

CHAPTER 4: A COMPREHENSIVE SCENARIO AND GUIDELINES FOR THE STRATEGIC REPOSITIONING OF TEACHER TRAINING COLLEGES IN SOUTH AFRICA

4.1 INTRODUCTION

At present teacher training colleges in South Africa are faced with the situation that strategies which had positive results in the past, are increasingly becoming ineffective in the light of a changed theory of the future. Past successes became imbedded in a host of organizational policies and procedures that, at present, prove to be outdated and counterproductive.

A definite trend towards educational struggles being held more in the name of specific interest groups such as teachers, workers, students, non-government organizations, community-based organizations, trade unions and policy research units can currently be detected. It is the combination of these pressures that necessitates change: conflict in government ranks, indecision, policy failure, structural contradictions, organized opposition, people resistance, socioeconomic forces and international pressures (Muller & Cloete, 1990:17).

Although fundamental changes in the education dispensation cannot be expected to occur overnight, educational institutions need to engage in a process of transformation, in order to be part of the new reality of the future. Education in South Africa cannot be continued in its present form and no teacher training college will be able to survive and to grow without transformation strategies based on the emerging trends and challenges in the external environment.

In chapter 3, vital characteristics and problem areas in education and teacher training have been identified. Through structuring the two opposing scenarios, it became evident that, although there are numerous differences between these two broad perspectives, a number of commonalities also exists.

As a matter of synthesis of the information obtained in scenario A and B, a scenario C will be structured in this chapter with the aim of presenting a vision of what the future may most probably look like as we enter a new educational dispensation. It will attempt to sensitize teacher training colleges to the effect that changes will have on these institutions in terms of the following areas:

- * education model and policy;
- * control of education;
- * finance and economy;
- * integration of education and training;
- * curriculum and
- * teacher training.

4.2 SCENARIO C: THE FUTURE OF EDUCATION AND TEACHER TRAINING IN SOUTH AFRICA

4.2.1 EDUCATION MODEL AND POLICY

As most South Africans view the education model as lacking in legitimacy and acceptability, a future education model will make provision for nationally determined standards for pupil and teacher training, development and utilization. It will ensure justice in educational opportunities and will promote unity. A single education authority will serve as a guarantee against unacceptable prescribed ways of accommodating diversity in education and as a means to ensure greater equality (*cf.* 3.2.2.2.a).

Education will, in future, be available to all South Africans, irrespective of race, colour or potential. A future education model will, thus, establish principles

and mechanisms to ensure expanding minimum education for all. It is envisaged that ways will be created to acquire credits for entry into better education courses and mainstream certificates, for pupils and students who, presently, have to move into inferior education courses (*cf.* 3.2.2.2.b).

This will result in a comprehensive change of ethos in the model of education as well as a re-orientation of the purpose of education which will depend on the development of a critical awareness in society as a whole.

For a future education model and policy to be successful, it must be legitimate in the eyes of its client and it must have the support of those people who are expected to benefit from it and who are expected to implement it (*cf.* 3.2.2.2.a). The policy-making process will, thus, be as open and participatory as possible in allowing input from all stakeholders with an interest in future education.

As education and training have a crucial role to play in contributing to social and economic development through empowering individuals to participate in all spheres of society, as citizens in a democratic process and in the economy, the future education system will adhere to the following principles (*cf.* 3.2.2.2):

- * the linkage of the education system to the broad social goal of a democratic society;
- * commitment to a set of core values, namely democracy, legitimacy, equity, non-racism, non-sexism, a unitary education system and redress;
- * the eradication of racialism, tribalism, ethnicity and gender considerations;
- * acknowledging and accommodating language, cultural, religious and other legitimate concerns;

- * coherence and national unity;
- * the development of national standards and qualification structures which will reflect the achievement of learning outcomes, defined at different levels, in terms of national standards;
- * the development of a national curriculum based on the integration of academic and vocational skills;
- * providing differentiated policy rights;
- * participatory responsibility for education, involving the state, the parent community and other stakeholders with an interest in education;
- * the clear allocation of resources or resource-generating capacity to decision-making authorities;
- * the provision of administrative and political accountability;
- * the development of the total person;
- * the right of the individual to access to lifelong education;
- * recognising of prior learning and experience; and
- * the promotion of career paths as an aid to mobility within all sectors of economic activity

A future education model and policy will represent a commitment to the revitalization of education and training which will contribute to the development of skills and productivity, to the development of individuals and societies and to increased economic and industrial growth.

4.2.2 CONTROL OF EDUCATION

Due to the fact that education is widely viewed as a "closed shop" operation not allowing inputs from the various sectors in society, governance at all levels of a future integrated national system of education and training will maximize the democratic participation of stakeholders, including the community. Education will, in future, be orientated towards equity, effectiveness, efficiency, accountability and sharing responsibility (*cf.* 3.2.2.3.a).

