was necessary to accommodate the new assessment framework in time.

2.11. CONCLUSION

Various studies reported above, point to the need for establishing the use of continuous assessment as an effective tool to determine learner performance in the General Education and Training Certificate.

There exists a need to prove whether the GETC, for which 75% contribution comes from continuous assessment, is really fulfilling all the assessment expectations envisaged in Curriculum 2005.

CHAPTER III

RESEARCH DESIGN

3.1 INTRODUCTION

Research design includes research approach, choice of research area, sample size and sample procedures. This study concentrates on Grade 9 Learners in the Mafikeng Educational Region in the North-West Province of South Africa. The discussion which follows focuses on the following: research approach, choice of research area, the population involved and sample size as well as data collection and instruments used in the study.

3.2 RESEARCH APPROACH

This study was conducted using quantitative and qualitative methods through a participatory approach. Mulusa (1992), pointed out that participatory research combines sound investigation, educational work and action. He identifies the following as the advantages of participatory research:

- A problem to be studied originates in the work place. The research will lead to the transformation and improvement of systems involved, in this case, the manner in which the current school-based Assessment and Common Task of Assessment are implemented in the schools in the North West Province.

- Through the research, the people involved (Professional Support Staff and teachers in the North West Province) will acquire a better understanding of the principle involved in the Outcomes-Based Assessment approaches and how effectively the assessment strategies can be implemented in the Province.
- The research will strengthen the awareness in people of their own abilities, the capacity to use available resources and its support for organizing better assessment strategies.

In this study the school management teams, teachers and education specialists are focused on together with the areas which need to be developed in North West schools.

3.3 CHOICE OF RESEARCH AREA

The Republic of South Africa has nine provinces. North West Province (NWP) is one of the nine provinces. North West Province has five educational regions. Out of the five educational regions, the Central Region of the NWP was selected for this study because the Corporate Centre (Head Office for the Department of Education) is within this region. The population for this study include the corporate staff, regional staff as well as school-based officials therefore conducting the study in this region will be more appropriate than any other region. Doing the study in the central region was also cost effective and time saving. This region has 128 intermediate schools.

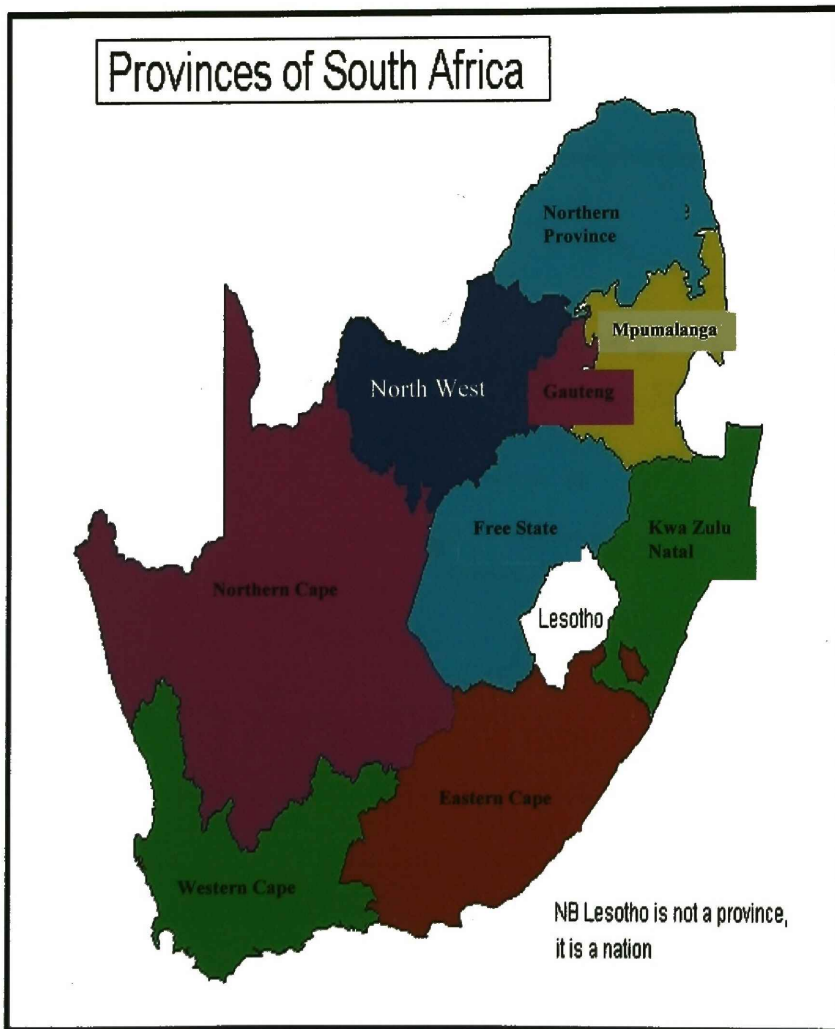
The Central Region also has five Area Project Offices (APO). Out of the five, two Area Project offices have been selected, one urban and one

rural. Mafikeng Area Project Office (urban) and Lichtenburg (rural) were selected. Out of the 32 GET Schools in Mafikeng APO, 10 schools were selected. Out of the 28 GET schools in Lichtenburg APO, 10 schools were selected. From each area project office 10 schools were randomly selected.

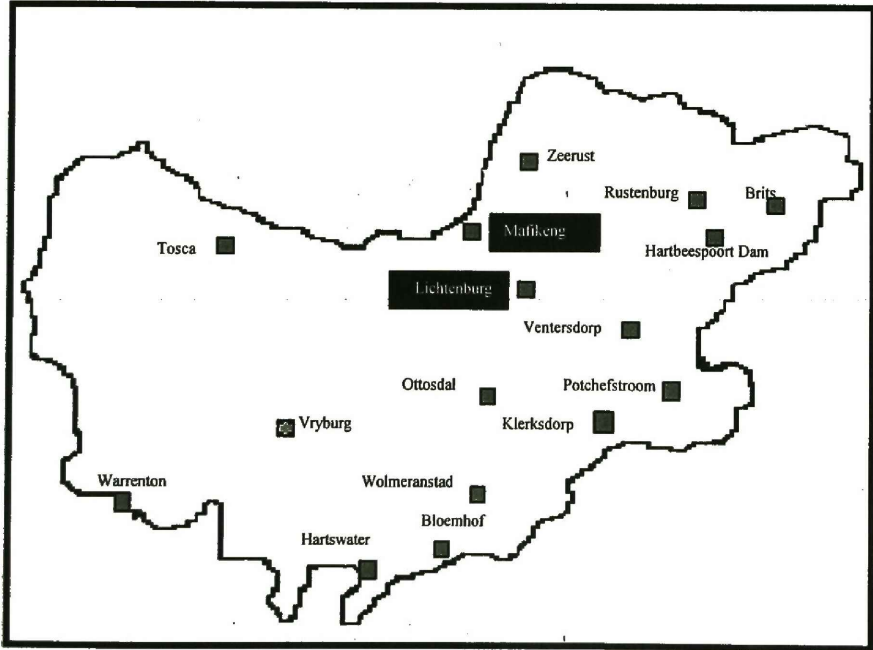
This study concentrates on Grade 9 learners in the Mafikeng Educational Region in the North-West Province of South Africa.

Map 1 and Map 2 give a diagrammatic representation of the chosen area.

Map 1: Map of the Republic of South Africa



Map 2: Map of the North-West Province



Twenty intermediate schools out of a hundred and twenty eight participated in the study. Two Area Project offices (APO) were involved and ten schools from each APO were selected. Mafikeng APO (urban) has 32 GET schools and Lichtenburg (rural) has 28 GET schools. From the same region two APO offices (Mafikeng and Lichtenburg) were involved. Twelve professional support officials who are involved in the training and monitoring of CASS and CTA for GETC were selected from these APO offices. Eighteen officials who are involved in the GETC from the two Directorates, Assessment Accreditations and Certifications and Professional Support Services are also a part of the study.

3.4. POPULATION

According to Travers (1978), in testing any hypothesis by statistical means, an assumption is made that the observation recorded represents a sample drawn from a defined universe by methods that do not involve bias. This study covered the Central Educational Region of North West Province. The population was chosen from approximately 2000 education officials including teachers, school management teams, and professional support staff involved with intermediate schools. Out of the 2000 officials in the intermediate schools, approximately 1000 officials are directly involved with GETC and Grade 9 assessments and CTA. Only those teachers and management staff who are directly involved with Grade 9 assessments were chosen as respondents.

Teachers who have participated in the administration of GETC are the first target group. A list of 60 schools, which are involved in GETC, was obtained and these schools provided the list of teachers who are involved with CASS and CTAs. From selected schools a random sample of 100 subjects was chosen. These teachers provided information about the extent to which the OBE training prepared them for OBA. They were able to inform to what extent OBA improved instructional effectiveness and how they dealt with the administration, recording and reporting of the assessment and what were the problems experienced with time management after the introduction of the new OBA.

School Management Team (SMT): The principal and two Heads of Departments from selected schools also took part in this study because they were involved in the supervision of SBA and CTA in their own schools. They provided information on the problems encountered during the administration of CASS and CTA. They were also able to provide information on what types of intervention strategies and support systems were needed to overcome the problems experienced. A list of 80 SMT members was obtained from the selected schools and out of these 60 subjects were randomly chosen for the study.

Professional Support Staff. A list of the professional support staff involved with the development of CTAs and the development of CASS strategies was obtained from the Chief Directorate of Professional Support Services (both from the regional and corporate centre) and the Directorate of Assessment and Accreditation. These officials are able to inform the problems experienced by the schools when they are

implementing OBA. They are also able to highlight the problems they themselves are experiencing during the moderation of OBA. A list of 85 Professional Support Staff members who were assisting the Mafikeng and Lichenburg Area Project Offices were also obtained from the regional and corporate centre. From the list 40 officials were chosen.

3.5. SAMPLE SIZE

This study used stratified random sampling and multi-stage sampling. The simple method of obtaining a sample from a population is that of obtaining a random sample, which is a sample in which every sector of the population has an equal chance of being, selected (Travers, 1978)

In multi stage sampling, the sample population is divided into primary, secondary, and tertiary units of sampling (Mulusa, 1992).

In this study only intermediate schools from the selected Area Project offices were included. The research sample consisted of 200 subjects made up of teachers, school management teams and professional support staff. The 200 Subjects include:

❖ **100 teachers:**

5 teachers who are directly involved with CTAs were randomly chosen for each of the twenty schools. i.e. (5 x 20 = 100).

❖ **60 SMT members:**

1 Principal, 1 Deputy Principal, 1 HOD per school. i.e (3 x 20 = 60).

❖ **The 40 PSF staff**

- 12 Institutional curriculum support officials (6 per Area Project Office),
- 10 Subject advisors, (5 per Area Project Office).
- 13 curriculum planners (only 13 curriculum planners are appointed in the corporate centre, each one handles one subject field therefore all of them were selected).
- Examination officials (only five officials are appointed at the corporate centre. All of them were also selected).

TABLE 3: Choice of Schools and Respondents

Central Region	Area Project Office	Selected Schools	Number of Teachers	Number of SMT	Total(Teachers and SMT)
		sample	sample	sample	sample
	1	10	50	30	80
	2	10	50	30	80
Total	20	100	60	160	

TABLE 4: Choice of APO and Head Office and Respondents

	Category	Sample
Area Project Office 1	Area Project Officers and Coordinators	6
	Subject Advisors	6
Area Project Office 2	Area Project Officers and Coordinators	5
	Subject Advisors	5
Sub Directorate: Curriculum Development	Curriculum Planners	13
Directorate: Accreditation and Assessment	Deputy Chief Education Specialists	5
Total		40

3.6. METHODS OF DATA COLLECTION

The types of assessment practices were studied in the 20 schools. Questionnaires were used for this purpose. Two separate sets of questionnaires were used.

Ary (1990) and Halpin (1996) are of the opinion that observation and questionnaires do serve as a major instrument for collecting data for the survey. In line with this thought, various research tools were considered. It was realized that a questionnaire would suit the purpose of this study.

3.6.1. Questionnaires

For the purpose of this investigation, two sets of questionnaires were drawn up. The investigator personally handed the questionnaires to each principal to distribute to the staff involved with CASS and CTA in Grade 9, and necessary assistance was given to interpret the questions for the learners. Before they filled in the questionnaires, respondents were assured that the information collected would in no way be used against them. The same procedure was used to distribute and collect the information from Professional Support Staff.

3.6.2. Advantages and Disadvantages of Questionnaires

In selecting to use questionnaires the researcher was aware that the use of questionnaires for any form of investigation has its own advantages and disadvantages.

According to Ary (1979) and Halpin (1996) the usage of questionnaires has advantages and disadvantages. In the sections 3.6.2.1 and 3.6.2.2 some of the advantages and disadvantages of using questionnaires for collecting the data for this study are identified.

3.6.2.1. Advantages of using questionnaires in the study

In this particular investigation, the following could be identified as advantages:

- (i) The completion of each questionnaire was not very time consuming.
- (ii) With the exception of the teachers, the respondents were able to seek assistance from the investigator. While circulating the questionnaire the investigator met the SMT and professional support staff and briefed them about the purpose of the investigation and clarified the doubts they had.
- (iii) Each sample group from each school answered the same set of questions.

3.6.2.2. Disadvantages of using questionnaires

There are limitations when using a structured questionnaire for collecting data, and some of these limitations may be identified as:

- (i) Questionnaires, which are distributed by the researcher, tend to make the respondents feel uneasy and embarrassed, because of the researcher's presence. The information given on the first page could possibly identify the respondents and might have influenced their responses.
- (ii) The respondents sometimes give information to impress or please the researcher since the researcher was working for the Assessment, Accreditation and Certification Directorate.
- (iii) The respondents had limited time to complete the questionnaires, so they could not think deeply, because of other activities taking place in the school at the time of the survey. Some schools were conducting CTAs for 2004 and others were involved with their own internal assessment programmes.
- (iv) The researcher had no recourse to interview selected individual respondents to probe more deeply into responses to questionnaire items.
- (v) Not all questionnaires were returned. Ninety seven percent of the questionnaires were returned.

3.6.2.3. How the disadvantages of the questionnaire as an instrument were overcome

Many of the above disadvantages were countered by employing a highly structured questionnaire schedule. The researcher being fully aware of the bias, adopted a questionnaire technique that would minimise the effect of conscious and unconscious respondent bias. This was done through the instructions given to the respondents to feel free to hide their identity by not giving personal details such as name of the respondent, name of the institution and name of the region/sub.directorate/directorate on the questionnaire.

- Rapport with each respondent to promote frank and spontaneous responses from subjects was established by meeting the respondents face to face and talking to them about the needs of the study.
- A coding system was designed to record the response of respondents to reduce confusion when analysing and interpreting data. It was easy to use a three-point scale to arrive at the conclusions using the statistical methods. This study used mean/average and graphs to come to the conclusions of the responses.

3.6.3. Categories of questionnaire

(i) Appendix A

The first part of the questionnaires (Appendix A, Part A.1, A.2 and A.3) was used to establish the teachers' and school management teams' understanding of CASS in OBE and to find out the type of assessment strategies currently used in schools.

(ii) Appendix B

The School Management Teams and teachers answered the second part of the questionnaire (Appendix B, Part B.1, B.2 and B.3). Appendix B consists of 15 questions which fall into three categories, which are:

- Part B.1: Assessment Training
- Part B.2: Follow-up Activities
- Part B.3: Time Management

(iii) Appendix C

The third part of the questionnaire, (Appendix C, Part C.1, C.2 and C.3,) also consisting of 15 questions which fall into three categories, was answered by the Professional Support Staff. Appendix C consists of 15 questions, divided into three categories, which are:

- Part B.1: Follow-up Activities
- Part B.2: Implementation of CASS and CTA Part B.1
- Part B.3: Procedures and practices in GETC administration

A separate set of questionnaire was given to each sample group. It was stated earlier that the primary aim of this study was to find out the problems associated with CASS and CTAs in the Central Educational Region. To achieve this goal, questionnaires were given to the respondents to elicit information pertaining to that goal.

3.7. DETAILS OF DATA COLLECTION

This section deals with the manner in which data was collected for analysis.

3.7.1 Awareness of OBA

In an attempt to establish the school management staff's and teachers' understanding of OBA, a three part questionnaire was administered (See Appendix A, Part A.1, Part A.2, Part A.3).

3.7.2. Problems associated with OBA and CTA

The practitioners in implementing the CASS and CTA at the school level used appendix B and Appendix C to find out the problems experienced. Appendix B was given to the SMT and the teachers. This section has three parts, part B.1 Part B.2 and Part B.3. The Professional Support Staff answered the Appendix C, Part C.1, Part C.2 and Part C.3.

Each statement is responded to on a three-point scale. The responses from school-based officials and office based officials were processed separately.

3.7.3. Problems experienced during the data collection process

The fact that some schools were engaged with some extra curricular activities and term examinations, all the available grade 9 teachers were used, because of the time limit set for the study. From each school the Principal, one Deputy Principal, one HOD and five teachers were

required to take part in the survey. But two Principals were replaced by Deputies or HODs and two HODs were replaced by teachers in order to have eight respondents from each school. There were two schools, which did not qualify for Deputy Principals. From those schools two HODs were randomly selected to respond.

3.8. CONCLUSION

The information received was re-checked to ascertain whether the respondents and the researcher respectively had attended to all items presented. The information received has been categorised, interpreted and discussed in Chapter 4.

The next chapter deals with the data analysis, showing how the items in the questionnaire were tabulated and analysed, using mathematical and statistical methods of percentages and positive scores, so that significant information concerning the usefulness of CASS and CTS towards GETC could be identified. The responses were analysed according to the research questions:

- To what extent does the current OBE training prepare teachers for the new assessment practices?
- What type of follow up and professional development activities are needed for the teachers to sustain the ongoing continuous assessment?

- What are the challenges experienced by teachers and professional support staff when implementing the CASS and CTAs at the school level?

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

It was stated earlier that the primary aim of this enquiry was to examine the problems experienced by the practitioners in implementing CASS and CTA in GETC, with particular reference to the Mafikeng Educational Region. The study also investigated some of the factors associated with CASS and CTA as a tool in the general evaluation process of Grade 9. To achieve these goals, questionnaires were administered to the respondents to elicit information pertaining to the research questions. There were two sets of questionnaires. Each questionnaire was analysed and interpreted separately.

The investigator dealt with the data obtained from the management staff and the teachers, separately.

Secondly, the information gathered from the management staff and teachers was combined and analysed according to the three categories (see 3.6.3.). When data had been analysed and interpreted, conclusions regarding the problems experienced by practitioners in implementing CASS and CTA in GETC among the Grade 9 learners were drawn.

4.2 DETAILS OF ANALYSIS

4.2.1 Awareness of Continuous Assessment

In an attempt to establish school management staffs' and teachers' understanding of the recent developments in assessment in South African schools, a three-part questionnaire was developed and used in this research. The School management staff and the Grade 9 teachers answered the first part of the questionnaire. A total of 160 subjects took part (60 management staff and 100 teachers).

The first part was used to assess the school management's and teachers understanding of the concept OBA. (See Appendix A, Part A.1) The second part was distributed to elicit information regarding the assessment strategies which are currently in use (See Appendix A, Part A.2). With the Appendix A, Part A.3 the researcher was able to collect information about the frequency of assessment in schools.

With the introduction of OBE, for more than 10 years now, arguments have been constructed regarding the need for a new form of assessment, and for a paradigm shift with the focus on constructivist theory on teaching and learning. The conception of learning represented by these theories of learning and cognition appears to be strikingly different from those implied in the past educational assessment and measurement practices. Indeed most educational specialists in North West Province are qualified as practitioners from the century old educational understanding and behaviourist perspectives. This section (Tables 5, 6, 7, and 8) of the questionnaire was distributed to collect information

regarding the level of understanding the practitioners of OBE have on the new assessment strategies. In Table 5, statements regarding the kinds of fundamental changes in assessment envisioned by the Department of Education were asked to the respondents.

Table 5 shows details of the understanding of SMT as well as teachers about continuous assessment and common task of assessment. Teachers and School Management Team (SMT) make different meanings of constructivist and behavioural theories in planning assessment and teaching. This sets of Questionnaire were enquiring mainly on the practitioners' understanding of the constructivist classroom practice.

The scores indicated a high level of conceptualisation of the principles of OBE and OBA, which are rooted mainly in constructivists learning design. The assessment practices that are encouraged through OBA are continuous, planned, and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes, which include knowledge, skills, values and attitudes. Items 1 and 3 were statements based on behaviourist epistemology, which focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement (Gagnon and Collay, 2005). These questions were included due to the emphasis on measuring the acquired skills against the predetermined assessment standards in OBA. In behaviourist epistemology learning is conceived as a process of changing observable behaviour as a result of the selective reinforcement of an individual's response to events (stimuli) that occur in the environment (Skinner, 1954). Items 2, 3, and 4 were based on the constructivist's classroom practices. The constructivist teacher explores the possibility of using

inquiry as a way to understand, and hence to assess learning. The new paradigm shift in assessment focuses on supporting learning rather than on sorting and selecting students (Gipps, 1994, 1999; Resnick and Resnick, 1991; Shepard, 2000). Currently in North West Province, many classroom assessment practices resemble poorly designed assessment strategies for which the most fundamental questions have not been asked. “What do students know”? seems to have been one of the main assessment questions. But the question, “what does it mean to know”? is rarely asked. Until those who are involved with classroom practices come to grips with, or at least frame the issue of, knowledge and knowing in ways that can guide education practices (including assessment), the enterprise of education runs the risk of being fruitless or counter productive (Gill, 1993).

In answering questions one, two, four and five, in the questionnaire management staff scored 100%, 95%, 100% and 98% respectively. The implication of the scores is that those who are supposed to be managing the continuous assessment process are well aware of the new changes in the assessment programme.

TABLE 5: School Management staff and Teachers' understanding of OBA

NO	QUESTIONS	MANAGERS (N=58)				TEACHERS(N=96)			
		Yes	No	Undecided	Total	Yes	No	Undecided	Total
1	Continuous assessment refers to the process of gathering relevant information on a regular basis for the expressed purpose of making educational decisions	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
2	Continuous assessment refers to the process of collecting relevant information about learning targets described in the curriculum, which become criteria against which learners are assessed.	55 (95%)	1 (02%)	2 (03%)	58 (100%)	92 (96%)	4 (04%)	—	96 (100%)
3	Continuous assessment is the process of assigning numbers (scores) to the learners' performance at regular intervals in such a way that students' positive level of response is preserved	50 (86%)	1 (02%)	7 (12%)	58 (100%)	91 (94%)	—	5 (05%)	96 (100%)
4	Continuous assessment in OBE is an assessment which stresses more the "knowing how"(competence of skills) and less on "knowing what".	58 (100%)	—	—	58 (100%)	89 (93%)	2 (02%)	5 (05%)	96 (100%)
5	Continuous assessment includes several different assessment results, using many different techniques and occurs over a relatively long span of a student's classroom experience. The scores are combined in such a way so that they may be summarised for the official record.	57 (98%)	—	3 (05%)	58 (100%)	95 (99%)	—	1 (01%)	96 (100%)

The scores indicated that teachers too, conceptualised the principles of OBE and OBA. Their 100%, 96%, 94%, 93%, and 99% responses confirm their level of understanding. However, there is still a minority of managers who are not sure of the concepts. The disagreement to questions may be due to the fact that professional support staff often targets teachers for workshops. The school management team, in most cases, focuses on the day-to-day smooth running of the institution and members are unable to attend workshops for the fear of deserting the institution. Therefore they do not go to workshops together with their teachers.

The negative responses received from the teachers could be due to the fact that most of the schools in the survey had many limitations such as library facilities, laboratories and teaching aids. These factors perhaps forced teachers to leave some techniques of continuous assessment, which are described in OBE assessment. The reason for the negative responses received for item 3 could be due to the absence, till now, of a concrete assessment policy from the Department of Education to guide the management and teachers on assessment strategies. There were many changes in the assessment policy over the years. Every year changes in the policy happen and these tend to confuse the SMT and the teachers.

Responses indicated that teachers with less than 5 years of experience, had difficulty in conceptualising many aspects of OBA. It points out

the fact that professional support is not given timeously to the novice and teachers who are new to the system.

4.2.2 Assessment techniques

The behaviourist concept of knowledge is articulated in a simple, essentialist, and mechanistic term and is well suited for the application of measurement axioms based on estimating the probability of recurrence of correct responses given a particular stimulus, frequently a test question. In this perspective knowledge is abstracted and generalised, decontextualised and defined independently of the individual's activity of learning. This conception of assessment still underlies most practices of assessment today, whether in the form of end of unit tests, end of semester test or other forms of test. Researchers have started to call for changing the assessment practices to address the conceptual vacuum by changing the century old practices into a theory and construct driven assessment and for integrating the assessment with instructional practices (Gipps, 1994; Resnick and Resnick, 1991; Shepard, 2000). OBE mainly based on constructivist's learning principles adopts this changing nature of assessment practice.

In an attempt to find out about the school management and teachers' understanding of the various assessment techniques outlined in OBE, another set of questions was administered to the school-based officials. All the techniques were presented to the respondents, and they were asked to select the ones they are aware of. The information gathered is summarised in Table 6.

TABLE 6: School Management Staffs and Teachers' knowledge of assessment techniques:

NO.	Assessment techniques	Managers (N=58)				Teachers (N=96)			
		Yes	No	Undecided	Total 58	Yes	No	Undecided	Total 96
1	Diagnostic assessment	26 (45%)	12 (21%)	20 (34%)	58 (100%)	58 (60%)	13 (14%)	25 (26%)	96 (100%)
2	Observation sheet	30 (51%)	13 (22%)	15 (26%)	58 (100%)	67 (70%)	20 (21%)	09 (09%)	96 (100%)
3	Achievement-based assessment	33 (57%)	08 (14%)	17 (29%)	58 (100%)	59 (61%)	08 (08%)	29 (30%)	96 (100%)
4	Journals	37 (64%)	07 (12%)	14 (24%)	58 (100%)	69 (71%)	22 (23%)	05 (05%)	96 (100%)
5	Self assessment	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
6	Teacher-practitioner made tests	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
7	Peer assessment	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
8	Portfolio assessment	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
9	Performance assessment	45 (76%)	10 (17%)	3 (05%)	58 (100%)	96 (100%)	—	—	96 (100%)
10	Project work	58 (100%)	—	—	58 (100%)	96 (100%)	—	—	96 (100%)
11	Recognition of prior learning	28 (48%)	15 (26%)	15 (26%)	58 (100%)	71 (74%)	09 (09%)	16 (17%)	96 (100%)

In Table 6, all the assessment techniques recommended in OBE are identified (see Appendix A, Part A.2). The scores show that respondents know most of the techniques, though some are better known than others. It is noticed that items relating to diagnostic assessment, the observation sheet and recognition of prior knowledge received only 45%, 51% and 48% of scores from managers and 60%, 70%, and 74% of scores from teachers respectively. One wonders whether this is due to ignorance or lack of training. It shows that managers, like teachers, are perhaps, not well informed about these assessment strategies and are not likely to encourage their total use.

From the above analysis, one can conclude that though managers and teachers are aware that the system of assessment has changed, they are still not aware of all the details of OBE assessment. Responses for items 1, 4, 10 and 11 indicate that although the managers and teachers are aware that there is a change in OBE assessment, they are still unaware of certain paradigm shifts, such as criterion reference nature of assessment, OBE assessment is trying to bring about. The responses received in these items show the necessity of an intense support system needed for teachers.

4.2.3 Frequency of assessment

Classroom assessment as envisaged in OBA is an ongoing process, best thought of as the creating and maintenance of a classroom "feedback loop." By using a number of simple classroom assessment techniques that are quick and easy to use, teachers get feedback from students on their learning. Teachers then complete the loop by providing students

with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, teachers use classroom assessment again, continuing the "feedback loop." As the approach becomes integrated into everyday classroom activities, the communications loop connecting teachers and students and teaching and learning becomes more efficient and more effective.

Table 7 shows the details on how often the schools assess their learners in North West Schools

TABLE 7: Frequency of assessment of learners in schools

NO	Weekly	Fort-nightly	Once a month	Quarterly	Half Yearly	Once a year
154	93	61	0	0	0	0

All the 154 respondents (100% score) indicated that they assess their learners on a weekly/fort-nightly basis. In all the schools surveyed, assessment takes place either weekly or fort-nightly. That is, the continuous and formative nature of OBA is well known to both managers and teachers.

4.2.4 Assessment techniques in use

Classroom assessment in OBA is an attempt to build on existing good practice by making feedback on students' learning more systematic, more flexible, and more effective. Teachers already ask questions, react to students' questions, and monitor the students, read homework and tests, and so on. Classroom assessment provides a way to integrate

assessment systematically and seamlessly into the traditional classroom teaching and learning process (DoE, 2003). OBE insists on various assessment techniques to assess attainment of knowledge, skills values and attitudes (see Table 6). Respondents were asked to provide information regarding the assessment techniques that they are using in schools. Their responses are shown in Table 8.

TABLE 8: Assessment techniques which are in use:

NO	Assessment Techniques in use	Number of schools using the /technique
1	Diagnostic assessment	13
2	Observation sheet	16
3	Achievement-based assessment	20
4	Journals	16
5	Teacher practitioner-made tests	20
6	Self assessment	20
7	Peer assessment	20
8	Portfolio assessment	20
9	Performance assessment	18
10	Project work	20
11	Recognition of prior knowledge	13
12	Other assessment techniques in use	0

According to Table 8, in the selected schools, all the techniques outlined in the assessment policy are in use (see Appendix A, Part A.3). All the OBA assessment strategies were provided to the respondents. The responses indicated that at this point in time schools are using all of them.

4.2.5 Problems experienced in the implementation of CASS and CTA in GETC.

Assessment in education became a complicated issue ever since the introduction of OBE. There was a large debate about the tools and strategies that teachers have to use to measure student learning. Traditional schooling has focused almost entirely on standardised testing, particularly objective type and closed ended questions. This remained the dominant approach to student evaluation today. However, there are other ways to assess students' progress and learning. Many of the ideas presented in OBA are based on the work of education specialists who believe that traditional approach to testing does not reflect the full range of student learning (<http://ww.thirteen.org>). A solid understanding of assessment, evaluation and curriculum design can lead to better student learning. Schools, teachers and parents need to focus on students' achieving true understanding and real training so that they develop abilities, skills, and conceptual framework that will prepare them for productive and successful lives. In an attempt to find out how useful continuous assessment is in promoting teaching and learning in the North West Province, the second part of the questionnaire was administered on different respondents.

The questionnaire consists of two parts. Each part has fifteen questions, which school management staff, teachers and professional support staff (PSF) responded to. Appendix B: part B.1, part B.2 and part B.3 were answered by SMT and teachers. Appendix C part C.1, part C.2 and part C.3 were responded to by PSF. Each statement was responded to on a three-point scale (See Appendix B and Appendix C). The responses

from the management staff, teachers and PSF were processed separately. In the analysis for positive statements, the scores received for “Agree” were added up. In the same way, for negative statements, scores received for “Disagree” were added together.

4.2.5.1 OBA Training

The teachers were seen as the key actors in the classroom situation. As the source of knowledge, the teacher was primarily responsible for transmitting curriculum content, and improvement in learning was thought to depend on changes in the way the teacher organised and presented that content. Contemporary research on learning has changed this transmission conception. Investigators from diverse domains have demonstrated that what the student does is actually more important in determining what is learned than what the teacher does (Shuell, 1992). This changed conception of learning implies a need to change our beliefs about the teachers' role in learning. School teachers in North West Province are not trained to teach in this changed conception of learning. Therefore there have been few formal opportunities for teachers to study the result of research on learning. Workshop events on educational topics (eg on assessment, course design) organised by central units have been the main opportunity for teachers to get trained in the new educational approach.

As part of the Department's continued commitment to supporting the implementation of the new Curriculum, the National and North West Departments of Education conducted a series of training workshops. Many teaching staff believe that these events are too general and fail to

address real classroom concerns. Appendix B of the questionnaire was distributed to the teachers to elicit information regarding the problems of the training the Provincial Department is offering to prepare the teachers for the implementation of the new curriculum and assessment.

4.2.5.1.1 OBA Training: Responses from School Management Staff

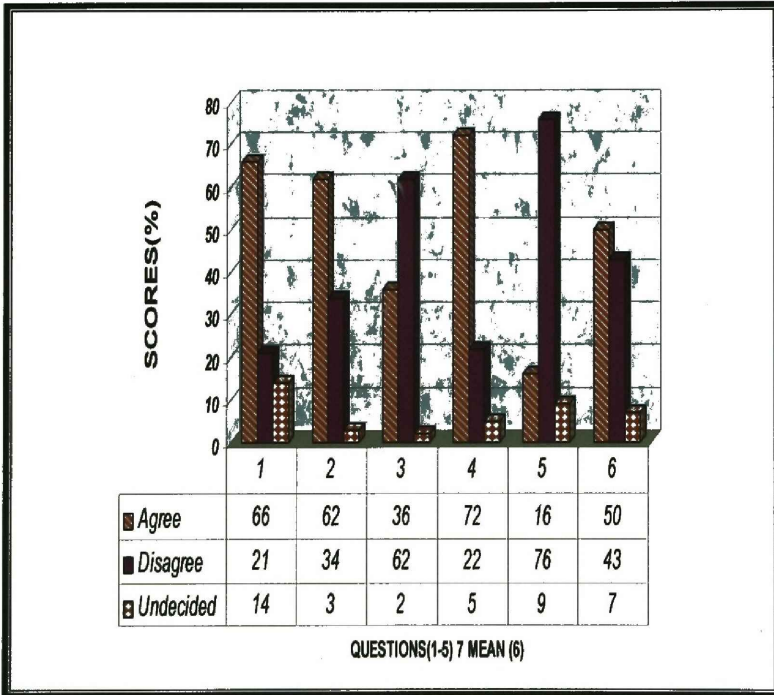
This part of the questionnaire investigated pedagogical training courses aimed at preparing teachers to operate effectively within the new constructivist classroom environment. In attempting to orientate the teachers to the new system of education, several types of collaborative exercises were employed such as training sessions, development of teaching-learning support materials, and group projects. These sessions used a constructivist instructional methodology within the classroom context.

Management staff responded to Appendix B, Part B.1. Table 9 and Figure 5 show the responses received from managers regarding the problems associated with CASS and GETC. Five statements were given to find out whether the training provided by the professional support staff was of quality and helpful to the teachers in implementing CASS and CTA in Grade 9.

TABLE 9: Responses from SMT regarding the Training for OBA (Appendix B, Part B.1)

NO	Assessment Training	Agree	Agree	Dis Agree	Dis Agree	Un Decided	Un Decided	Total Raw Score
		Raw Score	% Score	Raw Score	% Score	Raw Score	% Score	
1	I learned about the new Outcomes-Based Assessment through the workshops.	38	66	12	21	08	14	58
2	The information filtered through the workshop is usually relevant in terms of C.2005 and school-based continuous assessment and CTA.	36	62	20	34	02	03	58
3	The trainers who are conducting the workshops are well informed and the message is understood clearly.	21	36	36	62	01	02	58
4	The trainers are only interested in disseminating information they received from the National or Provincial Department and I have no option but to comply.	42	72	13	22	03	05	58
5	In the workshops conducted to evaluate the success or failure of the implementation, all my fears and problems regarding the assessment were taken care off.	09	16	44	76	05	09	58
6	MEAN SCORE	29	50	25	43	4	07	58

Figure 5: OBA Training: Responses from Managers



From the positive mean score of 50% received for Table 9, one may conclude that school management staff agrees that it is through the training sessions conducted that they learned about the Outcomes - Based Assessment.

From the data collected it can be concluded that without proper pedagogical training and practical experience, teachers will continue to replicate their best existing practices onto the new curriculum. From the

50% mean score it is apparent that successful educational reform requires more intense training.

Items 1, 2, and 4 received 66%, 62% and 72% agreement from the management team. The majority agreed that it is through the workshop conducted that they are informed about the new developments in assessment. Workshops are relevant and trainers successfully disseminate the information they receive from National and Provincial Departments.

Items 3 and 5 are particularly noted because of the lowest scores they received (36% and 16%). Item 3 only received a positive score of 36%, i.e. 62% disagreed with the statement regarding the knowledge of the trainers.

For item 5 only 16% of the managers expressed agreement, while 76% are in disagreement and another 09% were undecided. This response indicates that school management teams are still confused about the processes involved in the administration and compilation of CASS and CTA for GETC.

4.2.5.1.2 OBA Training: Responses from Teachers

Together with the School Management Team, teachers also answered five questions regarding the usefulness of assessment training sessions. Their responses are indicated in Table 10 and Figure 6.

Although OBE changed the way students learn, it will have no impact without teacher support. Teachers must be trained in this new

methodology. The training offered to teachers can be viewed in two different ways: the first is in the use of the new methodology to create and implement learning environments for students to learn the knowledge domain. The other is the ability to instruct within the learning environment created, in other words, the facilitation of content to the student via the outcomes-based format.

Most of the North West teachers are trained within the instructional framework of objectivism. In an objectivist classroom the designer sets the performance objectives and creates a systematic approach to the learning content. The instructor's role is to teach the students a well-circumscribed body of information within a well-defined learning environment. Constructivism is less content-oriented and more learner-centered. The designer goal is to create an information-object rich, and socially meaningful (i.e. communication and collaboration filled) learning environment. The facilitator aides the learner through the creation of authentic tasks and helps the student integrate other understandings of multiple perspectives through reflection (Gold, 2001). The training was aimed at assisting existing teachers, who have little or no experience in constructivist teaching style and creating an understanding (and practice) of constructivist pedagogy. The training was intended to provide them with the ability to customize learning content for students and facilitate their ability to construct knowledge.

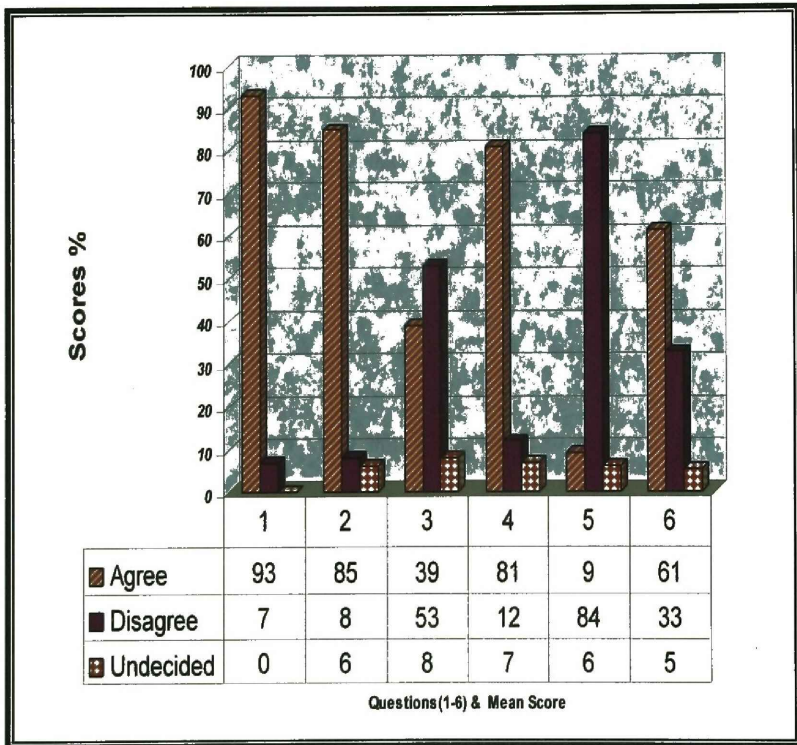
In this section, a mean score of 61% leads to the conclusion that teachers also accept that the training sessions are useful in informing them about the Outcomes-Based Assessment. It also means that 41% of

the teachers do not believe that it is these training workshops, which prepared them for OBA implementation.

TABLE 10: Responses from Teachers regarding the Assessment Training (Appendix B, Part B.1)

NO	ASSESSMENT TRAINING	Agree	Agree	Dis Agree	Dis Agree	Undecided	Undecided	Total Raw Score	Total % score
		Raw Score	% score	Raw Score	% score	Raw Score	% score		
1	I learned about the new Outcomes-Based Assessment through the workshops.	89	93	07	07	0	0	96	100
2	The information filtered through the workshop is usually relevant in terms of C.2005 and school-based continuous assessment and CTA.	82	85	08	08	06	6	96	100
3	The trainers who are conducting the workshops are well informed and the message is understood clearly.	37	38	51	53	08	8	96	100
4	The trainers are only interested in disseminating information they received from the National or Provincial Departments and I have no option but to comply.	78	81	11	12	07	7	96	100
5	In the workshops conducted to evaluate the success or failure of the implementation, all my fears and problems regarding the assessment were taken care off.	09	09	81	84	06	6	96	100
6	MEAN SCORE	59	61	32	33	05	05	96	100

Figure 6: OBA Training: Responses from Teachers



In Figure 6 Items 1, 2 and 4 received 93%, 85% and 81% scores respectively. Like their managers, teachers do agree that it is through the workshops conducted that they are informed about the new developments in assessment.

Items 3 and 5 each had only 39% and 09% agreement. It means that the majority of teachers do not believe that trainers, who are conducting the workshops, are well informed and the fears teachers are having are

alleviated during the sessions. This agrees with what managers think on the same items (See Table 9).

4.2.5.2 Follow-up Activities needed for Teachers

Rapid changes in the curriculum has led to changes in the conditions and learning needs of students and an explosion of subject matter knowledge and knowledge about teaching and learning (Smylie, 1995). Teachers are hence being urged to teach in ways they were not taught themselves (Hargeaves, 1997). These factors have highlighted the need for ongoing professional growth for teachers (Logan and Sachs, 1995).

4.2.5.2.1 Follow-up Activities needed for Teachers: Responses from SMT

A growing emphasis in teacher professional development is on recognition of the expertise of practising teachers and the importance of teachers learning from and with one another (Acker 1995). Talbert and McLaughlin's 1994 study, for example, supported the contention that "teacher professionalism depends, to a significant degree, on the extent and character of local teacher community" (Talbert and McLaughlin, 1994:24). So notions of community and collegiality are increasingly appearing in the literature on teacher professional development and school improvement. Appendix B, Part B.2 of the questionnaire was administered to find out the follow up activities needed for the North West teachers in implementing the new classroom practices and assessment strategies

TABLE 11: Responses from SMT regarding the follow-up activities needed for Teachers (Appendix B, Part B.2)

NO	FOLLOWUP ACTIVITIES	Agree	Dis Agree	Undecided	Total	Total			
		Raw Score	% Score	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers.	42	72	09	16	07	12	58	100
2	Professional Support Staff coming to school and helping teachers while they are in the school is more helpful than a workshop at a central point.	56	97	0	0	02	3	58	100
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.	54	93	02	3	02	3	58	100
4	Since the problems experienced by each school are unique, professional development initiated by schools is more useful than common workshops conducted from outside.	55	95	02	3	01	2	58	100
5	These workshops are a waste of teachers' and learners' time	38	66	16	28	04	7	58	100
6	MEAN	49	85	06	10	03	6	58	100

Figure 7: Follow-up Activities: Responses from SMT

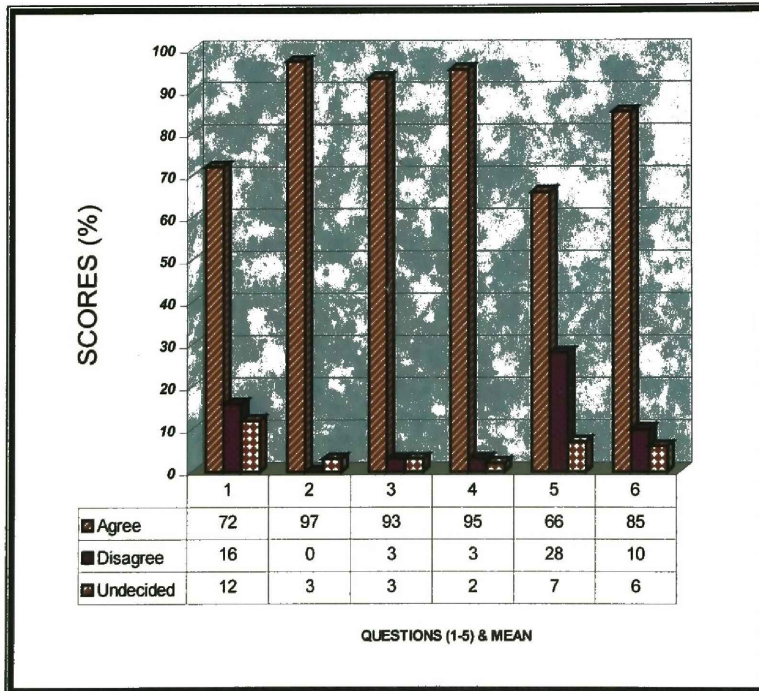


Table 11 and Figure 7 deal with the problems regarding the follow-up activities that are needed for teachers, besides the centralised training workshop conducted by the professional support staff.