Where a racially and ethnically based system of educational governance has, in the past, resulted in discrimination in the educational welfare of many South Africans, the fundamental choice for the control of education will, in future, lie in a balance between a politically centralized and a politically decentralized education structure (*cf.* 3.2.2.3.b).

Although the future education system must involve the participation of all major stakeholders with due regard to the involvement and rights of communities at a regional and a local level in decision making regarding their own education, a central authority will be responsible for a policy on norms and standards in various crucial matters in education and will be responsible for autonomous national institutions (*cf.* 3.2.2.3.a). Political responsibility and accountability for education should however, be established at both levels. All functions relating to education will fall under the jurisdiction of the various departments and a maximum devolution of power to the specific community or individual institution will be upheld (*cf.* 3.2.2.3.b).

Decentralization of power to the individual institution and its community will, most probably, be accompanied by minimal financial responsibility, as great financial responsibility will result in significant falls in enrollments among disadvantaged pupils and will fail to provide additional recourses to the majority of South Africa's learners (*cf.* 3.2.2.3.b).

4.2.3 FINANCE AND ECONOMY

The limited financial resources of the country and the expanding number of learners, necessitate structural changes in education in order to create more affordable education for all. This must, in as far as possible, be achieved without the loss of quality in the standards of education (*cf.* 3.2.2.4.a). A balance will have to be sought between improvements in general education for all and advances in higher education and training (*cf.* 3.2.2.4.b).

A democratic government will assume the responsibility for co-ordinating the mechanisms and strategies necessary for an integrated approach to education and training as well as for co-ordinating the resources strategies and mechanisms necessary to give effect to a national education system. Although central government will be the main source of funds for education and training, a partnership between government, local communities, organized labour, employers, non-governmental organizations, parents and students must be the foundation of the education financing system (*cf.* 3.2.2.4.b). Such a partnership entails the conceptualization of various partnership relationships between public and private financing authorities, on the one hand, and the various civil society groups, directly involved in education, on the other hand (*cf.* 3.2.2.4.b).

The most probable financial situation seems to be that of the state bearing the primary financial responsibility for education, especially for basic education or periods of compulsory education, and the parent community having an expanding financial responsibility in terms of specifically the higher and post-secondary levels of education.

Based on the principle of nine years' compulsory education, the state will have a financial responsibility of 95 % for the first nine years of education which implies a shift from the principle of totally free compulsory education towards a principle within which the state will be primarily responsible for compulsory education. For the senior secondary phase of education, the state will make

a financial contribution of 75 %. This implies that the parent community will be responsible for 25 % of the education expenditure in the senior secondary phase of education (*cf.* 3.2.2.4.a).

As a result of increased parental financial responsibility, contact education will, most probably, to a great extent, be replaced by distance education for a great number of learners, as it will be more affordable than traditional contact education. It can further be assumed that many learners will exit from formal education and will enter into a structured system of vocational education. Based on this assumption, the financing of a future education system, providing equal quality education for all, will be possible (*cf.* 3.2.2.4.a).

4.2.4 INTEGRATION OF EDUCATION AND TRAINING

The absence of a nationally acceptable qualifications framework for both education and training has, in the past, resulted in numerous problems in offering all citizens a recognized qualification. The separation of education and training, in the past, has contributed to a situation where most of the people in South Africa are under-qualified, under-educated, under-skilled and under-prepared to participate in economic, social and civic life. Linking the system of training qualifications to the formal education system, will play a crucial role in offering all citizens the opportunity of a recognized qualification in future. Urgent attention will be paid to the development of a national qualifications framework through which a much closer integration between education and training can be achieved (*cf.* 3.2.2.5.).

The certification of non-formal education, within the framework of a national qualification structure, will create meaningful relations between the formal education sector and the vocational education sector. Such an integrated system of life-long education will be based on the principle of giving credit for added knowledge and skills without sacrificing the specific aims of formal education and vocational training. It will allow pupils to progress to higher levels of education from any starting point in the education and training

system, as it will link one level of education to another (*cf.* 3.2.2.5).

A future, national learning system will be based on the following principles (*cf.* 3.2.2.5):

- * the right of all individuals to access to life-long education and training;
- * the development of a national standards and qualifications structure which will reflect the achievement of learning outcomes, defined at different levels of education and training;
- * the maximum flexibility for horizontal and vertical mobility between different levels of the education and training system, both formal and non-formal;
- * recognition of prior learning and experience;
- * mechanisms for accumulating credits towards the achievement of national qualifications;
- * the development of a national curriculum, based on vocational and academic skills.

4.2.5 CURRICULUM

One, national, core curriculum for the General Education Certificate and the Further Education Certificate will be a pre-condition for promoting both horizontal and vertical integration as well as equality of opportunity, as it will not differentiate between different types of curricula. The national core curriculum for the General Education Certificate will be based on the integration of academic and vocational skills at the pre-higher education levels of the education and training system, developed through the participation of all stakeholders (*cf.* 3.2.2.6.b).