This table shows a mean positive score of 85%, indicating that managers are very critical about the usefulness of a centralised workshop conducted for teachers.

Items 2, 3, and 4 show responses above 90%. The 97% positive response to item 2 is an indication that managers prefer professional support staff visiting each school with a view of helping teachers. While they are in the school, they will be more helpful for teachers than calling teachers for a centralised training session.

The high score received for item 3 is also an indication that teachers need to have more opportunity to meet their counterparts in other institutions and get practical solutions for their own learning area. The 95% positive score received for item 4 indicates that schools need to initiate their own staff development programmes to assist teachers during this period of change.

Items 1 and 5 are noted for the low scores they received from this category. Item 1 scored a positive response of 72% while 38% was either not in agreement or could not decide. The item deals with the need for a more intense centralised training programme for teachers. One may wonder whether the disagreement is about the centralised nature of the sessions, which often paralyses the day to day running of the school, and therefore becomes a burden for the managers.

Sixty-six percent of the managers believe that the centralised workshops are a waste of teachers' and learner's time, 28% do not agree with the statement.

4.2.5.2.2 Follow-up Activities needed for Teachers: Responses from teachers

To reach the goal of preparing teachers for effective curriculum implementation of the new assessment strategies, a well-designed

professional development programme is essential. Teacher development at this stage requires new definitions and new resources. It cannot take the traditional forms of individual workshops or one-time training sessions. Instead, it must be viewed as an ongoing and integral part of teachers' professional lives.

How can schools and districts provide the type of professional development that will promote teachers' effective use of OBE approach in the classroom? How can this professional development inspire teachers to use OBA to create new learning opportunities that will have a positive impact on student achievement? According to Killion (1999) two essential requirements help ensure the success of professional development for effective classroom practices. First, the professional development should be given preference in school-improvement plans. Second, the professional development should contain all the necessary components that research has found to be important and it should be an on going programme.

To find out how effective the follow up activities provided by the North West Department of Education are, this section of the questionnaire was administered to the teachers, SMT and PSF staff.

The teachers also responded to Appendix B, Part B.2 of the questionnaire. Table 12 and Figure 8 deal with the problems regarding the follow-up activities that are needed for teachers besides the centralised training workshops conducted by the professional support staff. Just like managers, teachers were also asked to respond to this part of the questionnaire.

These Items (Figure 7) received a mean positive score of 85%, indicating that teachers too are more critical about the usefulness of a centralised workshop conducted for teachers.

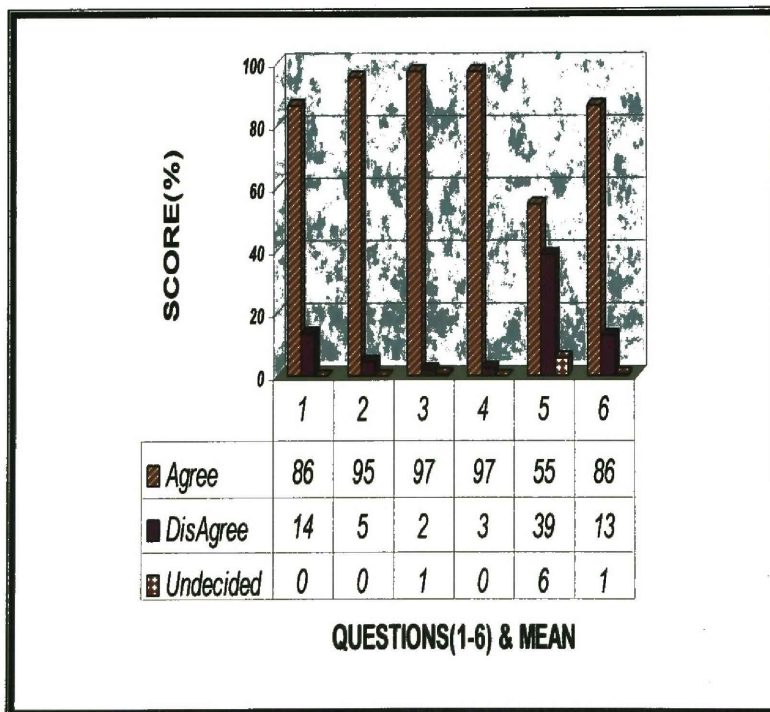
Items 2, 3, and 4 show responses above 90%. The 95% positive response to item 2 is an indication that teachers prefer professional support staff visiting each school with a purpose of helping teachers. Having a formal training programme for the schools was a first step towards change and school improvement. However, completion of such a programme alone is not sufficient to change "the way things are done" at a school. This response indicates that the programme itself would achieve little in the area of cultural change without the leadership and continued school-based support. There is a need to have a particular kind of leadership, one that enables or empowers teachers, that facilitates change in a school. Training can come from a variety of sources in the school, such as leadership from SMT, mentoring programmes from more experienced teachers.

Initial inclusion in the implementation plan ensures that professional development is considered an essential factor to improve teaching and learning. Professional development can come in a variety of forms, such as mentoring, modelling, ongoing workshops, special courses and structured observations

TABLE12: Responses from Teachers regarding the follow-up activities needed for Teachers (Appendix B, Part B.2)

NO	FOLLOWUP ACTIVITIES	Agree	Agree	Dis Agree	Dis Agree	UnDecided	UnDecided	Total	Total
		Raw Score	% Score	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers.	83	86	13	14	0	0	96	100
2	Professional Support Staff coming to school and helping teachers while they are in the school is more helpful than a workshop at a central point.	91	95	5	5	0	0	96	100
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.	93	97	2	2	1	1	96	100
4	Since the problems experienced by each school is unique, professional development initiated by schools is more useful than common workshops conducted from outside.	93	97	3	3	0	0	96	100
5	These workshops are a waste of teachers' and learners' time	53	55	37	39	6	6	96	100
	MEAN	83	86	12	13	01	01	96	100

Figure 8: Follow-up activities: Responses from Teachers



The 97% positive score received for items 3 and 4 is in line with the responses received for the same item by the SMT (see Table 11 and Figure 7). They too are in agreement that teachers need to have more opportunity to meet their counterparts. These responses also indicated that individual schools need to develop their own staff development programmes to assist teachers during this period of change.

Item 1 scored a positive response of 86% while 14% teachers were not in agreement. The item deals with the need for a more intense centralised training programme for teachers. One may wonder whether this disagreement is about the centralised nature of the sessions where teachers often have to travel about 50kms to reach the venue and travel back everyday.

While 55% of the teachers believe that the centralised workshops are a waste of teachers' and learners' time, 39% respondents feel that the workshops are worthwhile.

Schools are sites of contestation with their own unique sets of relationships and cultures established through the values, beliefs and behaviours of the particular individuals associated with them. Change is not easy, and simplistic approaches will not work. It takes skilled leadership and time. "Existing cultures are often deep and strong" (Groundwater-Smith and White, 1995). Reaffirming particular values and beliefs over others takes strength and determination.

4.2.5.2.3 Follow-up Activities needed for Teachers: Responses from PSF

New strategies are modelled during routine school days in the classroom. Practical demonstrations of such strategies encourage teachers to accept and use the new strategies in their own classrooms. Teachers then need opportunities for hands-on experience in using the new skill, developing a unit, and implementing it. Finally, follow-up activities as well as opportunities for ongoing support and reflection on the new procedures are essential in ensuring change. Professional Support Staff who are offering support and training to classroom

teachers in North West Province for the implementation of the new curriculum completed appendix C, Part C.1 of the questionnaire.

TABLE 13: Responses from PSF staff regarding the follow-up activities needed for Teachers (Appendix C, Part C.1)

NO	FOLLOWUP ACTIVITIES	Agree	Agree	Dis Agree	Dis Agree	UnDec ided	UnDec ided	Total 6	Total
		Raw Score	% Score	Raw Score	% Score	Raw Score	% Score	Raw Score	% Score
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers	40	100	00	0	00	0	40	100
2	Professional Support Staff coming to school and helping teachers while they are in the school is more helpful than a workshop at a central point.	32	80	00	0	08	20	40	100
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.	39	98	00	0	01	2	40	100
4	Since the problems experienced by each school is unique, professional development initiated by schools is more useful than common workshops conducted from outside.	40	100	00	0	00	0	40	100
5	These workshops are a waste of teachers' and learners' time	00	00	31	78	09	12	40	100
	MEAN	30	76	06	16	04	07	40	100

Figure 9: Follow-up activities: Responses from PSF staff

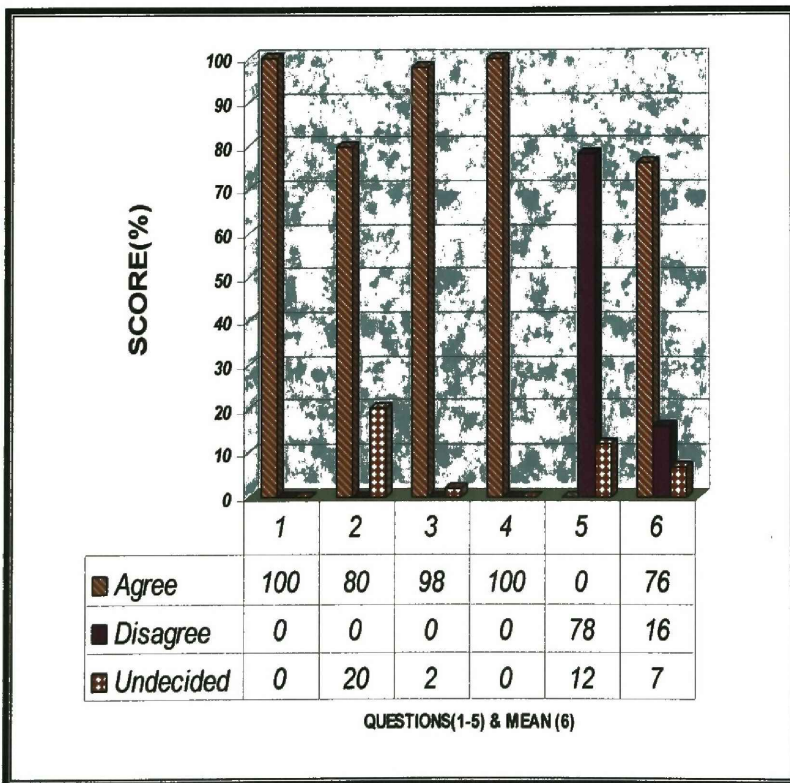


Table 13 and Figure 9 deal with the responses received from the professional support staff regarding the follow-up activities they are providing to teachers.

The positive score of 76% in Table 13 indicates that the professional support staff is in favour of the follow-up activities conducted by the

PSF. But, it is noted that although all the responses from the professional support staff are in line with the responses received from SMT, when it came to item 5 the responses from PSF differ considerably from that of SMT and teachers.

Professional support staff do not consider the training sessions and the follow-ups as a waste of teachers' and learners' time. Unlike school managers and teachers 20% professional support staff personnel do not believe in getting to each and every school to give professional support to teachers. It may be because of the large number of schools these officials have to cover.

Item 5 received no agreement score from professional support staff. 78% of the professional support staff do not consider the training sessions as a waste of time but 12% of them could not decide about the worthiness of such workshops.

4.2.5.3 Challenges Facing the CASS and CTA: Time Management:

Change in itself can be problematic. During a changing period teachers will have many concerns. According to Hall & Hord (1987) there are different stages of concerns during a change period. The stages of concern can be described as...

- Self-concerns- What is this new change and how will it affect me?
- Task-oriented concerns- How do I implement this change? What do I need to do to make this change happen with my students?

- Impact-oriented concerns- How are my students learning? Are they learning more and are they learning better? How do I work with others who are also implementing these new ideas?

OBE insists on continuous assessment using various assessment strategies. Once teachers have begun using inquiry-based instruction, it becomes clear that traditional forms of assessment are insufficient to gauge student learning. Outcomes-Based curricula offer alternative forms of assessment to evaluate learning. Orchestrating different types of assessment requires new skills for teachers and therefore must be included in the professional development programme. Figuring out how to assess and how to grade assessments is a concern that arises later in implementation. Therefore the time for assessment should be made a priority in professional development training sessions next to the focus on teaching and learning. Equally important is the influence of assessment on teachers' reflections and the interaction between teaching and learning. To find out how the schools management teams and teachers are coping with the newly introduced OBA Appendix B of the questionnaire was distributed.

4.2.5.3.1 Time Management: Responses from SMT

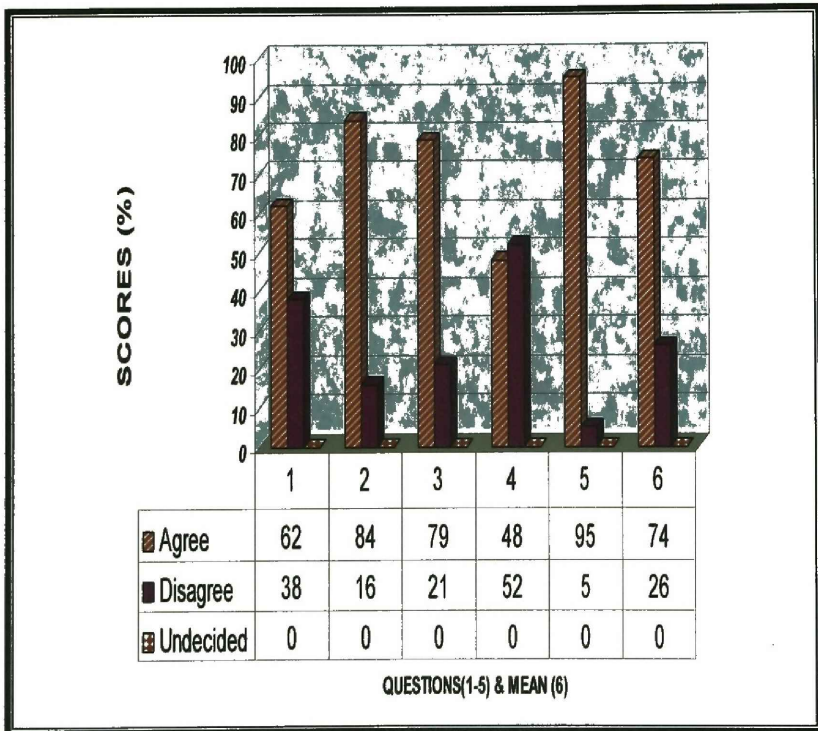
The SMT responded to the Appendix B, Part B.3 of the questionnaire. Table 14 and Figure 10 deal with the responses received from the school management team regarding the challenges they are facing in implementing CASS and CTA. This particular section deals with how teachers are coping with the time factor when it comes to implementation. A 74% mean agreement tells us that managers agree

that time is a challenge when teachers have to implement CASS and CTA in the classroom.

TABLE 14: Responses from Managers regarding the Challenges: Time Management (Appendix B, Part B.3)

	Time Management	Agree	Agree	Dis-agree	Dis-agree	Undeci ded	Undeci ded	Total	Total
		Raw score	% score	Raw score	% score	Raw score	% score	Raw score	% score
1	Since achievement is enhanced through continuous assessment teachers can spend time providing feedback to learners.	36	62	22	38	0	0	58	100
2	The administration of tasks, documentation and reporting are time consuming and therefore are unmanageable.	49	84	09	16	0	0	58	100
3	Teachers are unable to use effectively the technique in the available time, because class sizes are too large.	46	79	12	21	0	0	58	100
4	The allocated time is a problem when carrying out practical tasks.	28	48	30	52	0	0	58	100
5	Because of the time consumed in continuous assessment, other learning activities, such as content, delivery, remedial teaching, etc. suffer.	55	95	03	5	00	0	58	100
	MEAN	43	74	15	26	00	0	58	100

Figure 10: Challenges: Dealing with Time-Responses from SMT



In Table 14 and Figure 10 above, Item 1 which is the only positive statement in this group received 62% agreement. On the other hand 38% did not believe that, because of the newly introduced CASS and CTA, achievement is increased and therefore teachers can spend more time in feedback activities.

Item 2, which deals with the paperwork of the assessment that teachers and school management team have to do, received an 84% agreement. Only 16% managers disagreed with this item.

Item 3, which deals with the assessment technique and class size, also received a 79% positive score with 21% disagreement. This indicates that overcrowding limits the techniques that are used in schools.

Responses to item 4 from managers regarding the practical tasks are particularly noticed due to the low score it received. Item 4 has only 48% agreement, while 52% disagreed with the statement. Although managers are worried about the time teachers have to devote to implementing CASS and CTA, managers welcome the introduction of practical components in assessment. This indicates that schools welcome the new assessment approaches but it is the manner in which it is conducted, that poses challenges.

Item 5 received the highest agreement score of 95% with only 05% disagreement. It again confirms that coping with time is a challenge to schools. Due to the compulsory paperwork involved, schools tend to sacrifice other activities and concentrate on recording and reporting.

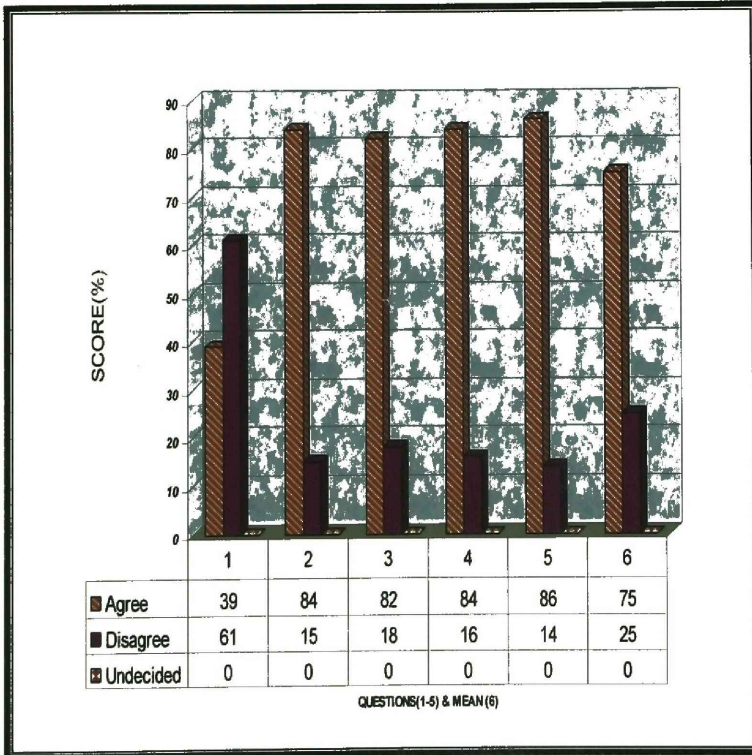
4.2.5.3.2 Time Management: Responses from Teachers

The teachers responded to Part B.3 of the questionnaire. Table 15 and Figure 11 deal with the responses received from the teachers regarding the challenges they are facing in the implementation of CASS and CTA at the school level. This particular section deals with how teachers are coping with the time factor when it comes to implementation. A 75% mean agreement indicates that teachers do agree that time is a problem for them in CASS and CTA implementation.

TABLE 15: Responses from teachers regarding Time Management
(Appendix, Part B.3)

	Time Management	Agree	Agree	Dis agree	Dis agree	Undec ided	Undec ided	Total	Total
		Raw score	% score	Raw score	% score	Raw score	% score	Raw score	% score
1	Since achievement is enhanced through CASS assessment, teachers can spend time providing feedback to learners	37	39	59	61	0	00	96	100
2	The administration of tasks, documentation and reporting are time consuming and therefore they are unmanageable	82	84	14	15	0	00	96	100
3	Teachers are unable to use the technique in the available time, because class sizes are too large.	79	82	17	18	0	00	96	100
4	The allocated time is a problem when carrying out practical tasks.	81	84	15	16		00	96	100
5	Because of the time consumed in continuous assessment, other learning activities such as content delivery, remedial teaching etc suffer	83	86	13	14	00	00	96	100
	Mean	72	75	24	25	00	00	96	100

Figure 11: Challenges: Time Management – Responses from Teachers



Item 1, which is the only positive statement in this group, received the lowest score, 39% agreement. On the other hand 61% do not believe that because of the newly introduced CASS and CTA, achievement is increased and therefore teachers can spend more time in feedback activities. The same item received more positive scores from the school management team.

Item 2, which deals with the amount of paperwork that teachers and school management team have to do in the new assessment, scored an 84% agreement. This response is in agreement with the responses received from managers.

Item 3, which deals with the assessment technique and class size, also received an 82% positive score. This too confirms that overcrowding limits the assessment techniques that are used in schools.

Item 4 has 84% agreement. Teachers are also worried about the time they have to devote to implementing CASS and CTA. Just like managers, teachers too welcome the introduction of practical components in assessment.

Item 5 received the highest agreement score of 86%. It again confirms that coping with time is a challenge for schools. This response is also in line with the response received from the management (See Table 14 and Figure 10).

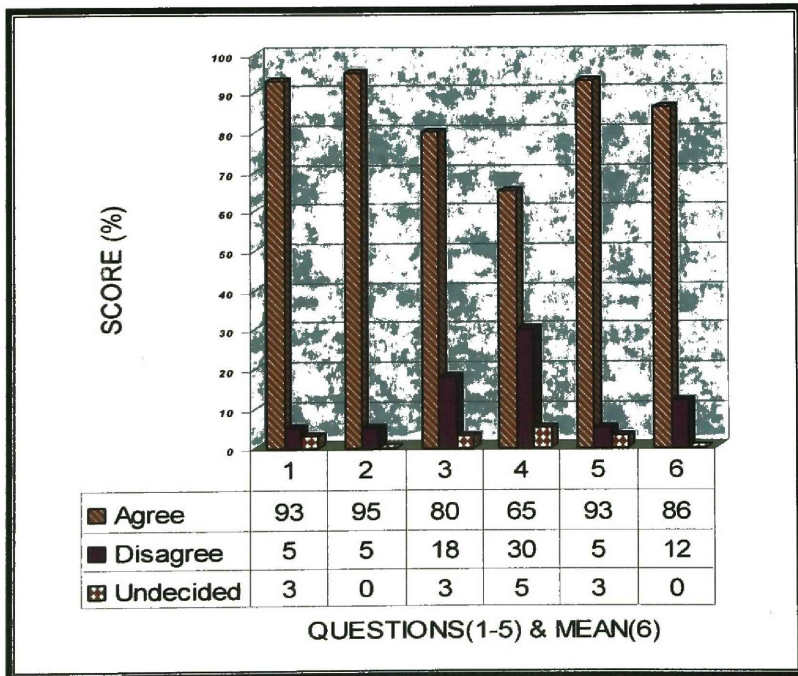
4.2.5.4 Challenges facing the implementation of CASS and CTA at school level: Responses from PSF

Table 16 and Figure 12 deal with the responses received from the professional support staffs (PSF) who are assisting the school-based staffs in the implementation of CASS and CTA in Grade 9. The professional support forum members only responded to this section.

TABLE 16: Responses from Professional Support Staff regarding the implementation of CASS & CTA (Appendix C, Part C.2)

	Implementation of CASS and CTA	Agree	Agree	Disagree	Disagree	Undecided	Undecided	Total	Total
		Raw score	%score	Raw score	%score	Raw score	%Raw score	Raw score	%score
1	Schools do not have the necessary resources to carry out the tasks as they should be done.	37	93	02	5	01	3	40	100
2	Only a few assessment strategies are used during the course of the year to generate the CASS marks	38	95	02	5	00	0	40	100
3	Schools develop learning programmes during the GET phase, but the centrally developed CTA demands knowledge and skills which learners are not familiar with.	32	80	07	18	01	3	40	100
4	Learners often get assistance from home and therefore the evidence collected may not be a true reflection of the learner's performance.	26	65	12	30	02	5	40	100
5	Last minute instructions come from the Department, which demands changes in the recording and reporting procedures. Support staff demands change after the recording of evidence has taken place.	39	93	01	5	00	3	40	100
	MEAN	34	86	05	12	01	00	40	100

Figure 12: Challenges: Implementation of CASS & CTA Responses from PSF staff



Item 1 received a score of 93% agreement. Only 05% of respondents disagreed. The disagreement may be due to the fact that support officials service schools with different infrastructure facilities. Under the same Area Project Office, there are schools which differ considerably in their capacity to deliver the curriculum. The urban and former Model C (former white) schools are better resourced than township and rural schools. Both Area Project Offices under the study have all these different categories of schools. The respondents offer service to all these different types of schools.

Item 2 received a 95% agreement. This is in agreement with the responses received for items 3 and 4 of Table 15. Schools are unable to practise all the assessment strategies stipulated by the assessment policy.

Item 3 scored 80% of agreement. The 20% of disagreement could be attributed to the OBE principle of localizing the curriculum to meet the local needs. Absence of prescribed books leads to a situation where individual schools handle the content matter differently.

Item 4 received the lowest agreement (65%) in this section. It can be seen from the fact that being a predominantly rural province, most parents are unable to assist the children with their project work.

Item 5 received the highest agreement (97%). It shows that National/Provincial Departments are unable to move timeously in helping the schools with the whole process of assessment which usually leads to uncertainty about the recording and reporting of CASS and CTA for GETC.

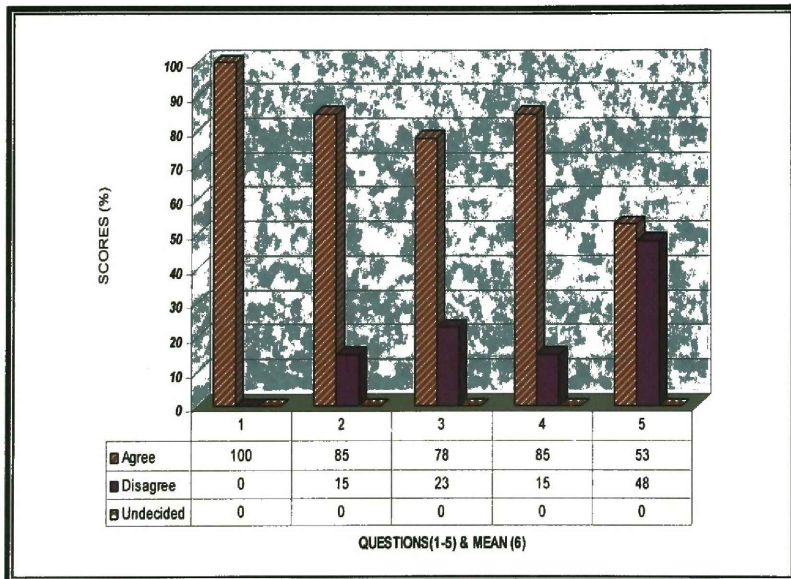
4.2.5.5 Challenges: Procedures and practices in GETC Administration

The PSF staff responded to the Part C. 3 of the questionnaire. Table 17 and Figure 13 indicate an average agreement of 80%. The professional support forum members only responded to this section.

TABLE 17: Responses from Professional Support Staff regarding Procedures and Practices in GETC Administration (Appendix C, Part C.3)

	Procedures and practices in administration	Agree	Agr ee	Dis agree	Disagr ee	Unde cided	Undec ided	Total	Total
		Raw score	% score	Raw score	% score	Raw score	% score	Raw score	% score
1	Monitoring and moderation of CASS and CTA for GETC are given less preference than monitoring and moderation of CASS for Grade 12.	40	100	00	0	00	00	40	100
2	Teachers often inflate learners' scores and are reluctant to produce evidence of learners' achievements.	34	85	06	15	00	00	40	100
3	Existing support staff are unable to service all the intermediate schools in the Area Project Office since the number of intermediate schools are many.	31	78	09	23	00	00	40	100
4	Since the evaluation of CASS and CTA are school-based, skewing of results are noted to comply with the departmental requirements.	34	85	06	15	00	00	40	100
5	All 8 CTAs which are developed at the same time at the same venue by panels of Officials are helpful in keeping the "confidentiality".	21	53	19	48	00	00	40	100
	MEAN	32	80	08	20	00	00	40	100

Figure 13: Challenges: Procedures and Practices in GETC Administration



Item 1 received a score of 100% agreement. The item was about the moderation process, which takes place to ensure the maintenance of a uniform standard that has to be maintained during the compilation and implementation of CASS and CTA for Grade 9 learners. It is during the same period of time that the Grade 12 CASS moderation also takes place by the same set of officials. The tendency is to concentrate more on Grade 12 moderation, which is a more high profile examination.

The 85% score received for item 2 indicates that teachers sometimes skew learners' marks.

Item 3 received 78% agreement indicating that the existing professional support staffs are unable to support all the intermediate schools under their care due to the number of schools. In the North West Province the same group of professional support staff cater for both GET and FET bands. Preference is often given to the Grade 12 examination.

From the response, the 85% agreement received for Item four, one can conclude that skewing of results takes place in schools (see Item 4, (Table 17).

Only 53% of the officials expressed agreement to confidentiality in the part B of CTA. Compilation of all CTAs for the eight Learning Areas takes place at a central venue by panels of officials from different Directorates. The measures taken for keeping the secret nature of the compilation is also questionable. It is possible that the questions prepared for the final assessment can leak out from the centres due to the number of officials assembling at the same time at the same venue. But 48% of officials expressed satisfaction in this regard.

4.2.6 Problems Experienced by Practitioners in Implementing CASS and CTA in GETC: A comparison of Responses.

The information gathered by the second part of the questionnaire was also analysed under the following three categories:

- Assessment training
- Follow-up activities needed for the teachers
- Challenges facing the implementation of GETC
 - Time Management
 - Implementation of CASS

- Procedures and practices

4.2.6.1. Assessment Training:

A study by Killion (1999), found that 73 percent of surveyed teachers cited improved student achievement as the most important reason for participating in professional development activities. "Teachers value increased student achievement as an outcome of professional development more than any other variable and judge the value of their professional development activities by how much they see a leap in student learning", notes Killion (1999:1).

The crucial role of SMT in schools and their role during change is widely acknowledged in the literature (e.g. Fullan, 1991b, Groundwater-Smith and White 1995, Hall and Hord 1987, House 1975, Louis and Miles 1990). The relationships established between the principal and management teams and teachers will pervade the relationships throughout the entire school. If the teacher-principal relationship can be characterized as helpful, supportive, trusting so too will others. Through their behaviours, the SMTs are the "stewards" of the progress of a school (Caldwell 1994). The leadership at schools play an important role in fostering change.

In table 18 and Figure 14 the responses received from both the SMT and the teachers are compared and analysed.

Table 18: Assessment Training: Comparison of Responses received from SMT and Teachers

NO.	Assessment Training	SMT		Teachers	
		% Score	Raw Score	% Score	Raw Score
1	I learned about the new Outcomes-Based Assessment through the workshops.	66	38	93	89
2	The information filtered through the workshop is usually relevant in terms of C.2005 and school-based continuous assessment and CTA.	62	36	85	82
3	The trainers who are conducting the workshops are well informed and the message is understood clearly	36	21	38	37
4	The trainers are only interested in disseminating information they received from the National or Provincial departments and I have no option but to comply.	72	42	81	78
5	In the workshops conducted to evaluate the success or failure of the implementation, all my fears and problems regarding the assessment were taken care of.	16	9	09	9
	MEAN	50	29	61	59

Figure 14: Assessment Training Responses from SMT & Teachers

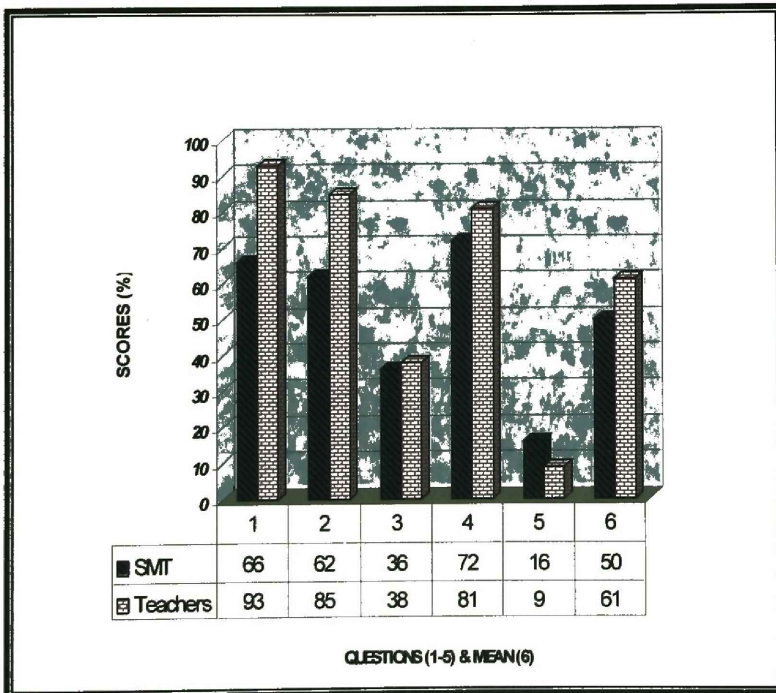


Table 18 and Figure 14 show that generally the respondents agree to the items. However there are significant differences between the responses received from both groups. An 11% difference was noticed in the overall responses between managers and teachers. Teachers agreed with a mean score of 61% in comparison to Managers' 50% agreement to the usefulness of assessment training workshops.

Item 1 talk about the knowledge disseminated by the training workshops. Only 66% of the managers learned about OBA through the training workshops against 93% of the teachers who benefited through the same workshops. It was also noticed that teachers with less than 5 years of experience responded negatively to this item. They might have joined the system after the training sessions had been conducted. This again points out the necessity of continual support for teachers. Sixty two percent of the managers and 85% of the teachers agree that the workshops are relevant in training teachers for the newly introduced OBA (item 2).

Both the managers and teachers do not have much confidence in their trainers' ability to train them properly (item 3). This item had only 36% and 38% agreement respectively from managers and teachers. From the responses, it is apparent that more training is needed for the trainers themselves.

The responses for item 4 show the "top down" approach from the bureaucracy, 72% of the managers and 81% of the teachers agreed that officials are more interested in disseminating the information downwards.

Item 5 is especially noted for the low agreement it received from this category; 16% and 09% from managers and teachers respectively. It means that in these workshops, adequate support is not given to teachers. From the data, it can be concluded that the majority of the officials leave the training sessions without much gain.

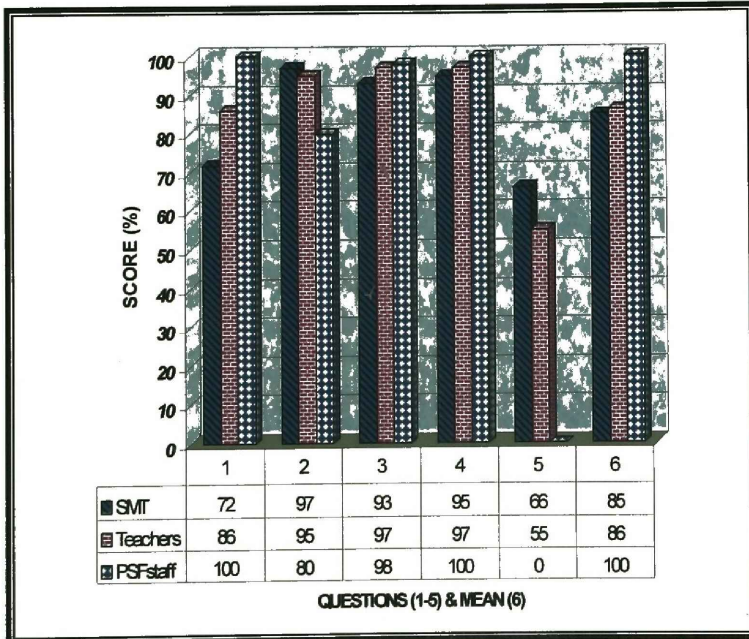
4.2.6.2. Follow-up Activities

In table 19 and Figure 15 the responses received from managers, teachers and the professional support staffs are compared and analysed.

Table 19: Follow-up Activities: Responses from SMT, Teachers and PSF

N O	Follow-up Activities	Managers		Teachers		PSF	
		% Score	Raw Score	% Score	Raw Score	% Score	Raw Score
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers	72	42	86	83	40	100
2	Professional Support staff coming to school and helping teachers while they are in the school are more helpful than a workshop at a central point.	97	56	95	91	32	80
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.	93	54	97	93	39	98
4	Since the problems experienced by each school is unique, professional development initiated by schools is more useful than common workshops conducted from outside.	95	55	97	93	40	100
5	These workshops are a waste of teachers' and learners' time	66	38	55	53	0	00
	MEAN (%)	85	49	86	83	30	100

Figure 15: Follow-up Activities: Responses from SMT, Teachers and PSF



Item 1 deals with the necessity of having a more intense training session for teachers. Twenty eight percent of the management staff disagrees with this item. One may wonder whether this response from the managers is due to the inconveniences such training sessions are causing in the day to day running of the schools. Fourteen percent of the teachers also share the same sentiments, but the trainers have no doubt about the worthiness of such sessions.

In item 2 professional support staff registered the highest disagreement (20%). It may be due to the number of schools that they have to cover

and the distance between the schools. However both the management and teachers prefer in school support. Ninety seven percent of the managers and 95% of the teachers responded positively to the statement.

All the stakeholders supported Item 3 positively by 93%, 97% and 100% agreement from managers, teachers and PSF staff. Item 4, which suggests that a contextual support is better than a general training session, also registered a relatively high score, 95%, 97% and 100% respectively.

Item 5 only scored 66%, 55% and 00% respectively from managers, teachers and PSF staff. The school management and teachers question the quality of the support given to them by the PSF. This response is in agreement with the item 3 of table 14, which recorded the knowledge of the trainers regarding OBA.

4.2.6.3. Challenges: Time Management.

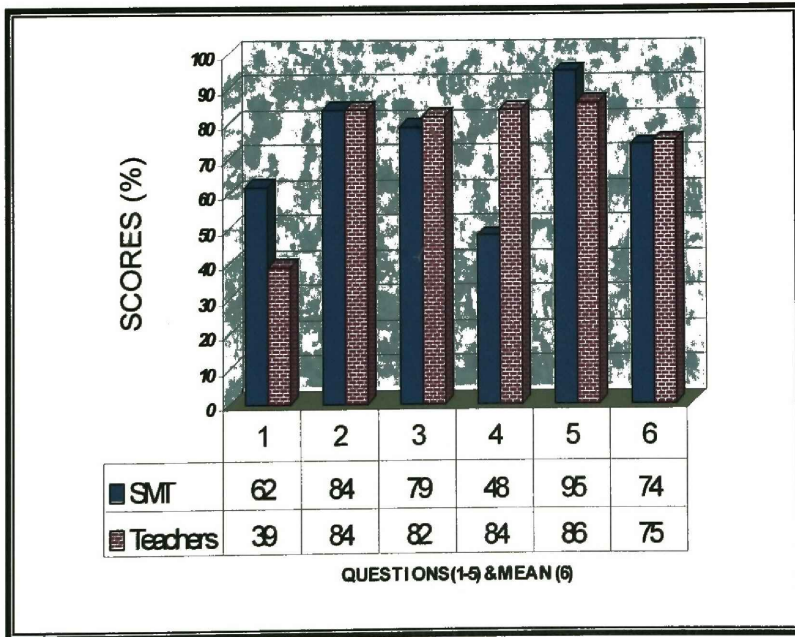
Table 20 and Figure 16 show the responses received from managers and teachers regarding the problems they are facing in terms of time management.

Item 1 deals with the time teachers can spend on feedback activities due to the newly introduced OBA. Thirty eight percent of the management staff and 61% of the teachers disagree with this item.

Table 20: Challenges Facing GETC: Time Management- Responses from SMT Teachers and PSF

NO	Time Management	Managers		Teachers	
		% Score	Raw Score	% Score	Raw Score
1	Since achievement is enhanced through continuous assessment, teachers can spend time providing feedback to learners.	62	36	39	37
2	The administration of tasks, documentation and reporting are time consuming and therefore they are unmanageable.	84	49	84	82
3	Teachers are unable to use the technique in the stipulated time, because class sizes are too large.	79	46	82	79
4	The allocated time is a problem when carrying out practical tasks.	48	28	84	81
5	Because of the time consumed in continuous assessment, other learning activities such as content, delivery, remedial teaching, etc, suffer.	95	55	86	83
	MEAN	74	43	75	72

Figure16: Challenges Facing GETC: Time Management- Responses from SMT and Teachers



One may wonder whether this response from the managers and teachers is because of the increased amount of paper work needed by the department as proof that proper assessment practices are followed.

In item 2, managers and teachers registered an agreement of 84% each. This confirms the conclusion that it is the paperwork, which accompanies the OBA, which is problematic.

Item 3, which deals with the overcrowding of classrooms, was positively responded to by 79%, and 82% of the managers and teachers. Some schools, which took part in the survey, were section 21 (financially sound) schools. These schools employ private teachers to assist permanent teachers. Therefore assessment may not be a problem.

It is noted that 52% of the managers think that allocating time for practical tasks such as investigations and inquiry tasks is a problem. For 84% of teachers it is difficult too. Both managers and teachers agree that due to OBA other learning activities suffer (item 5).

From the above responses, it can be deduced that time management is a problem for teachers for CASS and CTA implementation.

4.2.6.4. Challenges: Implementation of CASS and CTA

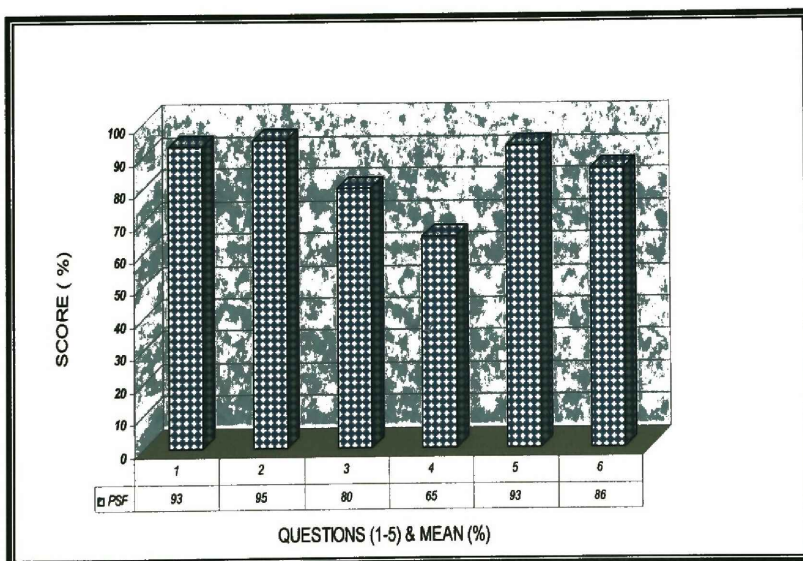
Table 21 and Figure 17 show the responses received from managers and teachers regarding the problems they are facing in terms of implementation of CASS and CTA at the school level.

An 86% mean agreement confirms that challenges exist in the implementation of CASS and CTA at the school level

Table 21: Challenges Facing GETC: Implementation of CASS and CTA

NO	Implementation of CASS and CTA	PSF STAFF	
		% Score	Raw Score
1	Schools do not have the necessary resources to carry out the tasks as they should be.	93	37
2	Only a few assessment strategies are used during the course of the year to generate the CASS marks	95	38
3	Schools develop learning programmes during the GET phase, but the centrally developed CTA demand knowledge and skills which learners are not familiar with.	80	32
4	Learners often get assistance from home and therefore the evidence collected may not be a true reflection of the learner's performance.	65	26
5	Last minute instructions come from the Department, which demand changes in the recording and reporting procedures. Support staff demands sometimes change after the recording of evidence has taken place.	93	39
	MEAN	86	34

Figure17: Challenges Facing GETC: Implementation of CASS and CTA: Responses from PSF staff



Item 1 deals with the resources schools need to have in order to complete the assessment tasks. Ninety three percent of the professional support staff agrees with this item. Some of the schools in the survey had no photocopier, electricity, library, laboratory or computers etc.