A future curriculum will equip learners with skills, intellectual development and the relevant knowledge coupled with the needs of the individual and the social and economic needs of the society. Such a national core curriculum will adhere to the following principles (*cf.* 3.2.2.6):

- * unity and diversity;
- * non-racist and non-sexist values;
- * establishing a learning culture in society and in schools;
- * learner centricism and non-authoritarianism;
- * the development of the character of learners;
- * the development of potential of learners;
- * the inculcation of broad and generally accepted values in learners;
- * education towards responsible citizenship;
- * preparation of individuals for the world of work and social and political participation in the economy and society. Vocational guidance, as well as co-ordination of all vocational guidance actions and programmes aimed at vocational choices and coupled to the developmental stage of the learner, will be a major priority in the curriculum;
- * the development of skills (intellectual, psychomotor, social);
- * the stimulation of critical and reflective reasoning, problem-solving and information processing skills;
- * self-discipline; and

* provisional and contested knowledge.

4.2.6 TEACHER TRAINING

The fact that education will, in future, change fundamentally and will be a basic right for all children, has numerous implications for teacher training in all its facets. Changes in the structures and provision of general education will be accompanied with fundamental changes in the structures and provision of teacher training.

4.2.6.1 Teacher training policy

As a result of there being no coherent national policy for teacher training, teacher training in South Africa has become a product of division and dispute. The general South African policy of separate development resulted in teacher training being totally different for different groups of society (*cf.* 3.2.2.7.a.ii).

One coherent national policy for teacher training will, in future, be established to address the great variety of purpose, standard and study programmes that presently exists among teacher training colleges. Such a policy will depend on the elimination of all discriminatory education legislation, proper budgetary provision and capacity-building plans. It will prioritize the provision of teachers for universal primary education, the provision of teachers for undersupplied secondary subjects and the provision of upgrading opportunities for teachers already in service (*cf.* 3.2.2.7.a).

In the absence of a general policy for teacher training, the "Criteria for the evaluation of South African qualifications for employment in education" will, for some time, have to remain the common point of departure for all teaching qualifications as it is the only available manner, at present, of maintaining standards in teacher training programmes.

A future teacher training policy will aim at improving the overall quality of the teaching corps and will reconstruct teacher training institutions to enable them to develop beyond the legacies of apartheid. Such a policy will be based on the following principles (*cf.* 3.2.2.7.a):

- * one coherent National Policy for teacher training;
- * a well planned and integrated, high quality national system of education and training;
- * an integrated system for the provision of further education;
- * higher education institutions whose staff and students are increasingly representative of a future democratic South African society;
- * preparing a sufficient number of teachers and trainers to meet a commitment to life-long education for all;
- * a balanced curriculum, opening learning paths consistent with the goals of life-long learning;
- * expanding the role and responsibility of universities and technikons in the training of prospective teachers;
- * promoting, on a basis of approved criteria and mobility-structures, student mobility between institutions;
- * acknowledgement of successfully completed individual instructional offerings, through a system of retention of credits;
- * evolving a new culture of active learning;

- * developing a competent, confident and critical corps of teachers and trainers; and
- * developing all colleges and community education centers as effective sites for quality education.

4.2.6.2 Control of teacher training institutions

The control of teacher training has, in the past, been separately exercised within the various education departments. This lack of co-ordinated control resulted in the duplication of facilities, differences in student numbers, standard of qualifications and study programmes (*cf.* 3.2.2.7.b.i). At the same time, the teacher training colleges under the Department of Education and Training, have been exposed to a situation of strong departmental intervention in their activities (*cf.* 3.2.2.7.b.ii).

Although higher management autonomy for teacher training colleges is envisaged, many colleges are far from ready to cope with such a task. Policy will, most probably, be laid down in terms of which teacher training colleges can qualify for autonomy on the grounds of effective and efficient administrative, academic and social performance (*cf.* 3.2.2.7.b).

The formulation of a general policy for the control of teacher training colleges, in future, will be based on one of the following options (*cf.* 3.2.2.7.b.ii):

- * A "collegiate" option, where colleges of education have a status equal to universities and Technikons, and are connected through regional councils and a Central College Council (Collegium). The Collegium will serve as a link between the colleges, the state, universities and technikons. This will ensure institutional quality control with due attention to regional and local needs, the evaluation of course statuses and the accreditation of college courses and staff.

- * An "Institute of Education" option, where teacher training will be the responsibility of an affiliation of colleges, universities and technikons. Colleges will be viewed as an integral element of teacher development.
- * An "Education Development Center" option, where a new kind of institution will be developed to cater exclusively for teacher training, including adult basic education, educare, primary health care and materials production for schools. At a provincial level these centers will play a major role in curriculum development, in response to local conditions.

Irrespective of the form of control that will be selected, the primary responsibility for the planning and development of higher education will in the new education dispensation rest with the government (*cf.* 3.2.2.7.b.ii). A division with the national Ministry of Education and Training will plan the development of teacher training as a sector of higher education, in partnership with provincial and local governments. Teacher training colleges will, further, operate within the national qualifications framework (*cf.* 3.2.2.7.b.ii).

Stakeholders of higher educational institutions such as provincial and local government, organized labour, academic staff, students, NGO's and cultural bodies will play a central role in the development and formulation of a Higher Education policy. Institutional governance, at all levels, will provide for representation from all institutionally-based constituencies and the wider community (*cf.* 3.2.2.7.b.ii). Students will have the right to form Student Representative Councils and will be represented in institutional governance structures. An approach will, thus, be adopted by which the link between the teacher training institution and the needs of its community and students are increasingly being recognized (*cf.* 3.2.2.7.b).

4.2.6.3 Curriculum for teacher training

(a) Content

The fact that a big percentage of South African teachers in, especially, the schools of the Department of Education and Training, do not meet the qualifications requirements for teaching, is only one of many reasons for the low quality of teaching in these schools. The irrelevance of many components of the present curriculum, and the exclusion of critical subjects for the intellectual and personal development of students, are major constraints in the effectivity and efficiency levels of these teachers. A comprehensive programme of education, training and skills acquisition, is an urgent priority for teacher training (*cf.* 3.2.2.7.c).

In order to develop a comprehensive, legitimate and acceptable curriculum for teacher training, the control of curriculum decision-making must be shifted from an authoritarian and expert-driven base to a non-racial, democratic and broad, participatory foundation. This will allow democratic participation of the community, teachers and students in curriculum development (*cf.* 3.2.2.7.c.ii).

A future teacher training curriculum will enable prospective teachers to acquire the required knowledge base for their particular phase of teaching, developing the necessary skills for their task and developing the values and attitudes required to teach in a developing and changing society (*cf.* 3.2.2.7.c).

Skills development, based on the idea of flexible skills which can be transferred from one task to the other, is regarded as a critical necessity in a future curriculum. To accommodate an increased component of skills development, it will be necessary to streamline the academic component of the current curriculum (*cf.* 3.2.2.7.c).

A closer link will be established between education and the development of technology as the learning environment should be closely linked to the working environment and to the economic development of pupils leaving school. This will be achieved through a focus on providing and upgrading technical skills (*cf.* 3.2.2.7.c).

In future teacher training colleges will not offer mathematics and science only up to the level of standard ten as this has in the past resulted in poorly qualified and incompetent teachers. The level of science and mathematics presentation will be uplifted and the focus in these subjects will shift from an emphasis on abstract theories and principles to an emphasis on the concrete application of these theories in practice (*cf.* 3.2.2.7.c.ii).

Cognitive development programmes will be incorporated into the curriculum with the aim of overcoming deficiencies of the home and school background (*cf.* 3.2.2.7.c.ii). It will aim at teaching students thinking and problem-solving skills, conflict-handling skills as well as flexibility, creativity, responsibility and productivity.

Language proficiency needs to get urgent attention, both for those studying and for those already teaching (*cf.* 3.2.2.7.c.i). Teachers will, in future, need to be bi- and multi-lingual and the combination of an African language with English or Afrikaans at high levels of proficiency and flexibility, will be essential for a future teacher training curriculum as it will be compulsory for schools to offer English or Afrikaans and at least one African language. In higher education, one or more languages of wider communication would be used as the language or languages of learning. This implies that language support services should be available for students with inadequate language preparation and that technology must be developed to accommodate the orthographic needs of African languages (*cf.* 3.2.2.7.c.ii).

As student teachers need the opportunity to be educated in political issues for themselves and for the benefit of their societies in a democratic country, political studies will be included in the curriculum (*cf.* 3.2.2.7.c.ii).

Teachers are increasingly being confronted with the issue of unemployment, but few of them can address it. A future curriculum will have to prepare students to be able to deal with this issue in an accountable manner (*cf.* 3.2.2.7.c.ii).

Students will, furthermore need a knowledge base about the cultural heritages and resources of different groups in society, with the purpose of multi-cultural education. The future curriculum will, thus, reflect the cultural values of all social groups (*cf.* 3.2.2.7.c.ii).

Initial teacher training is, at present, dominated by the preparation of the student for teaching school subjects and does not make provision for Early Childhood Care (*cf.* 3.2.2.7.c.ii), Special Education (*cf.* 3.2.2.7.c.i) and Adult Education (*cf.* 3.2.2.7.c.ii). To address this backlog, teacher training programmes and curricula will, in future, accommodate preparation for Childhood Education, Special Education and Adult Basic Education.

The provision of qualified teachers for such a transformation, necessitates that the in-service upgrading and/ or re-training of unqualified and under-qualified teachers become top priority for teacher training colleges.