It is observed that 95% of the support officials agree (see item 2) that schools often neglect many of the assessment tasks as outlined in the assessment policy. Item 3 scored 80% agreement. When teachers are required to develop assessment activities, schools, which are under resourced, are unable to compete with section 21 schools in their curriculum delivery. In the absence of prescribed textbooks, individual teachers develop lesson plans and assessment strategies in isolation.

The standard of assessment strategies developed by experienced and more competent teachers compared with that of less experienced and less competent teachers are often questionable. Thus when the centrally developed CTAs arrive, learners in the rural schools are unable to cope with the external examination part of the CTAs.

Item 4 received only 65% positive response, which means another 35% ruled out the possibility that learners are getting outside help for completing the tasks they are assigned. Ninety three percent of the support staff is also aware of the pressure teachers experience due to the last minute changes happening in the recording and reporting of the CASS and CTA for the GETC.

4.2.6.5. Challenges: Procedures and Practices in GETC Administration

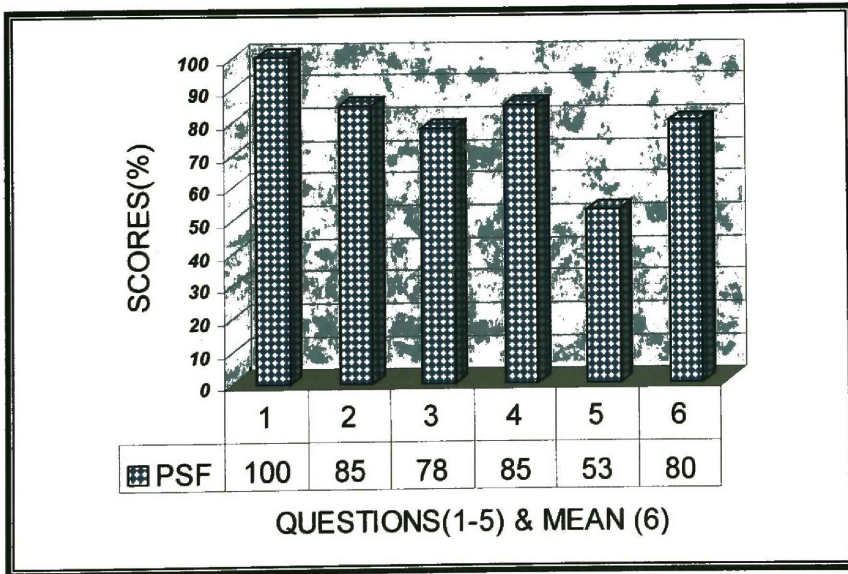
Table 22 and Figure 18 show the responses received from Professional Support Staff regarding procedures followed in collecting the evidence during the course of the year as learners' perform for the compiling of data for GETC. A mean score of 80% indicates that there is a general agreement that there are problems at present in GETC administration.

There was a 100% agreement to item 1. Both Grade 12 and Grade 9 moderation of CASS takes place concurrently (October to November). Due to the high profile of Grade 12 examinations, Grade 9 moderation either does not take place or only takes place very selectively.

Table 22: Challenges Facing GETC: in GETC Administration-Responses from PSF Staff

NO	Procedures and Practices in GETC Administration	PSF STAFF	
		% Score	Raw Score
1	Monitoring and moderation of CASS and CTA for GETC are given lesser preference than monitoring and moderation of CASS for Grade 12.	100	40
2	Teachers often inflate learners' scores and are reluctant to bring evidence of learners' achievements.	85	34
3	Existing support staff are unable to service all the intermediate schools in the area project office since the number of intermediate schools are many.	78	31
4	Since the evaluation of CASS and CTA are school-based, skewing of results is noted to comply with the departmental requirements.	85	34
5	All 8 CTAs, which are developed at the same time at the same venue by panels of officials, are helpful in keeping the "confidentiality".	53	21
	MEAN	80	32

Figure 18: Challenges Facing GETC: in GETC Administration- Responses from PSF Staff



PSF staff who are involved with the CAS moderation for Grade 9 agree with the statement that teachers inflate the learners' results. 85% agreement was registered for this item.

Item 3 received a score of 78% agreement. Another 22% PSF staff do not think that they have so many schools to take care of. Maybe this is due to the fact that not all Area Project Offices have the same number of schools. Item 4 received 85% positive response, which means PSF staff, acknowledge the skewing of results by the teachers. Only 53% PSF staff has faith in the confidentiality of the CTA section B. Another

28% indicated that there are possibilities that section B of CTA is not assessed under controlled conditions, as it should be.

4.3. CONCLUSION

In this chapter, information obtained has been analysed and interpreted. From the respondents' answers, it is clear that there are problems in the implementation of CASS and CTA in Grade 9 GETC in the North-West Province. Unless the problems are taken care of, the validity and credibility of the General Education and Training Certificate is questionable. The conclusions drawn from this chapter are discussed with the overall conclusion in chapters five and six.

CHAPTER V

DISCUSSION OF RESULTS AND CONCLUSION

5.1 INTRODUCTION

This chapter gives the synopsis, conclusions and implications of the study. The study was designed as an exploratory study and only quantitative and analytical procedures were used in the analysis.

In reviewing the findings of the study, three important considerations must be kept in mind:

- i. The questionnaire is the self-report instrument.
- ii. The sample consisted only of teachers, school management and professional support staff.
- iii. Only five problem areas regarding the continuous assessment process were looked at.

5.2 DISCUSSION OF RESULTS

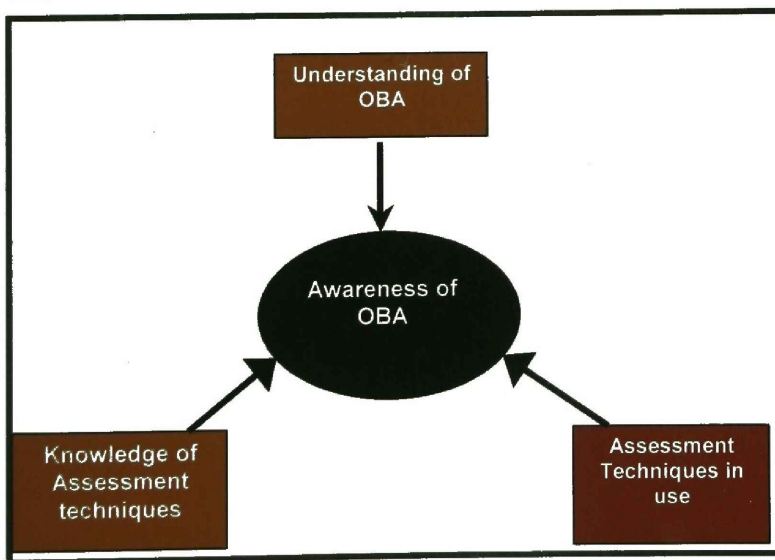
This section seeks to unpack the results as obtained through the questionnaires. To accomplish this, questionnaire items are grouped into themes, which provide answers to the relevant research questions. Similar categories are addressed together as a theme. To probe into the problems facing CASS and GETC, a preliminary questionnaire was given to the respondents to measure their level of understanding of OBE and OBA (Appendix A, part A.1, part A.2 and part A.3). This is theme one. Similarly, problems of assessment training (Appendix B: Part B.1), follow-up activities (Appendix: B: Part B.2 and Appendix C: C.1) and challenges experienced in the implementation of CASS and GETC

(Appendix B: Part B.1.Appendix C, Part C.2 and Part C.3) are treated as a separate theme.

5.2.1 School Managers' and Teachers' awareness regarding Outcomes-Based Assessment.

Figure 15 represents the manner in which the awareness theme is addressed.

Figure19: Awareness of OBA



5.2.1.1. Understanding of OBA

In the 1990's, educational reformers were seeking answers to two fundamental questions: (1) How well are students learning? and (2) How effectively are teachers teaching? Classroom Research and Classroom Assessment respond directly to concerns about better learning and more effective teaching. Classroom Research was

developed to encourage teachers to become more systematic and sensitive observers of learning as it takes place every day in their classrooms. Teachers have an exceptional opportunity to use their classrooms as laboratories for the study of learning and through such study to develop a better understanding of the learning process and the impact of their teaching upon it (Angelo and Cross, 2005). Classroom Assessment, a major component of OBA, involves teachers in the continuous monitoring of students' learning. It provides schools and stakeholders with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Most important, because continuous assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhanced (DoE, 2003).

From the analysis of data, it could be said that in the Mafikeng District, School Management Teams and educators are aware of the new changes in assessment introduced into South African schools. In Table 5, for example, majority of the items show scores well above 90%. The implication is that at this point in time, the concept of OBE has successfully been transmitted at the school level. The few teachers who gave negative responses, however, did so because they have less than five years of experience in the field. Schools in the North West Province are facing the problem of high teacher mobility and delay in filling vacant posts timeously. Research has indicated that local school factors affect teacher professional development, yet discussion of the link between mentoring programmes for beginning teachers and aspects

of the organisation in which they occur is sparse in the literature (Howard, 1999).

Mentoring practices are not new. They have existed formally and informally in workplaces for a long time. Current trends in professional development for teachers have, however, brought a renewed focus on mentoring, as it features what are considered the desirable aspects of professional development. Mentoring is seen as an effective (and cheap) way of teaching people how to teach (Howard, 1999). In the North West province it is indicated that there is no plan in place to train the new teachers who replaced the trained teachers who left the school. The novice teachers remain untrained. Tabolt and Murphy (1996) have already pointed it out as an implementation problem in South African schools (see section, 2.7).

All the management staff and teachers understood the formative and summative purpose of continuous assessment. Majority of the respondents are also aware that in OBE, criterion referenced assessment is preferred to norm referenced assessment (Item 3, Table 5).

There are also managers and teachers who are not sure of the criterion reference nature of the new assessment (Item 3, Table 5). Translation of achievement results into scores and awarding of scores (marks) to determine the performance rate of learners are still problematic. Some Management staff and teachers are unable to see the difference in the OBE assessment in this regard. Norm referenced testing still has such a powerful influence on our school culture, and may, to a great degree determine what teachers teach and what students learn in the classroom.

There is a need, therefore, to find ways to bring these methods together in the classrooms and the schools. Perhaps there is need to explore the theoretical foundations behind designing student assessments and alternative methods of evaluation in the training workshops.

A solid understanding of assessment, evaluation, and curriculum redesign can lead to better student learning. Schools, teachers, and parents need to focus on students' achieving true understanding and real learning -- so they develop abilities, skills, and conceptual frameworks that will prepare them for productive and successful lives (Menacker, 2005).

Seven percent of the teachers do not seem to be aware of the paradigm shift in the new assessment *i.e.* measurement of learning outcomes is more focused than content knowledge. Eight years after the introduction of OBE, there are teachers who are still assessing learners on content knowledge rather than performance. Another reason for this could be the treatment of assessment during training sessions. Assessment comes as the last section in all teacher-training sessions and is usually rushed over due to time constraints. There is a need to organise special workshops to train teachers only on OBE assessment.

5.2.1.2. Assessment Technique

Although in all the schools covered in this study, continuous assessment is used to measure learner performance, some techniques prescribed in OBE assessment such as recognition of prior knowledge (baseline assessment), diagnostic assessment, observation sheet, achievement-

based assessment and journals received comparatively low scores (Table 6). When, as indicated by the findings of this study that half of the respondents are unaware of these techniques, it is less likely that these techniques are in use.

From the responses received regarding the assessment strategies, which are currently in use, it was noted that only 13 schools out of the 20 chosen schools are using diagnostic assessments and recognition of prior knowledge (baseline assessment). Only 16 schools are using observation sheets and journals.

Assessment in education is one of the complicated issues today. There is a large debate about the tools that one has to use to measure student learning. Traditional schooling has focused almost entirely on standardized testing, particularly multiple-choice and other closed-ended questions. This remains the dominant approach to student evaluation today. Teachers in the province need to be made aware of the other ways of assessing students' progress and learning. Many of the ideas presented in the workshop are based on the work of education specialists who believe that the traditional approach to testing doesn't reflect the full range of student learning. There is also a lot of more to be done on assessment practices that focuses on creating curricula that are integrated throughout a child's education. In many places around the in the Province these ideas need to be disseminated successfully and the implementation thereafter must be carefully monitored.

From these responses it is concluded that there is a serious lack of awareness in school management and teachers regarding the techniques

used in continuous assessment and there exists a problem in using those techniques.

5.2.1.3. Frequency of Assessment.

All the schools assess learners on a weekly or fortnightly basis (see Table 7). But the schools mainly use self-assessment, peer assessment, project work, portfolio assessment and achievement tests as tools to evaluate a learner's performance. This again points to the fact that school management and educators are not utilising, or are not even fully aware of, the other techniques outlined in OBE.

There is also doubt about the use of self and peer assessment. There was no indication that learners are trained as assessors to evaluate their own or a peer's performance. In some instances teachers were providing the right answers to learners and learners themselves were assigning scores for their own work. In these incidents there was no precaution taken to rule out the possibility of cheating. If self and peer assessments are accepted as assessment strategies in continuous assessment, then there is a need to train the peer assessors.

Although no response was received to show that learners are assessed daily, it was indicated that assessment takes place as needed at the teacher's discretion. That is, when a particular concept or theme is treated and completed, an assessment task is given to learners. From the responses received, it is clear that managers and teachers at this point in time are aware of the continuous nature of OBA, although not all assessment strategies are practised.

The response received in this section was a clear indication that continuous assessment does not produce a single meaning but the understanding is constructed by the respondent's experiences and they made their own meaning as they interacted with the statements. The results were interesting because all of their responses reflected their own understanding of constructivism/behaviourism.

5.2.2 Problems experienced in the implementation of CASS and CTA in GETC

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them.

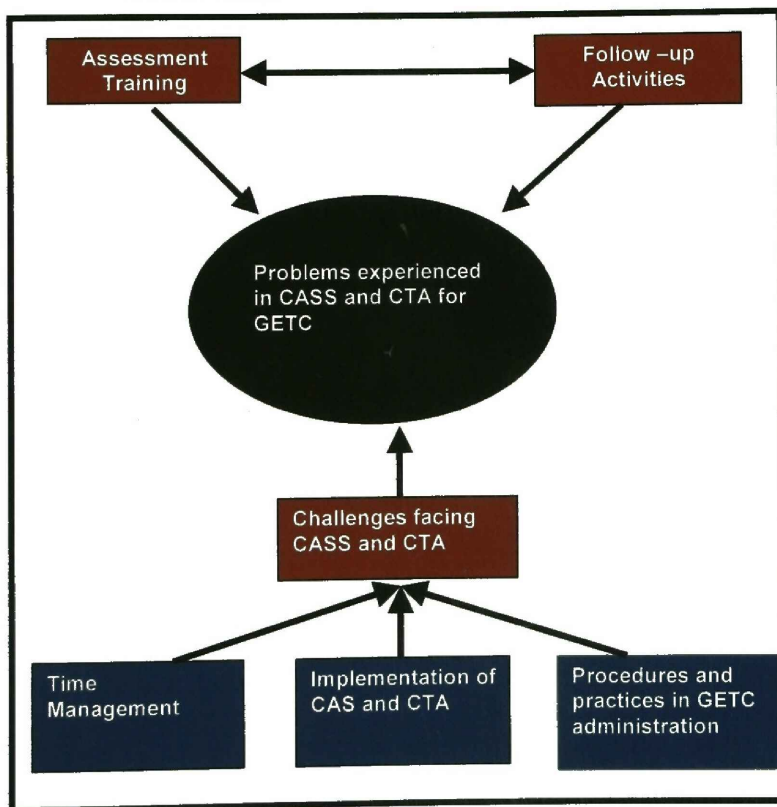
Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn "how to learn". Constructivist teachers use criterion reference testing that has been in use longer than mastery tests. These tests are judged by comparing performance to predetermined levels of educational goals set in the curriculum. Criterion reference testing can

be based on standards set by the school, district, or state (Menacker, 2005). Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The final certificate should be awarded upon a successful final demonstration of mastery for graduation -- an "exhibition." The emphasis is on the students' demonstration that they can do important things.

In the case of North West and South African context although the state emphasised and implemented the constructivism-based curriculum, the Departments of Education failed to certify the learners at their completion of Grade 9. The role of the classroom teacher is the crucial factor in the full development and use of assessment techniques in schools. The transformation of the traditional classrooms into OBE classrooms depends on knowledgeable and enthusiastic practitioners who are motivated and prepared to put the new assessment to work on behalf of the learners. The following section discusses some of the problems, which led to the failure of the Department to award a certificate as envisaged at the introduction of the OBE.

To unpack the problems, three categories of questionnaires were administered. Figure 20 represents the manner in which this theme is unpacked.

Figure 20: Problems Experienced in implementing CASS and CTA for GETC



5.2.2.1 Does the current OBE training prepare the teachers for the new assessment practices?

With a fast-changing agenda for teaching and learning in the country, high-quality training is a key issue. Professional development must be intensive and sustained. It must involve observing good practice, practising good practice, being coached in good practice, reflecting on good practice and repeating the process. Teacher training must be structured so that it does not rely on sitting occasionally at the feet of

experts in workshops. It targets building skill and knowledge from teacher to teacher, being informed from time to time by both the opportunity to observe exemplary practice and to benefit from experts (<http://www.ncrel.org>).

In designing a school system around high expectations for all students, the professional development strategy must also be premised on high expectations -- for all students, teachers, administrators, and staff. As the capacity of its staff is the key to the Department's ability to fulfil its mission, the Department of Education must redesign its participation in the preparation and ongoing growth opportunities for its staff. The goal of the professional development system will be to enable every teacher, administrator, and staff member to develop the knowledge, skills and behaviours required to create learning settings, which enable all students to demonstrate high levels of achievement. Fundamentally, all staff members of every School District must be provided with the necessary time, resources and administrative support to acquire and improve their professional knowledge, practices and skills to best enable all schools to achieve their mission (<http://ww.ncrel.org>)

Tables 9, 10 and 18, which dealt with the questions regarding the assessment training scored only 50% of agreement from SMT and 61% of agreement from teachers.

The 11% (Table18) difference in the mean score between SMT and teachers, points to the fact that teachers are often more targeted during training sessions than SMT. When training takes place during the implementation period, teachers are called for training in groups. It

makes it impossible for the SMT to accompany the teachers because of the other activities, which are taking place in the school during the same period. It was indicated that many of the respondents from the SMT side did not attend training sessions. Responses to item 1 in this category of questions confirm this fact. It also gives rise to another set of problems and tensions between SMT and teachers such as ideological conflicts when teachers are faced with new techniques.

Just like teachers, their supervisors must also be equally conversant with the changes which are taking place. It must be taken into account that more than 90% of the SMT respondents have more than 10 years of experience in the schools. That means they were not trained from their tertiary education in OBE teaching methodology. Therefore these training sessions are crucial for their monitoring and supporting role.

The disagreements to items 2 and 3 (Tables 9, 10 and 18) indicate that training sessions were not very relevant and the trainers themselves were not well informed. The reason could be the nature of national training for provincial trainers. During the launching period, provincial trainers were trained for a week and then in turn trained the teachers for a week. During that week the assessment policy was not in place and therefore the training provided was inadequate in the area of assessment. Assessment policies are never finalised before the NCTT or the PCTT training sessions. As a result, professional support teams are sometimes in a dilemma as to whether to conduct training for teachers without them having much training on assessment or not. This again leads to a lot of confrontational scenes between trainers and teachers during

training sessions and much time is wasted in getting consensus. Responses to items 4 and 5 (Table 18) confirm this fact.

From these responses, it can be concluded that the one-week training provided by the PCCT for the provincial teachers was not adequate for the smooth implementation of OBA. There should be provision made for training and up-dating of both the professional support teams and teachers annually.

5.2.2.2 Follow up activities needed for the teachers to sustain the on-going continuous assessment.

For any professional development activity, teachers need time to plan, practise skills, try out new ideas, collaborating and reflecting on ideas. Acquiring skills and becoming proficient in new ways of teaching in which the methodology is appropriately integrated requires additional time. Teachers need large blocks of time to gain initial familiarity with new, teaching, learning and assessment practices. A high-quality professional development programme conducted as an ongoing process, not a one-shot approach is needed to sustain progress. Teachers need continued practice to become comfortable with and to implement change, especially in the assessment strategies. Professional development takes time and must be conducted over several years for significant change in educational practices to take place. Substantial change in school practice typically takes four to seven years, and in some cases longer. Administrators must take into account this long time frame, and teachers must be prepared to be involved in professional development throughout their careers (Killion, 1999).

An effective professional development programme provides for sustained periods. Time built into teachers' schedules can provide teachers with opportunities to "discover what the new methodology can do, learn how to operate them, and experiment with ways to apply them.

Tables 11, 12, 13 and 19 deal with the questions regarding the necessity of follow up along with support activities needed for teachers (See Appendix B: Part B.2 and Appendix C: PartC.1).

There is a general agreement on the necessity for an intense training programme for school-based officials. This item (Item 1) received 72% (Table 11), 86% (Table 12) and 100% (Table 13) agreement from SMT, teachers and PSF staff respectively. The 28% (Table 11) negative response from the management staff may be due to the administrative constraints, such as training sessions, created at the schools when teachers are called away during school hours. Such training sessions will be more accepted if teachers are called out without disturbing the daily running of the schools. If such trainings are accredited by SAQA trainees teachers will also show more enthusiasm to attend training sessions after hours since, an accredited certificate would help teachers in their career ladder. Teachers will look forward to the attainment of such certificate since it has personal benefits (during promotions etc).

While both SMT and teachers prefer receiving support at the site (schools), it was not welcomed by the PSF staff. Ninety seven percent (Table 11) of the SMT (Table 12) and 95% of the teachers put more value on site support rather than a centralised training session. Eighty percent (Table 13) of the PSF indicated agreement for on site support.

In the North-West Province, the same PSF officials give support to both the GET schools and the FET schools. In the district covered by the research, there are PSF officials who have to service more than 50 schools. Under such circumstances obviously officials will concentrate more on FET affairs than on GET support. Currently the core duties of the Institutional Curriculum Support Service (ICSS) officials are many, some of which are: (1) RNCS training for Grade 10, (2) NCS training for Grade 10, (3) Matric intervention, (4) Moderating Grade 12 CASS. There is a need to have an audit to determine the workload of these officials and reshuffle the officials so that one official may concentrate on GET support and another one on FET support.

Both SMT and teachers agree that teachers need opportunities to meet their counterparts and share their problems. In most instances in a school there will be only one teacher handling a particular learning area. Such a teacher would not be getting support from his/her own school for subject related matters. Steps to create cluster schools and provide support must be initiated.

Item 5 (Table 19) in this section is noted for the score it received. This statement was to assess the worthiness of the centralised workshops. 66% of the SMT and 55% (Table 19) of the teachers agreed that these workshops are not achieving the outcomes they are supposed to achieve. This is not in agreement with the 0% agreement from the PSF staff. Again this response from the PSF can be attributed to the constraints they have to service each school in a cluster or on a one on one basis.

It is concluded that the centralised workshop should remain, as orientation training for teachers and the department must provide teachers with intense training either with the use of departmental officials or through outsourced training programmes using independent service providers. Some sort of incentives or rewards must also accompany the successful completion of the training.

It was also noticed that in the NWP, there is no effective professional support plan in place to assist the novice teachers, the teachers who are new to the system and the teachers who are in service. There is a need to have a professional support programme if teachers are to sustain the progress they are making with the introduction of OBE.

To make follow up activities more effective and more consistent with the guiding principles outlined in the policy, trainers need to be clear about the problems they are trying to solve and about the conditions under which teachers are likely to change their practice. They must also be more concerned about the quality and character of experiences provided for teachers. And, given the scarcity of resources, they must strive to be efficient, to leverage additional resources, and to make full use of expertise already in the system.

Engaging in more follow up activities in the workplace is necessary so it becomes more closely related to teachers' work experience. Teachers should have access to their colleagues and be encouraged to share, discuss, and reflect on their practice. Time must be provided for these collegial activities. Ensuring that high quality professional development opportunities that are accessible to teachers who are serving the most

vulnerable students are also needed. The teachers of the children of the poor, of isolated minorities, of immigrant families, and others who are at high risk of failure in the schools often work under the most difficult conditions and have less time for interaction and less opportunity to improve their practice (CPRE Policy Brief, 1995).

The Department cannot afford the laissez-faire, inefficient approach towards professional development. We need standards for schools and for providers, technical assistance in design, implementation, and monitoring to ensure that funds are targeted and well used. This is especially important in low-performing schools.

5.2.2.3 Challenges experienced when implementing the GETC at the school level

The paradigm shift—from knowledge being fixed to a certain time and place, to knowledge being accessible at anytime and at any place—creates the potential for a change in the way learning is transacted from those who provide information (i.e. teachers or facilitators) to those who receive it (i.e. students). The transition from traditional instruction to OBE instruction is a complex one. Therefore this change should involve specialized training in the teaching, learning and assessment aspects of curriculum delivery to the learners, and specialized training in how to foster knowledge acquisition within this new environment (Gold, 2001).

The late 1950s, 1960s, and 1970s saw the growth of behaviourist thought and systems analysis. Instruction could now be programmed by following a series of stages to guide student instruction and evaluation.

This made assessment a simple quantitative exercise. Content was seen as stimulus, which produced desirable behavioural changes (i.e. learning) in the student-user. It was thought that given enough stimuli students would eventually make no more errors, and, hence “know” all there is about the information provided.

In the last few decades, the rise of cognitive psychology, has emerged as the leading force in education reform. Constructivism is an alternative epistemology of how people learn and assimilate new knowledge. Humans are active, knowledge-searching creatures that transform and interpret experience using developed biological and mental structures. They assimilate new knowledge by producing cognitive structures that are similar to the experiences they are engaged in. They then accommodate themselves to these newly developed knowledge structures and use them within their collection of experiences as they continue to interact with the environment. Knowledge is not separate from but rather embedded within experiences and interpreted by the learner. Knowledge then is about interpretation, and making meaning of the environment. In other words, though we may more or less share one reality, each of us conceives of it in different ways. From a constructivist point of view, learning is a search for meaning. To make meaning, students must focus on concrete situations and understand not only the facts but also the context in which these facts are placed. Students’ exposure to multiple perspectives and authentic situations enables them to combine their learning experiences and transform them into personal meaning.

Assessment is seen as part of the learning process, where students can openly discuss and reflect on their own work and the work of others.

According to constructivism, learning is not about producing specific outcomes, but the process by which those outcomes are produced. Products need to be evaluated within the contexts they were produced. Product assessment should also be rich and multimodal to include as many different ways of expressing meaning as possible, such as, portfolios. This learning-by-doing approach gave some initial frustrations and confusion among the North West education practitioners (Gold, 2001).

This section focused on challenges North West education practitioners faced during the implementation of continuous assessment in the OBA format. To investigate the challenges the following areas of concerns were looked at.

- Time Management
- Implementation of CASS
- Procedures and practices in GETC administration

5.2.2.3.1 Time Management

Part B.3 of the questionnaire which was analysed in Tables 14, 15, and 20 deals with the problems schools are experiencing in terms of time management after the introduction of OBA. Seventy four percent of the SMT and 75% of the teachers (Table 20) indicated that managing time is a problem after the introduction of OBA.

The statement concerning the paper work in terms of recording and reporting received 79% and 82% agreement. From this response it can

be concluded that the time spent in recording and reporting on assessment, is problematic to teachers than the process of assessment itself.

Each criterion assessment needs to be recorded against its column on the recording sheet as evidence that assessment has taken place. In a class of about fifty learners, the authenticity of such evidence is questionable. Teachers are answerable to supervisors if the evidence has not been recorded, therefore teachers spend more time in recording than feedback. The current recording sheet may need be replaced with a more user friendly one.

It was also noted that some assessment techniques are not used due to time constraints. This is in agreement with the information gathered through Tables 6 and 8. Currently only five types of assessment strategies are insisted upon for CASS in GETC. Maybe this was a late realization from the Department's side. There should be a move to limit the number and type of assessment strategies applied to young learners. For instance, if a learner has to complete 8 investigations for each learning area from different teachers, that learner will have no time left for any other activities.

Item 5 also confirms the fact that other learning activities such as content delivery and instructional time, are affected by the increased amount of time spent for assessing, recording and reporting.

From these responses, it can be concluded that in NWP schools teaching and learning are negatively affected by the time teachers have to spend

on activities related to assessment. Time was a key issue for teachers who expressed concern about finding the time to complete the tasks that can only be done during school time. Monitoring, providing feedback and remedial work, it was pointed out, were often neglected because sufficient time was not allocated.

5.2.2.3.2 Implementation of CASS

Appendix C, Part C.2 of the questionnaire inquired about the problems experienced during the implementation of CASS and CTA at the school level. The responses received were analyzed in Tables 16 and 21.

From the responses it is evident that some schools are unable to assess their learners using all of the techniques outlined in the policy. Some of the schools under the survey had no basic resources such as photocopiers, electricity, laboratories and library facilities for OBA implementation. Learners at rural schools look upon schools as sole providers of resources. Under these circumstances teachers have no other option but to omit some of the assessment strategies.

Again it was noted that some of the professional support staff do not believe that resources limit assessment practices. This could be because some of the schools are well resourced and the respondents are servicing such schools. Once again these responses are in agreement with the fact that schools, even after eight years of OBA implementation, are still struggling to come on board with the changes.

Another problem tackled through these sets of questions was the learning programme (content/theme) development by individual schools or teachers. Eighty percent of the respondents agreed that when learners are assessed through centrally designed CTA, learners experience problems since it demands skills and knowledge that the school failed to inculcate in the learners. Although OBE is against prescribing curricula, there is a need to provide close guidance to teachers to ensure the expected level of performance from learners. Sometimes it was felt that the “learner-paced, learner-based” OBE principle creates a convenient shield for teachers in terms of accountability. There is a need to establish the minimum resource requirement in schools for conducting the necessary assessment strategies. For example, in natural sciences, what are the minimum basic sets of equipment/facilities a school requires to implement the OBE assessment strategies? Until this is determined, one cannot come to the conclusion that it is really the resources, which are limiting the assessment practices.

The inability of the National/Provincial Departments to provide policies in time is also hampering the success of OBA implementation. Training sessions are sometimes conducted with draft documents and sometimes conducted without documents. When the final document arrives, each school interprets the document differently and officials have to compromise quality.

5.2.2.3.3 Procedures and Practices in GETC Administration

Appendix C, Part C.2 of the questionnaire dealt with the problems in the procedures and practices followed in GETC administration and Tables

17 and 22 show the responses received. There was a 100% agreement that it is Grade 12 CASS monitoring which gets preference. PSF staff also indicated that teachers inflate the learners' scores and skew the evidence collected from learners to comply with Departmental regulations. They indicated that there was no guarantee that the section B of the GETC (CTAs) is developed in such a way that leaking of the CTA is prevented.

5.3 SUMMARY AND CONCLUSION

With the introduction of OBE in South Africa, it was hoped that the schools will deliver improved instruction resulting in improved learner performance. To measure learner performance, OBE envisages continuous assessment based on criterion-referenced principles. The assessment policy stipulates that at the end of GET band, learners must be certified. It was hoped this certification would enable them to find work channels or direct their further education. Hence, the Department of Education introduced GETC at the end of the 9th year of schooling. This study has shown that teachers and professional support officials are experiencing problems in the adoption and institutionalization of the envisaged OBA.

The findings of this study cannot be generalized beyond the sample used. However, given that the institutions and main participants were randomly selected from a list of schools, the findings are significant. Interpreting the findings in this context would enable anyone to suggest relevant and feasible intervention.

The issues considered vital for the successful implementation of OBA were looked at. The issues, such as training and supporting teachers at school level and overcoming some of the challenges facing school level implementation, are all contributing factors toward the successful implementation of GETC in the North West Province. Above all, the success of OBA depends on effective instructional practices. Some of the problems challenging the implementation of CASS and CTAs for GETC, which emanated from this research, are highlighted below.

5.3.1. Assessment Training

The findings suggest that the one-week training received by some of the teachers was not sufficient to equip them for the new assessment strategies. What is happening on the ground level is that the old “homework” changed to “assignment”, “practical” changed to “investigation”, “essay” to “creative writing”. Teachers therefore need to be trained on an on-going basis to manage the non-traditional approaches in OBA.

Improving teaching is a long-term problem. Focusing on the short-term training programme can lead to superficial compliance with new policies and the neglect of long-term investments in teachers' knowledge of subject-matter and pedagogy. There are several areas in which action by the Provincial Department of Education could produce benefits such as;

- *Increasing awareness among educational practitioners:*

The Department of Education must have programmes to reach out to key stakeholders such as school administrators, teacher

leaders, and university faculty and engage them in discussions about the adequacy of existing professional development opportunities and the alternatives.

- *Reviewing policies and practice.* State policymakers should review the policies, practices, and programmes that shape professional development in the Province. A policy review is essential to determine what changes in structures and incentives, if any, are needed to support the reform of teacher training in the Province.
- *Setting standards and priorities.* Standards could provide much-needed guidance for both the Province and Regional professional development activities.
- *Providing more time.* Provinces must increase the time available for teacher interaction and professional development

5.3.2. Follow up Activities

To sustain the practices of the newly acquired skills, teachers need to be supported both from within the school and from outside the school. This study also established that there is no such effective mechanism in operation currently. There is an urgency to establish and maintain such support structures.

The traditional sit-and-get training sessions or one-time-only workshops have not been effective in making teachers comfortable with using the new assessment strategies or adept at integrating it into their lesson plans. Instead, a well-planned, ongoing professional development programme that is tied to the school's curriculum goals, designed with

built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use OBA appropriately to promote learning for all students in the classroom

5.3.3. Challenges during GETC implementation at School level

It was also confirmed that GETC implementation at school level at this point in time is having difficulties. It was noted that teachers and support staff officials are experiencing problems in time management, CASS and CTA implementation as well as the procedures and processes followed in the administration of GETC for Grade 9.

At present the North West Province is experiencing a peculiar difficulty as to who should formulate the CTAs. No definite decisions regarding the compilation of CTAs were taken until now for 2005, Grade 9 assessment. There is urgency to clear the uncertainties regarding the Grade 9 assessment. If the school is conducting both the SBA and the CTA, then there is no difference between the Grade 9 assessment and any other internal grade assessments. GETC will only have the value of a school report card for any other stakeholders. This was not the envisaged objective of GETC when OBE and OBA were introduced.

For successful implementation and sustaining of the newly introduced continuous assessment and CTA teacher training should contain essential components that research has found to be important. These components include the following: providing teachers with a variety of experiences, curriculum-specific activities, new roles for teachers, collegial learning, active participation of teachers, sufficient time,

technical assistance and support, administrative support, adequate resources, continuous funding, and built-in evaluation and support systems.

CHAPTER VI
A PROFESSIONAL DEVELOPMENTAL SUPPORT MODEL FOR
TEACHERS AND RECOMMENDATIONS FOR FURTHER
RESEARCH

6.1. INTRODUCTION

An outcome of the recent educational reform efforts has been the identification of characteristics in traditionally structured schools, which are considered unfavourable for effective teaching, teacher empowerment, and development of professional status for teaching. As a result, reformers have sought to restructure schools to produce conditions that address these concerns (Abdal-Haqq, 1989). Reforming schools not only changes the character of school culture but also creates a need for a non-traditional approach to in-service teacher education. Ongoing professional development replaces the sporadic, short-term staff development activities that constitute typical in-service education at present (Holmes Group, 1990). As part of the Department's continued commitment to support the implementation of the new curriculum, the establishment of necessary professional support structures for teachers is very crucial in the North West Province.

Effective professional development requires careful planning, job-embedded and hands-on activities directly linked to the curriculum, plenty of follow-up, built-in evaluation using several assessment techniques, adequate time, sustained funding, and the willingness of educators to take on new and expanded roles.

In this chapter a professional support model is suggested for the implementation of the new curriculum and OBA. This chapter also includes recommendations for further research.

6.2. PROFESSIONAL SUPPORT

In this section some concepts and objectives of teacher training and support (follow-up activities) that classroom teachers need to sustain sound educational practices envisaged in OBE are dealt with.

6.2.1 Definition of Professional support

Staff development is defined as those processes that improve the job related knowledge, skills, or attitudes of school employees. The participants in staff development activities may include school governing bodies (SGB), SMT and any departmental officials who are performing professional support activities (this includes institutional curriculum support specialists, curriculum specialists etc). Staff development is the term that educators use to describe the continuing education of teachers, administrators, and other school employees (Sparks and Horsley, 1989).

Teachers need a wide variety of staff development opportunities. For example, a teacher might need to attend classes to learn more about the content. In addition, he/she might need other types of staff development to learn better ways to teach and assess that new material. A teacher might also need to learn more about classroom management techniques,

how to incorporate technology into instruction, and how to assess better (Sparks and Horsley, 1989).

The terms in-service education, teacher training, staff development, professional development, and human resource development are often used interchangeably. But some of these terms may have special meanings to particular groups or individuals.

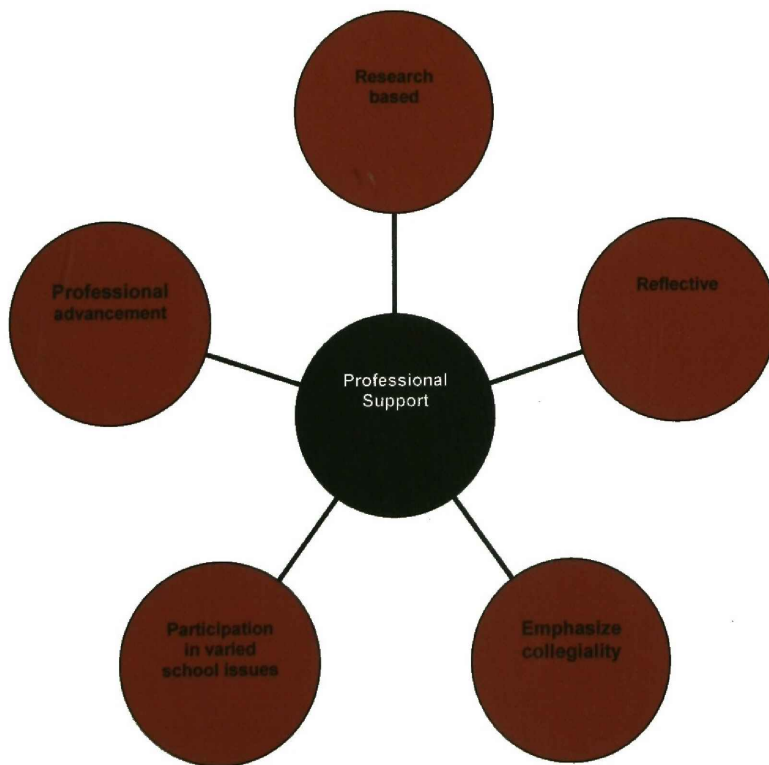
Attending classes, workshops, or conferences is one way that teachers and other school employees learn some of what they need to know. But other types of staff development are just as important and, often, more effective than traditional sit-and-get sessions. When teachers plan lessons together, when a teacher observes another teacher teach, if a teacher is being coached by another teacher, these are various forms of staff development. Visiting model schools, participating in a school improvement committee, writing curriculum also represent staff development activities.

6.2.2 New Trends in Professional Support

For many teachers, training and support are synonymous with staff development. Therefore they expect that the outcome of any training model will bring out behaviours and techniques that are worthy of replication by teachers in the school.

Figure 21 represents some recent thinking on what should be included in a teacher training and support programme.

Figure 21: Components of Professional Support



(a) Training programmes must be research based.

Stage theorists (Levine, 1988) hold that individuals in different stages of development have different personal and professional needs. Consequently, staff development that provides practical classroom

management assistance to a 22-year-old beginning teacher may be inappropriate for a teaching veteran who is approaching retirement.

According to Tuthill, Seidel, and McClure, (1987); Hall, (1986) and Weil (1985) in-service programmes must be research based, reflecting a significant reform trend that roots school improvement efforts in sound theoretical soil.

(b) Training programmes must be reflective.

Training programmes are preparing teachers to examine and assess their own practice, to become inquiring and reflective practitioners (Abdal-Haqq, 1989). The American Federation of Teachers' Centre for Restructuring is conceptualizing and developing models of professional practice schools where novice and experienced teachers can be educated (Levine, 1988). Professional practice schools are envisioned as real-world schools where new kinds of institutional structures can be developed, tested, and disseminated; structures which support practice that is inquiring, reflective, and knowledge-based (Levine, 1988). One component of the training of model teacher-facilitators in Dayton (OH) is self- and teaching-awareness (Hopfengardner and Leahy, 1987). Teachers are encouraged to examine and reflect upon their own practice, as a basis for personal and professional growth.

(c) Training programmes must emphasize collegiality.

Teacher isolation has been identified as a major deterrent to purposeful change in schooling (Hopfengardner and Leahy, 1987; Zimpher and Reiger, 1988, Carnegie Corp, 1986). Classroom structure, limited time

for non-instructional activities, and top-down decision-making contribute to conditions that make it difficult for teachers to work collaboratively with other teachers and staff (Goodlad, 1984).

Teacher-led peer networking projects will prepare teacher-facilitators who will be able to guide the individual staff development of their district colleagues. This type of programmes can focus on peer coaching, which emphasizes systematic analysis and improvement of instruction (Hopfengardner and Leahy, 1987, Abdal-Haqq, 1989).

(d) Participation in decision-making on varied school issues.

Training programmes must prepare teachers to participate in decision-making on varied school issues. Traditionally structured schools are perceived to underutilize experienced teachers (Carnegie Corp, 1986). Partial blame can be assigned to the "industrial/hierarchical management philosophy in education" (Tuthill et al, 1987). Within such a framework, teachers are not typically partners in decision making about non-instructional aspects of school life (Tuthill et al, 1987).

(e) Help teachers to qualify for professional advancement.

The professional development programmes must be developed using incentives for motivating teachers to engage in ongoing professional development activities and to develop professional competence.

The professional support structures must provide teachers with opportunities to qualify themselves for advancement. A career ladder

and merit pay programmes can result in a significant reform theme. Introduction of such career ladder programmes can contribute to effective schooling and attainment of professional rewards and status for teachers (Carnegie Corp, 1986; Goodlad, 1984). In-service programmes must be responsive in preparing teachers to assume new roles and functions.

6.2.1 Professional support programmes in the North West Province

North West Province inherited most of its schools from the erstwhile Bophuthatswana and had an INSET centre, which used to conduct crash courses mainly on content. To an extent this helped the teachers to handle the content delivery in classrooms. Since 1998, after the introduction of OBE, various efforts have been made to equip the teachers to handle the new challenges and paradigm shift in teaching and learning. But the newly introduced democracy had a set of unique problems to tackle, some are:

- There was no parity among schools as far as post establishment was concerned (teacher-pupil ratio).
- Many schools were relying on under or unqualified teachers.
- School governing bodies appointed temporary or volunteer teachers who were not the “responsibility” of the Department to train.
- High teacher mobility.
- The mistrust between supervisors and teachers.
- Lack of coherence between the Department of Education and Higher Education to have courses for remedying the problems experienced by teachers.
- Lack of financial support.

- The landscape of the province.
- Socio-economic background of the society.
- Lack of teachers to handle key subjects, such as science and technology.

Some of the programmes and support systems now in place to assist the teachers include:

- Establishment of professional support units at regional levels.
- Whole School evaluation unit.
- Developmental appraisal.
- Existence of a mathematics and technology unit.

Although there was a great deal of improvement achieved through the intervention both by NGOs and government, there is still a lot to be done to empower teachers. Some of the challenges the department has inherited cannot be corrected over-night. Therefore the Province must have a system of professional support which suits the needs of our teachers. When C.2005 was introduced, it was introduced virtually with little or no training at all for teachers. Some of the respondents had little or no training; their only training was the newspaper articles. This contributed towards the failure in awarding GETC after the four groups of learners have completed Grade 9.

6.2.3 Professional support Model

The most important players in the successful implementation of OBE and OBA are GET teachers, who are being asked to introduce major changes in what they teach and how they teach.