A future teacher training curriculum will be regarded legitimate, acceptable, effective and efficient if it accommodates the following principles (*cf.* 3.2.2.7.c):

- * a sense of ownership in the classroom;

- * promoting a learning culture;
- * developing a spirit of inquiring and adventure;
- * teaching teachers how to think, how to be flexible, creative, responsible and productive;
- * developing of the student's language proficiency;
- * providing effective teaching strategies;
- * developing teachers as mediators in the learning process;
- * teaching students the ability to redeploy competence in different situations;
- * providing students with life-skills;
- * developing teachers as organizers and managers;
- * emphasizing the role of the teacher as a tutor in the community context;
- * stressing the understanding of the ethical basis of the teaching profession;
- * life-skills; and
- * preparing students to work with adults, children and with the system.

(b) Teaching practice

Teaching practise is a critical problem area in teacher training. Due to the priority that has been given to externally examined subjects, teaching practice has, up to now, not been fully integrated into teacher training programmes. This artificial division leads to a situation where students receive the necessary subject content in preparation for external examinations, but do not receive enough training in the appropriate methods through which the subject content can be transmitted. Integrating the practical component of teaching to theoretical studies, is of vital importance in future teacher training programmes (*cf.* 3.2.2.7.c).

An alternative to the model of teaching practice will be an internship model through which the current six to ten weeks' teaching practice can be extended. Education theory and practice can be effectively combined by providing the student with the opportunity of direct classroom experience (*cf.* 3.2.2.7.c).

Based on the reality that student teachers should be exposed to the practical teaching situation as much and as soon as possible and that unqualified and underqualified teachers already in the system, require urgent upgrading, teacher training colleges will in future, most probably, be expected to present internship training according to one of the following possible models:

- * 2+1 Model: two years' formal training followed by a third year during which the internship will be completed on the basis of distance education. Such a programme will prepare students for a diploma to teach at a pre-primary, primary or secondary level (*cf.* 3.2.2.7.c.i);

- * 2+2 Model: two years' intensive training, followed by a two-year internship (*cf.* 3.2.2.7.c.ii);
- * 1+2+1 Model: one year' intensive training, followed by a two-year internship and a final year of more advanced theoretical and academic work, followed by a qualifying examination (*cf.* 3.2.2.7.c.ii);
- * 3+1 Model: three years' formal training followed by a fourth year during which the internship will be completed on the basis of distance education. This programme will prepare students for a four-year integrated degree in education (*cf.* 3.2.2.7.c.i);
- * a one-year higher diploma in education: this will serve as a follow-up on the three-year diploma or on a appropriate three-year degree. It can also complement a Technikon National diploma and can provide specialization in a certain subject or field (*cf.* 3.2.2.7.c.i).

An internship model requires that mentor-teachers, responsible for the periods during which the student teacher undergoes an internship, will be appointed. Student teachers will be salarized at a lower level than fully qualified teachers.

(c) Distance education

Based on the urgent need for vast numbers of suitably qualified teachers, distance education is an attractive means of teacher training, both at the levels of preset and inset as it can be done on a large scale, it does not remove the teacher from the classroom and it can be linked to practical teaching (*cf.* 3.2.2.7.c).

Distance education, when built on residential institutions, probably offers the only way in which access to teacher training can be widened with a minimal sacrifice to quality. This implies that teacher training colleges will have to learn the skills to work with media such as radio, audio-cassette and print in order to provide the study material needed for distance education (*cf.* 3.2.2.7.c).

4.2.6.4 Admission requirements for teacher training

South Africa will, in future, have a national system of education and training. The integration of education and training in one system with a credit-based qualifications framework, will result in teacher training institutions having to develop admission criteria and procedures which, in addition to formal school qualifications, will recognize and access potential, prior learning, experience and competency-based skills attained in workplace training programmes in an attempt to increase the access of disadvantaged students to these institutions (*cf.* 3.2.2.7.d.ii).

The democratic aim of equity, redress and human resource development, leads to a strong demand for admission criteria and procedures to change in order to facilitate the increased access of disadvantaged students to teacher training colleges (*cf.* 3.2.2.7.d.ii). As the flow of students in possession of the senior certificate is, at present, more than adequate in terms of the financial restrictions within which teacher training can be provided, it can be assumed that the senior certificate will remain the minimum admission requirement (*cf.* 3.2.2.7.d.i).

Teachers not in possession of the senior certificate, but already in service, will be granted senior certificate status in order to make it possible for them to embark upon further studies. With the aim of obtaining a vocational teacher qualification, people in possession of an N3 qualification, should have equal opportunity in being granted senior-certificate status (*cf.* 3.2.2.7.d.i).

The most viable options for admission, in future, might involve a combination of criteria such as (*cf.* 3.2.2.7.d.):

- * standard entry through matriculation results;
- * non-standard entry through previous experience or satisfactory performance in "test-teach-test" procedures;
- * alternative entry through certification at an appropriate level of Adult Basic Education;
- * linguistic proficiency;
- * basic numeracy; and
- * commitment to teaching.

In order to ensure that increased access does not lead to failure for disadvantaged students, academic development programmes will be integrated into the curriculum (*cf.* 3.2.2.7.d.ii). This will require changes in the focus of teaching, curriculum content and the structure of degree and diploma courses, in recognition of the changing profile of student bodies and in order to ensure the quality of qualifications.