- They must learn and understand the concepts and content of the new curriculum. These new ideas may not have been part of the teachers' own education, and most of the teachers do not have any prior experience in teaching them.
- They must develop a broader perspective on traditional concepts. Because the new curriculum asks more from learners in terms of conceptual understanding, teachers must learn to be flexible as students grapple with ideas. Teachers now must develop a sense of when to lead and when to give learners freedom to explore.
- They must become adept at new pedagogical strategies such as having students work collaboratively in groups.
- They must develop new questioning and assessment techniques to bring out deeper understanding.
- They must incorporate new approaches to assessment (www.mathimp.org).

To adapt to all these changes and to be successful as they work to create change, appropriate training and support are crucial. Even for the most experienced and skilled teachers this training is imperative. A support and training model for OBE teachers in making these changes must take several forms, including: in-service workshops, training the SMT, clustering or networking of schools, professional development periods with colleagues, provide accreditation facilities, offer on line support and partnership with higher education institutions. Taking into consideration all these structures a model is suggested.

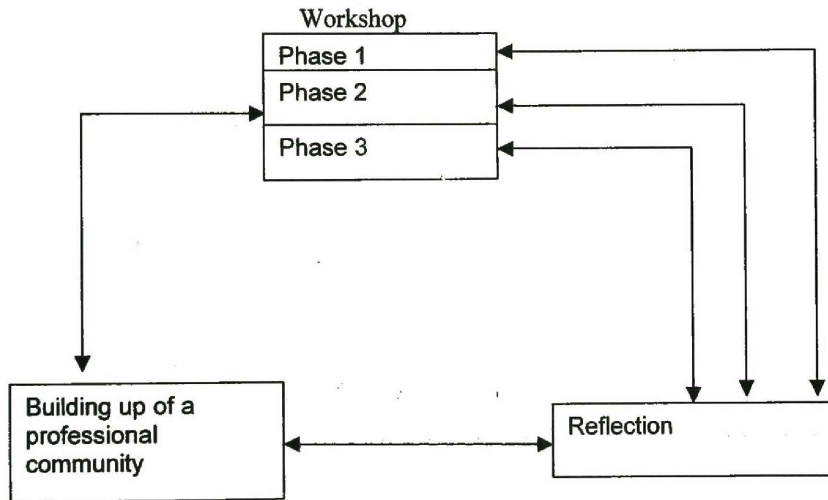
(a) In-service workshops

In-service workshops can have great value in developing both beginning teachers and experienced teachers in both content and pedagogy embedded in the curriculum. Researchers have indicated that involving participants in key decisions about staff development is necessary for a programme to have its greatest impact (Sparks and Horsley, 1989). A supportive context for any workshop requires both a “top-down” and “bottom-up” approach.

The top-down component sets a general direction for the region or school and communicates expectations regarding outcomes of the workshop. The bottom-up processes involve teachers in establishing goals and designing appropriate professional development activities. Therefore before the start of any workshop it is necessary to conduct an audit of the priorities.

For the implementation of the Revised National Curriculum Statements, over and above the once and all “orientation” workshop, there is a need to have training workshops which will extend over a three or four year period. During each phase of the training period different aspects can be focused on, for instance, phase one emphasis can be on classroom management, and issues of assessment, phase two-focus on innovative teaching and learning styles, and so on.

Figure 22: Developmental workshop



Whatever the focus, the thoughts and ideas teachers gain as part of workshops pay dividends beyond the classroom, because the knowledge gained helps them to become better representatives about need for change (Sparks and Horsley, 1989). Another integral part of workshops is the building of a professional community among teachers. Workshops should become a stage for teachers to talk about their true feelings and seek help so as to give their learners everything of the best. Workshops will be more effective if teachers are trained for a period and then they come back after practising what was acquired during the training session. This will give them an opportunity to share the

challenges and receive help to overcome these obstacles they faced during the implementation of the pedagogical strategies. They can gain much more from the workshops when they can build on classroom experiences.

(b) School-based support

It was observed that often school administration and management teams are reluctant to send teachers for development programmes which take the teachers away from classrooms. To eliminate such problems and to give teachers guidance at the site, it is necessary to provide the SMT with professional development experiences that will assist in the pursuit of excellence.

Such trainings should entail courses in the following key areas:

- To provide school-based administrators with professional development experiences, incorporating relevant information, practical applications and personal experiences in a manner which is considerate of the rights and dignity of the participants.
- To address the real life needs of school-based administrators as determined and prioritized by them.
- To provide learning experiences and training in administration which are based on current research and literature.
- To encourage co-operation and sharing approaches during the programme and provide opportunities for networking and mentoring.
- To encourage participants to identify leadership development resources from within their group and beyond.

- To provide curriculum content and processes which reflect diversity of perspectives.
- To encourage participants to anticipate changes in education through the identification and consideration of changes in society.

(Costa and Garmston, 2002)

Professional support teams can also offer school-based support.

(c) Cluster-based support (networking of schools)

The landscape of the North West Province and the constraints support officials have to deal with to reach each school timeously, retard the professional development programmes. This problem, to an extent, can be overcome if schools are clustered. Some Canadian schools have used this model for providing opportunities for teachers to share ideas and experiences. Their teachers use after-school or weekend meetings (for which teachers are compensated). This type of developmental programme has many benefits such as:

- When teaching the same course, there will be common preparation.
- Since the schools are from the same area, they can share the common challenges faced.
- Clarify their own understanding of learning areas.
- Can formulate common assessment strategies.
- Suggest management strategies.
- Work through issues about the pacing of units.
- Develop realistic expectations of learner performance.

(www.mathimp.org)

(d) Professional development with colleagues

Education policy has long put more priority on initial teacher training than on continuing, in-service education, but this balance is now changing both in industrialized and developing countries. Research shows that newly qualified teachers require a great deal of support from experienced colleagues and the teacher training institution, especially during their first year of practice. Their early experiences also determine to a large extent whether they remain in teaching or not (UNESCO-EFA, 2005). Another reason is that most teachers work in isolation from one another, each in her or his classroom. Therefore the importance of novice teachers getting mentoring from teacher veterans is of overwhelming importance. Mentor teachers can offer daily support for teacher beginners. Through this sort of team teaching and mentoring, they can benefit from each other's observation and perspectives. Novice teachers can acquire the best practices quickly. Opportunity to observe the class with learners will enable the teacher to see the curriculum from the learners' perspective.

It is recommended that the experienced facilitators involved include people whose expertise reach beyond the normal classroom practice. For example at regional level, or APO level, learning situations can tap into a broader level or range of experiences. For new teachers, or any teachers, who may need help, opportunities to visit the classroom experiences provided by this, expert teachers, must be in place.

But using this model will have challenges:

- Building up of local teacher leadership.

- On going financial support to compensate the mentors efforts.
- Release time for teachers.

(e) Online and media support

The department can also think along the line of providing support to teachers through establishing support through the use of web sites, televisions and radio programmes.

❖ **Internet access**

Establishment of an online internet service will enable schools and teachers to share and obtain help. Establishment of internet centres at APO level will provide even rural teachers with information to improve their classroom practices.

❖ **Television or Radio Programmes**

The Department can also record and broadcast good teaching practices through television or radio broadcast. Good teaching practices can be recorded and distribution of CD and cassettes can reach even the most rural teachers. Advantages of such supports are many. Some of these are; it doesn't necessarily take the teacher from the class room, it is cost saving, time saving, can observe the practices many times, and the same individual or programme can be used for many groups.

(f) Accreditation Programmes

Just like elsewhere in South Africa too much emphasis is placed on initial teacher training. REQV 13 is determined as the minimum requirement to practice as a teacher. Initial teacher training in South Africa takes place in a variety of forms. Teaching practice and other aspects differ from institution to institution. In certain school subjects, Higher Education institutions offer only limited courses, examples of which are technological subjects, information technology and business studies. Teachers who are offering these subjects usually are not trained professionally. The South African Council of Educators recognizes these problems and is registering teachers in these subjects with no professional qualification. These point to the necessity of department or higher education institutions targeting teachers who are handling scarce subjects mentioned earlier and offering accredited courses for teachers in the province.

Experienced teachers may also need such courses. Steps must be taken to offer accredited courses, considering factors such as:

- Local needs.
- Exploring the variety of instructional needs.
- Developing skills and competencies in assessment.
- Integrating curriculum, instruction and assessment.

(Durden, 1985)

Such courses and training programmes will boost the individual's interest in participation in such courses.

(g) Partnership programmes with Higher Education Institutions

Higher Education sector and the Department of Education jointly can provide opportunities for teachers to qualify themselves. Both of the universities in the province can offer new courses for teachers. Universities can also help the department with research into identifying problem areas. In the light of the new changes, higher education institutional decision makers must respond to several key questions including:

- What are our institutional motives?
- Can our expertise be transferred to benefit the school system?
- What partnership form will be of mutual benefit?

(Ascher, 1988)

Such partnerships can focus on various under-developed areas, some of which are pointed out as follows:

❖ Enrichment, Compensatory and motivational designs for teachers who are at risk.

Teachers in urban, rural and poor schools need different support activities. Under-represented groups of teachers (women in science, minority groups and previously disadvantaged groups) all have different training needs. Taking into consideration all these diversities, programmes need to be developed (Boyer, 1983).

❖ **Pre-service and teacher education**

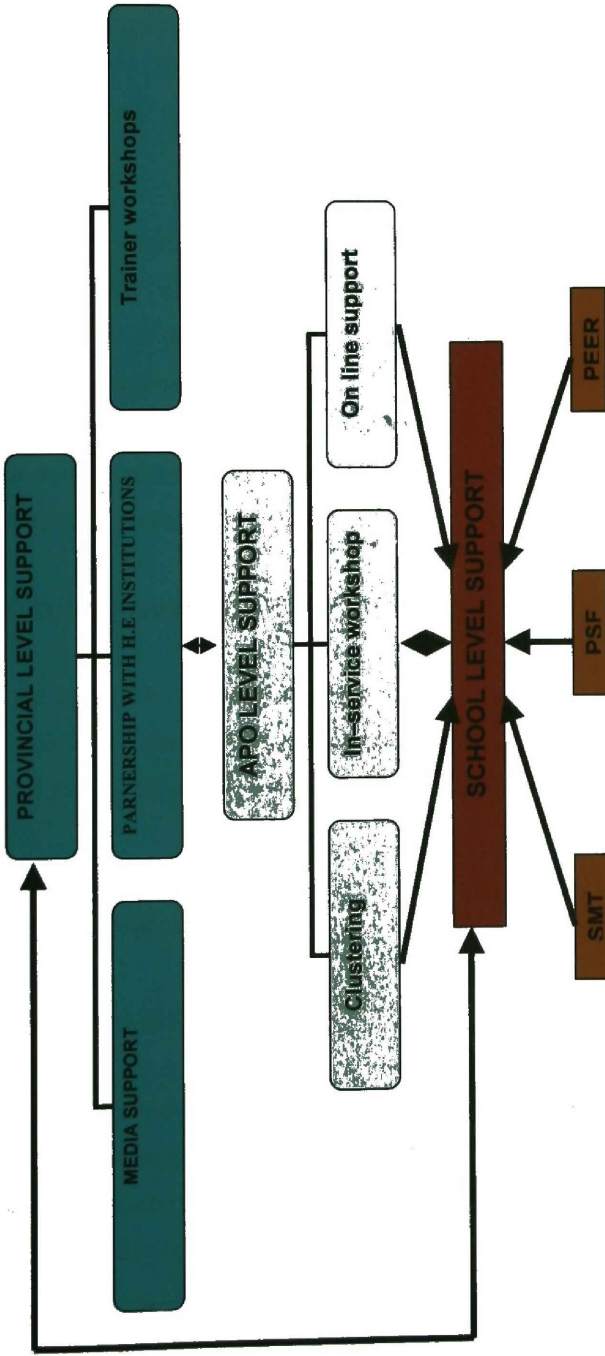
Universities and the Department can jointly decide on the nature and content of programmes designed for pre-service teacher education.

❖ **Mentoring and tutoring models**

Academic alliance and other kinds of teacher-to-teacher partnerships must be set up. Through these stages, university faculty and school teachers can jointly discuss a variety of subject areas and concerns which prevail.

In short, the Department of Education, in consultation with universities, should quickly develop other models of training to empower teachers for the delivery of the new teaching, learning and assessment strategies, which are envisaged in OBE and OBA. Such models should be designed to cater for the needs of our diverse teacher population.

FIGURE 23: PROFESSIONAL SUPPORT



6.2.4 Conclusion

This proposed professional support plan, with not much difficulty, fits well into the existing professional development structure of the Department. If adopted, it can fast track the Department's efforts to retrain and support the teachers for the implementing of the RNCS and the incoming NCS. If South African teachers are expected to perform like other countries with similar educational innovations, our teachers too must be supported in a similar fashion.

6.3 RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

In the light of the findings of this study, recommendations are made in section 6.3.1. During this study a number of other problems which were not a part of this study were identified. Such areas are also listed in 6.3.2.

6.3.1 Recommendations

6.3.1.1. Assessment training

Professional support structures must be in place with immediate effect. In this regard, it is suggested that since at present the majority of teachers have pre-service training with little or no emphasis on OBE or OBA teaching and assessment techniques as a part of their studies, the Department of Education must supply teachers with adequate support material, which will include detailed description of

how to conduct each technique outlined in the outcomes-based continuous assessment. This should be accompanied by regular in-school visits by PSF staff to ensure that at school level implementation takes place uniformly.

- II. Teachers must be provided with assistance in participating in accredited courses. Such courses should be offered during weekends or through correspondence so as not to disturb the smooth running of the schooling.
- III. Continual support is necessary for those who are supporting and monitoring the implementation. These include SMT and PSF. They must have special training on workshop skills and leadership skills.

6.3.1.2 Follow up Activities

- I. It is crucial that higher education institutions offer assistance in re-training our teachers in a systematic fashion that is through introducing programmes which will address existing skill shortages among practising teachers. It was also noted that the teacher trainers themselves were not formally trained in OBE methodology and therefore, at times cannot train teachers adequately. The faculties of education in the universities must be part and parcel of teacher training workshops in the province.

- II. The modules or sections included in the workshops should be selected only after a need analysis. This will make the workshops more appropriate to the classroom needs of teachers. Follow up and reflection sessions must not be an “optional extra” but a compulsory session. Measures must be taken to overcome the difficulties brought forward through such sessions.

6.3.1.3 Challenges in implementation of OBA

- I. During data analysis it was noted that some assessment techniques are more favoured than others due to resource limitations. An audit must be taken to establish the minimum required resources to practise those techniques.
- II. Many schools rely on private (temporary teachers, paid by school governing bodies) or volunteer teachers due to the Department’s delay in filling vacant posts and post establishment procedures. In most instances they are excluded from teacher training sessions. Therefore the Department of Education must look for alternate processes for filling teaching posts. The recent restructuring process also resulted in a lot of PSF staff movement which crippled the planned training workshops.
- III. From the data analysis, it was pointed out that PSF staff is unable to reach each and every school. In the survey undertaken by the Whole School Evaluation unit, it is stated

that one of the inhibiting factors is the absence of proper transport arrangements for the officials. In this regard the Department needs to reshuffle the workload of these officials at the APO level. Their regular visits to, and monitoring of, schools will ensure the validity of GETC.

- IV. To alleviate the difficulties expressed due to time constraints, it is necessary to provide teachers with user-friendly recording and reporting formats.
- V. When teachers are called for in-service training during weekends or after hours, they should be compensated through incentives. Absence of such motivation is one of the reasons for their reluctance to attend workshops and training during extra time.

7.3.1 Areas for further study

Further investigation is necessary to find out:

- I. Educators seem to be critical about the quality of training programmes offered
- II. Different ways to ensure the full use of all the assessment techniques outlined in the OBA.
- III. Different programmes that can be offered by the HE to empower the teachers who are at risk (minority groups,

women in scarce subjects, rural teachers, under trained teachers, teachers who are not handling subjects for which they were trained etc.)

- IV. The problems experienced by PSF staff in terms of training, monitoring and supporting teachers
- V. Different programmes through which teachers can be motivated to enrol for professional development programmes

VII

BIBLIOGRAPHY

Abdal-Haqq, I. (1989): "The influence on reform on teacher education",
ERIC Digest, ERIC Identifier: ED322147, ERIC Clearing house
on Teacher Education, Washington DC.

Acharya, C. (2003): *Outcomes-based Education (OBE): a new paradigm
for learning*, <http://www.cdtl.nus.edu.sg/link/obe.htm>.

Acker, S. (1995): Gender and teachers' work, in M. Apple (ed), *Review
of Research in Education*, 21.

Angelo, T.A. and Cross, K. P. (2005): *Classroom assessment
techniques*, [http://honolulu.hawaii.edu/intranet/committees/
FacDevCom/guidebk/teachtip/assess-1.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-1.htm).

Arter, J. (1996): Using assessment as a tool for learning, in R. Blum and
J Arter (Eds), "*Student performance assessment in an era of
restructuring*", London: Kogan Page.

ANC/COASATU. (1994)(b): "*A Framework for life long learning: A
Unified Multipath Approach to Education and Training*";
Presentation to the National Training Policy Workshop;
Johannesburg.

Ary, D. (1990): *Introduction to research*, Chicago: Holt Rinehart and
Winston inc.

- Ascher, C. (1988): “*School-College Collaborations: A strategy for helping low income minorities*”, ERIC Clearinghouse on Urban Education Institute for Urban and Minority Education, ED306339, New York.
- Barron, A. (1998): “Designing web-based training”, *British Journal of Education Technology*, 29(4): 355-371.
- Becker, E.L. (1978): “*Evaluation dimensions for programme development and Improvement*”, in S.B. Anderson and C.D. Coles (Eds), *Exploring purposes and dimensions: New directions for programme evaluation*, No.1. San Francisco: Jossey Bass
- Berge, Z. (1998): “Guiding principles in Web-based instructional design”, *Education Media International*, 35(2): 72-76.
- Black, H.D. and Dockrell, W.B. (1990): *Diagnostic assessment*, Edinburg, SCRE.
- Bloomfield, B. (1975): *Continuous assessment in the CSE: Opinion and practice*; London: New Fetter Lane.
- Boud, D. (1990): *Enhancing learning through self assessment*, London: Kogan Page.
- Boyer, E.L. (1983): *High School : A Report on secondary education in America*, New York: Harper and Row.

Broadfoot, P.; Osborn, M.; Abbot, D. and Pollard, A. (1991): "*Teacher's reactions to changes in assessment under the national curriculum*"; Paper presented at the British Educational Research Association Annual Conference, Roehampton Institute of Higher Education, London.

Broadfoot, P.; Murphy, R. and Torrance. (1990): *Changing educational assessment*, London: Routledge

Butcher, A.C.; Stifani, L.A.L. and Tariq, V.N. (1995): "Analysis of self, peer and staff assessment in group project work", *Assessment in educational principle, policy and practice*; 2: 166-183.

Carnegie Corp. of New York. (1986): "*A nation prepared: Teachers for the 21st century*", ERIC Clearinghouse on Teacher Education, ED 268 120, New York.

Cauble, F. and Sanchez, W.B. (1996): "Demands of alternative assessment: What teachers say", *Mathematics Teacher*; 89: 484 – 489.

Chisholom, L. (1999). "Why we don't need matric exams", *Mail & Guardian*. January 8-14.

Conney, T.J.; Elizabeth, B. and Melvin, R. (1993): "Assessment, understanding mathematics and distinguishing visions from mirages in assessment in mathematics classroom," in Webb,

- Norman, L. (Ed.) *Yearbook of the National Council of Teachers of Mathematics*; 237-247.
- Costa, A.L. and Gamston, R. J. (2002): “*Changing mindsets cognitive coaching*”, http://www.stf.sk.ca/prof_groth/workshops_seminars/opprt_catagloue.htm.
- Cruikshank, D.R.; Brainer, D. and Metcalf, K. (1995): *The act of teaching*, New York: McGraw-Hill.
- CPRE Policy Brief. (1995): *Helping teachers teach well: transforming professional development*, <http://www.ed.gov/pubs/CPRE/t61/t61d.html>
- David, S. (1989): *Assessment in schools: Second Ed.*; Oxford: Blackwell.
- Department of Education. (1987): *Curriculum 2005- implementing OBE – 2 Assessments*: Pretoria: Department of Education
- Department of Education. (1987): *Curriculum 2005, A users' Guide*, Department of Education (2000): *NQF and OBE A document for discussion and training*, Pretoria: Department of Education.
- Department of Education. (1995): *White Paper on Education and Training*, Government of Republic of South Africa, Gazette, Vol.357, No.16312. Pretoria: Government Printer.

Department of Education. (1997): *Understanding Curriculum 2005: Orientation programme*, Department of Education, Northway: Republic of South Africa.

Department of Education. (1997): *Understanding the National Qualifications Framework, "A guide to lifelong learning"*; Department of Education, Northway: Republic of South Africa.

Department of Education. (1998): *Ministerial Committee Report: Investigation in to the Senior Certificate Examination*. Pretoria: Government Printers.

Department of Education. (1998d): *Duties and responsibilities of educators*. Pretoria: Department of Education.

Department of Education. (1998e): *Assessment policy in the General Education and Training Band. Grade R to 9 and ABET*. Government Gazette, Vol.409, No.19640.Pretoria, Government Printer.

Department of Education. (1998f): *Draft Assessment Policy in the General Education and Training Phase Grade R to 9 and ABET*; May 1998. Pretoria: Department of Education, Republic of South Africa.

Department of Education. (2000): *Curriculum Research and Development Review*. Pretoria: Department of Education, Republic of South Africa.

- Department of Education (2003): *Qualification and Assessment Policy Framework*, Gazette No 25545, Vol.460. Pretoria: Department of Education.
- Disessa, A.A. and Minstrell, J. (1995): "A Canadian perspective on portfolio use in student assessment", *Assessment in Education*, 15;(3): 353 – 375.
- Dochy, F.J.R.C. and Mc Dowell, L. (1997): "Assessment as a tool for learning", *Studies in educational evaluation*, 23: 279-298.
- Durden, W.G. (1985): *Early instruction by college: John Hopkin's Centre for talented youth*" In *College - School collaboration: Appraising the major Approaches*. San Francisco: Jossey-Bass.
- Duschatel, P. (1996): "A web-based model for university instruction", *Journal of Educational Technology Systems*, 25(3): 221-228.
- Fisher, M. (2000): *Implementation considerations for instructional design of Web- based learning environment*. Hershy: Idea Group Publishing.
- Frishie, M. and Waltman, S. (1992). "Student Rating and Instruction": *Review of Educational Research*, 51: 81 – 309.
- Fullan, M. (1991b): *What's worth fighting for in the principalship?* ACEA, New York: Hawthorn Vic.