4.2.7 SYNTHESIS

Scenario C presented an example of how the external environment of teacher training colleges in South Africa can change. Any teacher training college committed to future survival and growth, needs to be pro-active and to anticipate change rather than react to it. According to Shaw and Perkins (1991:1), true competitiveness comes when organizations are learning efficient systems.

Organizational learning begins with beliefs that influence behaviour. Organizational beliefs have an influence on the theory for the future which is held by an individual and by an organization. This leads to specific strategies, tactics and actions to ensure certain outcomes. When the outcome of a strategy is positive, the belief is strengthened and it results in stability. Organizations often choose to use standard well-proved operating procedures that they understand and associate with past successes even during times that alternative approaches may be necessary due to changes in their external environments (Shaw & Perkins, 1991:4).

The external environment of teacher training colleges has changed substantially in the recent past. The best way to become responsive to change, is to restructure and to engage in strategic planning. A systematic attempt to redesign the structure, strategy and management style of teacher training colleges in such a way that it will be able to adjust to changes in the external environment and to achieve new goals in future, is vitally important during times of change.

Based on the statements made in scenario A, scenario B and scenario C (the most possible future scenario for education in South Africa), a number of principles can be established for future education.

4.3 BASIC PRINCIPLES FOR FUTURE EDUCATION

Basic educational rules and principles are statements which can be made about the future of education with a fair degree of confidence that it will hold true for any possible future scenario. Those teacher training college that will in future function effectively and efficiently and will be in a position to claim legitimacy and acceptability, will be colleges adhering to the following basic principles:

- * **Democracy**

Education will, in future, be non-racial, non-discriminatory, provide equal opportunities and resources for all, impart universal values and, at the same time, be multi-cultural and diverse by nature.

- * **Legitimacy**

A future education system and its structure will have to be legitimate in the eyes of its clients.

- * **The dual aim of education**

Education will, in future, prioritize both the self-actualization (individual growth needs) and self-reliance (basic human needs) of students and pupils.

- * **A teaching and learning culture**

A future education system will have to restore discipline, an atmosphere of study and a culture of learning.

- * **Community involvement**

Future education will be community-orientated, acknowledging the unique needs and responsibilities of specific communities and the nation.

- * **Skills education**

The real challenge for education will not only be to overcome illiteracy and innumeracy, but to supply the skills needed for social and economic maturity.

* Technology

A future education system will prepare the youth for the technological changes that lie ahead.

In the light of the information that has been obtained through the scenario sketches and based on the basic principles for future education, a number of guidelines for possible changes in the strategy of teacher training colleges will now be laid down with the aim of assisting these institutions with strategic repositioning.

4.4 GUIDELINES FOR POSSIBLE CHANGES IN THE STRATEGY OF TEACHER TRAINING COLLEGES IN SOUTH AFRICA

The scenario sketches in the previous sections focused on a number of critical areas in education and specifically teacher training. Guidelines for possible changes in strategy in order to cope more effectively with change and uncertainty in future, will be laid down in terms of the critical areas in teacher training.

4.4.1 EDUCATION MODEL AND POLICY

Educational institutions will have to abide by nationally determined standards for pupil and teacher training, development and utilization. A unitary, non-racial and non-discriminatory education system demands that all educational institutions be committed to the values of democracy and equity. This necessitates the elimination of any racialism, tribalism, ethnicity and gender imbalances and the creation of ways in which to acknowledge and accommodate diversity in terms of race, culture and religion.

Teacher training colleges will have to adopt a philosophy of open, non-discriminatory and quality education and will have to develop strategies to empower students to participate in all spheres of a democratic society in order

to contribute to the social and economic development of the community and the country.

4.4.2 TEACHER TRAINING POLICY

In the near future, the "Criteria for the evaluation of South African qualifications for employment in education" will remain the point of departure for teacher training colleges. It is, however, necessary that teacher training colleges will be prepared to cope with a future, coherent, national policy for teacher training. This can be achieved if the following principles are gradually phased into the operation of these institutions:

- * a staff and students being representative of a future democratic South African society;
- * evolving a culture of active learning;
- * preparation of sufficient teachers and trainers to meet a commitment to life-long education for all;
- * a balanced curriculum with learning opportunities consistent with the goals of life-long education for all;
- * seeking ways to promote student mobility between institutions;
- * acknowledgement of successfully completed individual instructional offerings through a system of obtaining credits;
- * developing competent, confident and critical teachers; and
- * developing the college as an effective site for quality education.

4.4.3 CONTROL OF TEACHER TRAINING INSTITUTIONS

The control of teacher training through a balance between political centralization and political decentralization will maximize the democratic participation of stakeholders in the control of teacher training colleges. As institutional governance, at all levels, will provide for representation from institutionally-based constituencies and the wider community, teacher training colleges must adopt an approach through which the link between the college and the community is increasingly recognized. Teacher training colleges will have to identify and consult with key role players in their communities as these stakeholders will have to be represented in the management councils of these institutions.

The increasing acknowledgement of the rights of students and student representative councils in the control of teacher training colleges is essential. Teacher training colleges will in an accountable manner have to determine whether student councils should have a participatory or an advisory function in terms of the management of these institutions.

Increased local participation in the management of teacher training colleges will open the way towards a more empowered group of educators. Clearly, though, neither management teams, nor their stakeholders have the skills or confidence to adequately manage colleges. The decentralization of control as well as greater autonomy on the grounds of effective and efficient performance in academic, administrative and social spheres, necessitates that colleges of education engage in a programme for the development of managerial and leadership skills if these institutions are expected to be managed effectively.

Increased autonomy further implies greater financial responsibility. Teacher training colleges need to develop structures through which funds can be raised institutionally via student fees, bursaries and investments from individuals and companies. If private funding can be maximized, institutional autonomy would be increasingly facilitated and institutional differentiation would be possible.

4.4.4 CURRICULUM FOR TEACHER TRAINING

4.4.4.1 Orientation

A future curriculum for teacher training will have to portray a commitment to a broader set of educational principles: non-racism, non-sexism, democracy and broad participation in the restructuring of the curriculum. Teacher training colleges will have to consult with stakeholders in their communities in order to address their specific needs through a restructured curriculum.

The primary focus of teacher training will, in future, not be the academic preparation of the student, but rather to enable prospective teachers to acquire the required knowledge base for their particular phase of teaching, to develop the skills for their task and to develop values and attitudes required to teach in a democratic society. This implies a restructured curriculum which will represent a definite shift towards an increased skills component.

In restructuring the curriculum, teacher training colleges will have to develop a suitable academic programme, a suitable academic support programme, a programme for professional skills and an empowerment programme for the development of personal skills.

4.4.4.2 Academic programme

The academic programme for teacher training colleges is, at present, determined by the Department of Education and Training. Although the control of curriculum decision-making will be shifted towards a broad participatory foundation, one, national, core curriculum will, in future, still provide the basic structure for the curriculum of teacher training. However, apart from the external examination subjects and structures, there is room for flexibility in terms of the internal subjects and programmes that are

administered by the teacher training colleges themselves. It is this area of the curriculum that must be restructured and streamlined in order to respond to changes in the external environment.

A legitimate and acceptable academic programme has to be relevant in terms of the needs of its clients. In order to address these needs, additional subjects will have to be incorporated into the academic programme of teacher training colleges. At the same time, a number of existing subjects will have to be restructured.

The focus of a future academic programme should be appropriate, specific subject knowledge related to the greater world of knowledge. Urgent attention needs to be given to the development of a language proficiency programme as this is a major obstacle in the mastering of subject content. Language proficiency should be an integral component of the formal academic programme, as a compulsory subject and as a component of each subject that the student is exposed to. The needs of students with totally inadequate language preparation will have to be addressed through available language support services.

A significant characteristic of the future school curriculum is its firm inclination towards technology and vocationalism. As vocational guidance, aimed at vocational choices of learners, is regarded a major priority in a future school curriculum, teacher training programmes will have to enable students to manage such a programme in schools. A closer link between education and technology as a means to increased economic growth and development, necessitates the incorporation of technical subjects into the academic programme.

Student teachers must be prepared for political participation in a democratic society. By means of introducing political studies as a subject, students will have the opportunity to be educated in political issues to benefit themselves and also society.

With the aim of preparing students for multi-cultural education, a subject providing a knowledge base about the cultural heritages and resources of different groups in society, needs to be introduced.

Severe backlogs presently exist in terms of Early Childhood Care, Special Education and Adult Education. In order to address these backlogs, teacher training programmes will, in future, have to include appropriate courses to provide a sufficient number of qualified teachers for these areas of education.

4.4.4.3 Skills development

The skills component of a future curriculum can be divided into professional skills and personal empowerment skills:

(a) Professional skills

It is vitally important that professional skills (skills for transmitting and dealing with subject content) will, in future, be integrated with theoretical studies in order to close the gap that exists between theory and practice in teacher training. As the current three years' teacher training period is too short a time to improve the competency of the teacher, teacher training colleges will have to consider alternative models for specifically teaching practice.

One alternative to the present model for teaching practice is an internship model through which theory and practice can effectively be combined and through which beginner teachers can be moved into the education system as soon as possible. Teacher training colleges will have to develop a suitable internship model through which practical teaching can be done. This implies that a sufficient number of schools will have to be identified where students could be placed comfortably and that a sufficient number of competent teachers will have to be

identified to serve as mentors for students undergoing an internship.

As teacher training has been identified as suitable for distance education, both at the levels of initial teacher training and in-service training, teacher training colleges will urgently have to develop an infrastructure for this type of education. It is also necessary that the staff of these institutions be trained to work with education media such as radio, audio-cassette and print in order to provide the study material needed for distance education.