Gagnon, G.W. and Collay, M. (2005): [www. Prainbow.com/cld/cldp.html](http://www.Prainbow.com/cld/cldp.html).

Gill, J.H. (1993): *Learning to learn: Towards a philosophy of education*. Atlantic Highland, ds NJ: Humanities Press.

Gipps, C.V. (1994): *Beyond testing*. London: Falmer

Gipps, C.V. (1999): Socio-cultural aspects of assessment, *Review of Research in Education*, .24: 1-24.

Gipps, C.V. and Stobart, G. (1993): *Assessment, teacher's guide to issues*. Newcastle: Hodder and Stoughton

Gold, S. (2001): *A constructivist approach to online training for online teachers*, JALN Volume 5, Issue 1, May 2001

Government of Republic of South Africa. (2001): *Gazette 19640: A Draft implementation; Framework for the General Education and Training Certificate (GETC) –Schools*. Pretoria: Government Printers.

Goodlad, J. I. (1984): *A place called school*. New York: McGraw-Hill.

Groundwater-Smith, S. (1995): *Towards rethinking school focused training and development: a discussion paper prepared for the*

*NSW Department of Education and Training, Educational
Research and Development Services, 29th June 1998:*
<http://www.ssta.sk.ca>

Gray, A. (1997): <http://www.ssta.sk.ca/research/instruction/97-07.htm>.

Halpin, A. W. (1996): *The theory and research in administration*,
New York:Macmillan.

Hall, G. E. (1986): *Beyond the looking glass: Recommendations &
critical warnings for teacher education practitioners,
policymakers and researchers*. Austin, TX: Texas University
Research and Development Centre for Teacher Education, ED
270 451.

Hall, E. and Hord, S. M. (1987): *Change in schools: facilitating the process*.
New York: Teachers College Press,

Hancock, C.L. (1995): "Implementing the assessment standards for
school mathematics", *Mathematics Teacher*, 88: 496 – 499.

Hargreaves, A. (1997): The four ages of professionalism and
professional learning, *Unicorn*, 23, (2): 86-114.

Harlen, W. (1994): *Enhancing quality in assessment*, London: Paul
Chapman.

Harris, B. and Bell, C. (1986). *Evaluation and assessing for learning*.
London: Kogan Page Ltd.

Hergenhahn, B.R. and Mathew, H.O. (2001): *An Introduction to theories of learning*. New Jersey: Prentice Hall, Inc.

Hills, P. (1996): *Enhancing quality in assessment*. London: Paul Chapman.

Hoffmayer, P. (1995): *Reconstructing rural education: Planning for equal access to rural schools in the North - West Province, Mafikeng*: UNIBO.

Holmes Group (1990): *Tomorrow's schools: Principles for design of professional development schools*, Washington DC. East Lansing

Hopfengardner, J. D. & Leahy, P. E. (1987): "Beyond induction: A collegial support system for experienced teachers", *Paper presented at the National Staff Development Council Conference*, ED 289 850, Seattle.

Horton, T. (1986): *GCSE: Examining the new system*. London: Harper and Row.

<http://www.ncrel.org>: *Critical issue: providing professional development for effective technology use*, <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm>

<http://www.thirteen.org>

- House, E. R. (1975): *The politics of educational innovation*. Berkeley Calif: McCutcheon.
- Howard, S. (1999): *Mentoring and transforming school cultures*, Paper presented at the AARE Conference, November-December 1999, Melbourne.
- Jansen, J.D. (1997): "Why OBE will fail": *Unpublished Manuscript*; Faculty of Education, University Of Durban, South Africa.
- Jansen, J.D. (1999): Prons and cones of matric: there are better alternatives, *The Teacher*, February.
- Jardine, D.W. (1988): "Piaget's clay and Descarter's wax", *Educational Theory*, 38(3): 287-298.
- Johnson, D.F. (1998): "Building community capacity for participation in educational governess" in K. Cole (Ed): *Sustainable Development for a Democratic South Africa*, Cape Town: Faculty of Education, UCT.
- Killion, J. (1999): *Critical issue: providing professional development for effective technology use*, <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm>
- Levine, M. (1988): *Professional practice schools: Teacher education reform or school restructuring, or both?* Washington:Macmillan
- Linn C.M. (1994): *A fair test? Illusion or reality?* California: University

of California.

Linn, C.M. and Clarke, H.C. (1994b): "How can assessment practices foster problem solving", *National Association for Research in Science Teaching*. Manhattan: NARST.

Linsky, A.S. and Strauss, M.A. (1975): "Student evaluation, research productivity and eminence of collage faculty", *Journal of Higher Education*, 46: 89-102.

Little, A. W. (1990): "*The logic of students' employment expectations*", Paper presented at the conference on urban employment on African Institute of Development Studies, Sussex.

Logan, L. and Sachs, J. (1995): "*Development planning as teacher professional development*", Paper presented at the AARE Annual Conference, Hobart, November 1995.

Louis, K. and Miles, M. (1990): *Improving the urban high school: What works and why*. New York: Teachers College Press.

Mager, R.F. (1961): *Preparing instructional objectives*. Belmont, California: David S. Lake Publishers;

Master, G.N. (1994): "*Setting and measuring performance standards for students' achievement*"; Paper presented at the conference, Public investment in School Education: costs and outcomes, Australian National University, Canberra, 17 March.

Maxwell, G. and Cummin, J. (1998): "*Reforming the culture of assessment*", Paper Presented at the Twenty-Fourth Annual Conference of the International Association of Educational Assessment, Barbados, West Indies.

Menacker, M. (2005): *Why have a workshop about assessment, evaluation, and curriculum redesign?* http://www.thirteen.org/edonline/concept2class/assessment/index_sub1.html

Messick, S. (1992): *Interplay of evidence and consequences in validation of performance assessment*. Princeton, NJ: Educational Testing Service.

Meyer, J.H.F. (1983): *Research Methods for Higher Degrees: Quick Reference*, Cape Town: Faculty of Education, UCT.

Mitchell, G.; Fridjhon, P. and Haupt, J (1997): On the relationship between the matriculation examination and university performance, *South African Journal of Science*, 93: 382-7.

Mkandawire, D.S.J (1987): "*Assessment of subjects with practical components in the Malawi School Certificate Examination*", Paper presented at the tenth international conference of the International Association for Educational Assessment, Perth, Australia

Mulusa, T. (1992): *Evaluation research for beginners: A practical study*

- guide*, Bonn: German Foundation for International Development (OSE).
- Murphy, R. and Torrance, H. (1989). *The changing face of Educational Assessment*. Philadelphia: Open University Press.
- National Centre for Curriculum Research and Development (2000): *Curriculum Research Review 2000*. Pretoria: Department of Education,
- Newton, M.J. and Thomson, M.W. (1976): *The Aston index, Learning development aids*, Wisbeach: Heinemann.
- Nigerian Ministry of Education. (1977): Nigerian National Education Policy, *A Handbook on Continuous Assessment*. Lagos: Heinemann.
- Nitko, A.J. (1983): *Educational test and measurement: An introduction*, San Diego, C.A: Heinemann
- Nitko, A.J. (1994): "A model for developing curriculum-driven criterion-referenced and norm referenced national examinations for certification and selection of students", Paper Presented at 2ND International Conference on Educational Evaluation in Southern Africa. Pretoria: South Africa, July.

- Nitko, A.J. (1996): *Curriculum based continuous assessment: a framework for concepts, procedure and policy*. Pittsburgh: University of Pittsburgh.
- Njabili, A.F. (1987): "*Continuous assessment: the tanzanian experience*": Seminar Paper Presented on Examination Reform at the Institute of Development Studies at the University of Sussex.
- Nkwakby, F.U. (1987): "*The educational change process in Nigeria: an evaluation of the junior secondary school enovation in Anambra State*". Unpublished Doctor of Philosophy Thesis, University of Sussex.
- North West Department of Education (2002): *Assessment in OBE*; July 2002. Mmabatho: Department of Education, North West Province, Republic of South Africa.
- NQF and Curriculum Development (2000): [http: www.saqa.org.za](http://www.saqa.org.za).
- Nunnally, P. (1964): *Evaluation and teachers role*. London: Macmillan.
- Nyakutse, A.C. and Awudetsey, S.A. (1995): "*Strategies for implementation of curriculum change in SA*": Paper Presented at the SASE International Conference on "Education in a period of political transition". Windhoek, August 30.

- Oosterhof, H.C. (1987). "Obtaining intended weights when combining students score": *Educational measurement issues and practices*, 6(4): 29 - 37.
- Pape, J (1999): Letter to *Mail and Guardian*, January 15-21.
- Pennuick, D.B., and Murphy, R.J.L., (1988): *The impact of graded tests*. Lewis: The Falmer Press.
- Pennyuck, D. (1990). "The introduction of continuous assessment Systems at secondary level in developing countries": *Changing Educational Assessment: International Perspectives and Trends*, London: Routledge.
- Piaget, J. (1966): *Psychology of intelligence*. Totowa, NJ: Adams.
- Potterton, M.(1999):Letter to *Mail &Guardian*, January 15-21.
- Ramsden, P. (1992): *Learning to teach in higher education*. London: Routledge
- Rensburg, I. (2000): "Challenges to the curriculum at the turn of the century": *Curriculum Research and Development Review 2000*. Pretoria: Department of Education.
- Resnick, L.B. and Resnick D.P. (1991): *Assessing the thinking Curriculum: New tools for educational reform*. Boston: Kluwer.

- Republic of South Africa. (1995): *South African Qualification Act*, Act. No 58/1995. Pretoria: Government Printer.
- Republic of South Africa (1998): Government Gazette, No, 11. Pretoria: Government Printer.
- Riddell, A.R (1997): School effectiveness and school improvement, *Comparative Educational Review*, 14, (2): 178,-204.
- Rosenblatt, I. (1938): *Literature as exploration*. New York: London' D.Appleton-Century.
- Rosenblatt, I. (1978): *The reader, the text, the poem; the transactional theory of literary work*. Carbondale: Southern Illinois University Press.
- Rowe, K. and Hills, P. (1996): "Assessing recording and reporting students' educational progress: the case of subject profile", *Assessment in Education*, 21: 309-335.
- Sammons, P.; Thomas, S and Mortimore, P. (1997): *Forging links: effective schools and effective Departments*, London: Paul Chapman Publishing Limited.
- Scottish Certificate Examination (1985): *Coursework assessment in GCSE: Working Paper 2*; Secondary Examination Council; London.

- Scriven, M (1967): "The methodology of evaluation", in R. R.E, (ed),
*Curriculum evaluation. American Educational Research
 Association Monograph Series of Evaluation*, No.1. Chicago:
 Rand and McNally.
- Seeley, M.M. (1994): "Mismatch between assessment and grading":
Educational Leadership, 52; 4 - 6.
- Seychelles (1987): "System of assessment of 'students'", *National Youth
 Service*. Mache (Mimeo).
- Shepard, L. (1995); "Using assessment to improve learning":
Educational Leadership:52: 38 – 43.
- Shepard, L. (2000): The role of assessment in a learning culture,
Educational Researcher, 27(9): 2-14.
- Shipman, M. (1983): *Assessment in primary and middle schools*,
 New York: Routledge.
- Shuell, T. J. (1992): *Designing instructional computing systems for
 meaningful learning*. New York: Routledge.
- Skinner, B.F. (1953): *Science and Human behaviour*. New York:
 Macmillan.

- Skinner, B.F. (1954): "The science of learning and art of teaching", *Harvard Educational Review*, 24: 86-97.
- Smylie, M. A. (1995): Teacher learning in the workplace, in T. R. Guskey and M. Huberman, (Ed), *Professional development in education: new paradigms and practices*. New York: Teachers College Press,.
- Spady, W. (1998): "Organizing for results: The basis of authentic restructuring and reform", *Leadership*, 46(2): 4-8.
- Sparks, D. and Horsley, S L. (1989): *Five models of staff development*
<http://www.nsd.org/library/publications/jsd/sparks104.cfm>.
- Talbert, J.E. and McLaughlin, M.W. (1994): Teacher professionalism in local school contexts, *American Journal of Education*, 102; (February 1994), 123-153.
- Talbot, C.J. and Murphy, R. (1996): "Enhancing quality assessment: Review Symposium": *Assessment in Education*, 3(3): 45 – 57.
- Thorndike, E. L. (1911): *Animal intelligence*. New York: Macmillan
- Thorndike, E. L. (1912): *Education, a first book*. New York: Macmillan.
- Thorndike, R. L. (1983): *Measurement and evaluation in psychology and education*. New York: Wiley.

Torrance, H and Pryor, J. (1995): "Investigating teacher assessment in classrooms", *Assessment in Education*, 2 (3): 305 – 320

Travers, M.W.R. (1978): *An Introduction to educational research*. Toronto: Macmillan,

Tuthill, D.; Seidel, S.; and McClure, R. (1987): "*An ecological and school specific model of student and teacher empowerment*": The N.E.A.'s Mastery-in-Learning Project. Paper presented at the American Educational Research Association Annual Convention, Washington, DC. ED 282 826.

Tylor N (1996): *Quality and validity of INSET evaluation*. Johannesburg, JET Conference Proceedings, 27 February.

Tylor, N and Vinijevoold, P.(1999): "*Getting learning right*" Report of the President's Education Initiative Research Project. Johannesburg, Republic of South Africa: Wits.

UNESCO-EFA (2005): "*UNESCO-EFA Global Monitoring Report-2005 Better teachers*", <http://www.portal.unesco.org/education/en/ev>.

Vygotsky, L. (1978): *Mind in society: the development of higher psychological processes*, Cambridge: Harvard University Press.

Weil, M. (1985): "Research use in in-service and pre-service education: A case study of California", *Journal of Teacher Education*, 36(1); 65-68.

Wild, M. and Quinn, C. (1997): "Implications of educational theory for design of instructional multimedia", *British Journal of Educational Technology*, 29(1): 73-82.

Willis, S. and Kissane, P. (1995): *Systemic approaches to articulating and monitoring expected student outcomes*. Murdoch, Western Australia: Murdoch University.

Woodward, H. (1994): *Negotiated evaluation*, NSW: Macmillan.

Worthen, R and Sanders, R (1987): *Educational evaluation*, New York: Longman Inc.

www.heinemann.co.za: [http:// www.heinemann.co.za/schools/Teaching Tips/OBE.asp](http://www.heinemann.co.za/schools/TeachingTips/OBE.asp).

www.helenet.com: [http:// www.helenet.com/Helen Notes/HN_big.html#vygotsky](http://www.helenet.com/HelenNotes/HN_big.html#vygotsky)

www.mathimp.org (2003): "*Introduction and implementation strategies for the interactive mathematics programme: A guide for teacher leaders and Administrators*", http://www.mathimp.org/federal_info/iis/section3_3.html.

www.teachers.ash.org.au: [http:// www.teachers.ash.org.au/bce/schools.htm](http://www.teachers.ash.org.au/bce/schools.htm).

Zimpher, N. L. & Rieger, S. R. (1988): Mentoring teachers: What are the issues? *Theory into Practice*, 27(3): 175-182.

APPENDIX A

Questionnaires for School Management Team (School Managers, Deputy Principals and Heads of Department), Teachers and professional support officials (office based)

Kindly read this questionnaire very carefully and then decide how you feel about each statement. You are to express your feeling by putting a cross (X) in the appropriate column.

Please note that you are not required to write down your name

1. Gender

Male	
Female	

2. Age

1	20-30 years	
2	30-40 years	
3	40-50 years	
4	50 and above	

3. Highest qualification

1	Certificate in education	
2	Diploma in education	
3	Degree without Education	
4	Degree with Education	
5	Post Graduate Degree	
6	Others	

4. Teaching Experience

1	Below 5 years	
2	Between 5-10 years	
3	Between 11-15 years	
4	Above 15	

5. Your position at present

	School-based officials	Support Service officials	
1	Principal	First Education Specialist	
2	Deputy Principal	Deputy Chief Education Specialis	
3	Head of Department	Chief Education Specialist	
4	Assistant Teacher	Director	
5		Chief Director	

5. Experience in the present post

1	Below 5 years	
2	Between 5-10 years	
3	Between 11-15 years	
4	Above 15 years	

PART A.1

What is your opinion about the statements given below?

	Yes	No	Undecided
1 Continuous assessment refers to the process of gathering relevant information on a regular basis for the expressed purpose of making educational decisions.			
2. Continuous assessment refers to the process of collecting relevant information about learning targets described in the curriculum which become criteria against which learners are assessed.			
3 Continuous assessment is the process of assigning numbers, (scores) to the learners' performance at regular intervals in such a way that students' order of quality is preserved.			
4. Continuous assessment in OBE is an assessment which stresses more on "knowing how"(competence of skills) and less on "knowing what".			
5 Continuous assessment includes several different assessment results, using many different techniques (methods) and occurs over a relatively long span of a student's class room experience. The scores are combined in such a way as to be summarised for the official record.			

Part A.2

Which of the following assessment technique(s) are currently used in your school?
Please put a tick (✓) for those techniques, which are currently used, and a cross (X) for those techniques, which are not used.

- 1. Diagnostic assessment
- 2. Observation sheet
- 3. Achievement based assessment
- 4. Journals
- 5. Educator practitioner made tests
- 6. Self assessment
- 7. Peer assessment
- 8. Portfolio assessment
- 9. Performance assessment
- 10. Project work

If any other technique is used specify:

.....
.....
.....

PART A.3

How often do you assess your learners?

1	Daily	
2	Weekly	
3	Fort-nightly	
4	Once a month	
5	Quarterly	
6	Half yearly	

If any other times please specify:

.....

.....

.....

APPENDIX B

Part B.1

Questionnaire for School Management Team Teachers

	Assessment Training	Agree	Disagree	Undecided
1	I learned about the new Outcomes-Based assessment through the workshops.			
2	The information filtered through the workshop is usually relevant in terms of C.2005 and school-based continuous assessment and CTA.			
3	The trainers who are conducting the workshops are well informed and the message is understood clearly.			
4	The trainers are only interested in disseminating information they received from the National or Provincial Departments and I have no option but to comply.			
5	In the workshops conducted to evaluate the success or failure of the implementation, all my fears and problems regarding the assessment were taken care off			

If any other specify

.....

.....

.....

Part B.2

Questionnaire for School Management Team and Teachers

	Follow-up Support Activities	Agree	Disagree	Undecided
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers.			
2	Professional Support Staff coming to school and helping teachers while they are in the school is more helpful than a workshop at a central point.			
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.			
4	Since the problems experienced by each school are unique, professional development initiated by schools is more useful than common workshops conducted from outside.			
5	These workshops are a waste of teachers' and learners' time.			

If any other specify.....

.....

.....

.....

Part B.3

Questionnaire for School Management Team and Teachers

Time Management	Agree	Dis agree	Unde cided
1 Since achievement is enhanced through continuous assessment, teachers can spend time providing feedback to learners.			
2 The administration of tasks, documentation and reporting are time consuming and therefore they are unmanageable.			
3 Teachers are unable to use the techniques in the available time, because class sizes are too large.			
4 The allocated time is a problem when carrying out practical tasks.			
5 Because of the time consumed in continuous assessment, other learning activities, such as content delivery, remedial teaching etc, suffer.			

If any other specify.....

.....

.....

.....

Appendix C

Part C.1

Questionnaire for office based Professional Support Staff

	Follow-up Support Activities	Agree	Disagree	Undecided
1	For successful implementation of CASS and CTAs, more intense training programmes are necessary for teachers.			
2	Professional Support Staff coming to school and helping teachers while they are in the school is more helpful than a workshop at a central point.			
3	Teachers need opportunities to share their difficulties and experiences and seek solutions to their problems.			
4	Since the problems experienced by each school are unique, professional development initiated by schools is more useful than common workshops conducted from outside.			
5	These workshops are a waste of teachers' and learners' time.			

If any other specify.....

.....

.....

.....

Part C.2

Questionnaire for office based Professional Support Staff.

	Implementation of CASS and CTA	Agree	Dis agree	Undecided
1	Schools do not have the necessary resources to carry out the tasks as they should be done.			
2	Only a few assessment strategies are used during the course of the year to generate the CASS marks			
3	Schools develop learning programmes during the GET phase, but the centrally developed CTA demands knowledge and skills which learners are not familiar with.			
4	Learners often get assistance from home and therefore the evidence collected may not be a true reflection of the learner's performance.			
	Last minute instructions come from the Department which demand changes in the recording and reporting procedures.			
5	Support staff demands changes after the recording evidence has taken place			

If any other specify.....

.....

.....

.....

Part C.3

Questionnaire for office based Professional Support Staff.

	Procedures and Practices in GETC Administration	Agree	Dis agree	Unde cided
1	Monitoring and moderation of CASS and CTA for GETC are given less preference than monitoring and moderation of CASS for Grade 12.			
2	Teachers often inflate learners' scores and are reluctant to produce evidence of learners' achievements.			
3	Existing support staff are unable to service all the intermediate schools in the Area Project Office since the number of intermediate schools are many.			
4	Since the evaluation of CASS and CTA are school-based, skewing of results are noted to comply with the departmental requirements.			
5	All 8 CTAs which are developed at the same time, at the same venue, by panels of officials are helpful in keeping the "confidentiality".			

If any other specify

.....

.....

.....

LETTER OF REQUEST

To: Professional Support Staff
The School Management team
Teachers

From: Mr. P. P. Phillipose
CES: Curriculum Development: FET Schools

Date: 01 July 2004

Re: Letter of Request

Mrs. E.V Mammen (DCES, Sciences) is conducting a developmental study for her doctoral thesis. The purpose of this study is to investigate the problems experienced by the practitioners in implementing the Continuous Assessment and Common Task for Assessment in the General Education and Training Certificate in the North West Province.

This Directorate has no objection in allowing her to gather information from the respondents after school hours on mutual agreement with the respondents. Kindly assist her in collecting the information.



Mr. P. P. Phillipose
CES: Curriculum Development: FET Schools