(b) Personal skills

A future teacher training curriculum must not only address the professional skills that the student will need as a teacher of academic subjects, but must pay equal attention to the personal empowerment of students. A focus on the development of personal skills, will result in more competent, responsible and committed students and this will, in turn, result in an improved learning culture in schools.

Cognitive development programmes have to become part of the teacher training curriculum. Through such programmes students must be empowered in terms of the following skills:

- * critical thinking skills and strategies;
- * inquisitiveness;
- * problem solving;
- * mediation of knowledge;
- * information-processing skills;

- * creativity;
- * flexibility; and
- * responsibility.

Definite attention needs to be given to the development of a life-skills programme. Such a programme should involve empowerment in terms of the following aspects:

- * enhanced confidence and personal effectiveness;
- * a sense of responsibility and accountability for learning;
- * a new culture of learning and teaching;
- * understanding of the ethical basis of the teaching profession
- * loyalty towards authority;
- * the role of the teacher in the community;
- * skills to deal with moral, social, economic and political problems in society;
- * inculcation of broad and generally accepted values;
- * inter-personal relationships in a multi-cultural community;
- * managerial and leadership skills; and
- * basic technology.

4.4.4.4 Academic support programmes

Due to the difference in study requirements between standard 10 and the first year of tertiary education, serious difficulties exist in creating equal academic standards across teacher training institutions. These problems can only be addressed through supplementary academic programmes, particularly for those students coming from disadvantaged backgrounds. In the development of such programmes, a distinction should be drawn between at least two kinds of programmes:

- * academic support programmes to support those students who have met the full admission requirements of the institution;
- * academic support programmes to support those students who have not met the full admission requirements and who should be raised to a standard 10 level.

An academic support programme will only be of real value if it is a continuous programme, stretching over the full period of teacher training and if it is structured according to those problems that students have experienced in secondary school education. The use of appropriate diagnostic tests can be of assistance in determining the specific problem areas.

4.4.5 ADMISSION TO TEACHER TRAINING COLLEGES

The current situation of disrupted schooling especially in schools of the Department of Education and Training, together with the poor quality of education in some of these schools, is a major obstacle to the fair, but rigorous, selection of students for tertiary education. Based on the uncertainties in terms of the standard of the senior certificate, there is a growing demand for affirmative action in admission to teacher training.

The recruitment and selection programmes of many teacher training colleges do not make provision for the relative importance of both the qualities of intellect and the qualities of teaching potential and character. In the light of the principles of equity, redress and human resource development, teacher training colleges will have to examine the accountability of their current admission criteria and procedures.

Negative intervention from communities in terms of admission requirements, can only be avoided by developing well-balanced recruitment and selection programmes. Although high admission requirements have definite value in terms of teacher training colleges, a socially inclined government could, in future, insist on a more open and pragmatic entrance procedure in order to admit more disadvantaged students to tertiary education.

If more disadvantaged students have to be admitted to teacher training colleges, the senior certificate can no longer remain the only admission criterium. Additional criteria will have to be developed to accommodate the admission of disadvantaged students to teacher training colleges. It is essential that a more general test battery, not focusing on only intellectual potential, will, in future, be applied. Such a general test battery may include: numeracy, literacy, character, interest and the general level of life-skills of the student.

As the flow of students in possession of the senior certificate has, in the past, been adequate in terms of the financial restrictions within which teacher training can be provided, it can be assumed that teacher training colleges will, in future, still adhere to the senior certificate as the minimum admission requirement. Teacher training colleges will, however, have to develop very accountable admission criteria and procedures which, in addition to formal school qualifications, will recognize other forms of education, experience and teaching potential.

The integration of education and training into one education system with a credit-based framework will make it necessary for teacher training colleges to recognize competency-based skills obtained in the work-place. Senior certificate status should be granted to people in possession of a technical qualification, such as an N3 certificate, in order to make it possible for them to obtain a vocational teaching qualification.

The need for qualified teachers to address the backlogs in, especially, black education demands the immediate upgrading or retraining of many teachers. Structures will have to be developed to grant senior certificate status to teachers not in possession of the senior certificate in order to make it possible for them to further their studies.

A teacher training college will, in future, be able to claim acceptability and legitimacy in terms of its admission requirements if those requirements represent a combination of the following criteria:

- * the senior certificate;
- * acknowledgement of previous experience;
- * acknowledgement of appropriate levels of Adult Basic Education;
- * linguistic proficiency;
- * numeracy;
- * commitment to teaching;
- * character; and
- * level of basic life-skills.

4.5 CONCLUSION

In this chapter, the major issues facing teacher training colleges as we move into a new future and new education dispensation, have been identified. A number of guidelines have been structured to assist teacher training colleges with strategic repositioning.

In chapter 5, a number of final conclusions and recommendations will be made in terms of the future and the strategic repositioning of teacher training colleges in South Africa.