M U S T E R

Multi-Site Teacher Education Research Project

sponsored by DFID

Ghana
Lesotho
Malawi
South Africa
Trinidad & Tobago

Discussion Paper **31**

Face-to-face Initial Teacher Education Degree Programme at the University of Durban-Westville, South Africa

Michael Samuel and Daisy Pillay

May 2002

Centre for International Education
University of Sussex Institute of Education

Cie

Multi-Site Teacher Education Research Project (MUSTER)

MUSTER is a collaborative research project co-ordinated from the Centre for International Education at the University of Sussex Institute of Education. It has been developed in partnership with:

- The Institute of Education, University of Cape Coast, Ghana.
- The Institute of Education, The National University of Lesotho.
- The Centre for Educational Research and Training, University of Malawi.
- The Faculty of Education, University of Durban-Westville, South Africa.
- The School of Education, The University of the West Indies, St. Augustine's Campus, Trinidad.

Financial support has been provided for three years by the British Department for International Development (DFID).

MUSTER is focused on generating new understandings of teacher education before, during and after the point of initial qualification as a teacher. Its concerns include exploring how new teachers are identified and selected for training programmes, how they acquire the skills they need to teach effectively, and how they experience training and induction into the teaching profession. The research includes analytical concerns with the structure and organisation of teacher education, the form and substance of teacher education curriculum, the identity, roles and cultural experience of trainee teachers, and the costs and probable benefits of different types of initial teacher training.

MUSTER is designed to provide opportunities to build research and evaluation capacity in teacher education in developing countries through active engagement with the research process from design, through data collection, to analysis and joint publication. Principal researchers lead teams in each country and are supported by three Sussex faculty and three graduate researchers.

This series of discussion papers has been created to provide an early opportunity to share output from sub-studies generated within MUSTER for comment and constructive criticism. Each paper takes a theme within or across countries and offers a view of work in progress.

MUSTER South Africa

Revised versions of the South African papers in this series can be found in the book **Changing Patterns of Teacher Education in South Africa – Policy Practice and Prospects, edited by K.M.Lewin, M.Samuel and Y. Sayed, (Heinemann Press 2003).** The book explores policy and practice in Teacher Education in South Africa and their implications for the future, representing one of few empirically grounded, policy orientated studies of teacher education in South Africa. The research presented covers critical topics of interest to those who prepare teachers and study teaching: the evolving histories of teacher education policy, shifting teacher identities, teacher supply and demand, contrasting models of teacher education delivery, college mergers and rationalisation, and the impact of HIV/AIDS on teachers and on teacher provisioning.

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

LIST OF ACRONYMS

BAGET	Bachelor of General Education and Training
CBTP	Campus-based Teaching Practice
HDE	Higher Diploma in Education
NQF	National Qualifications Framework
PRESET	Pre-service Education and Training
SAQA	South African Qualifications Authority
SBTP	School-based Teaching Practice
SOEDS	School of Educational Studies
UDW	University of Durban Westville
UPGCE	University Postgraduate Certificate in Education

ACKNOWLEDGEMENTS

The authors would like to thank the following individuals who have contributed to the development of this report: Ronal Thakurpersad and Lavine Kowlas who have been responsible for the compilation of the Faculty of Education enrolment statistics; Anusha Kistan who was responsible for data capture on SPSS; and Keith Lewin and Yusuf Sayed who provided commentary and critique of the various drafts of the report. Finally, the detailed commentary by the South African UDW MUSTER team was invaluable: Vijay Reddy, Reshma Sookrajh, Labby Ramrathan, Elizabeth Mattson, Prema Asrie and Mark Steele.

ABSTRACT

The paper provides a case study of the pre-service degree programmes at the University of Durban-Westville (UDW), describing first the Bachelor of Paedagogics and then how the design of an innovative 'Bachelor of Education' emerged in response to political and social change in South Africa. Data was collected by survey, documents, and interviews, but also drew on the authors' insider knowledge of how the changes took place. The study portrays the tensions around curriculum design, development and implementation in the climate of post-apartheid South Africa. It also analyses how the intersecting and competing forces of financial considerations, curriculum imperatives, managerial and staffing issues, and other social and political considerations, have pushed and pulled the teacher education provider in opposite and complementary directions.

CHAPTER 1

INTRODUCTION

At the beginning of 2001 the University of Durban Westville (UDW), School of Educational Studies was faced with the decision of discontinuing undergraduate pre-service / initial teacher education programmes for first year new entry students.

"It is not financially viable to offer the programmes to so few students," argued the university financial administrators. (Financial considerations)

"We need to keep alive the innovative curriculum that the new Bachelor of Education programme offers," argued the School's curriculum designers. There is a glint of pride as staff fondly refer to the programme as the BAGET degree (Bachelor of General Education and Training), the term coined before the nationally agreed upon uniform nomenclature. *"We have worked for years on redesigning the teacher education curriculum so that it reflects our best understanding of how to develop teachers as professionals. This new curriculum reflects a culmination of the School's research, evaluation studies and reflections on past experiences. The curriculum also reflects a close harmony with the new policies on teacher education. The new programme promotes the development of teachers with a combination of academic, professional and reflexive competences. We cannot not offer this curriculum. We need to keep it on the curriculum books."*
(Curriculum policy imperatives)

"What are students' experiences of the undergraduate teacher education programmes within the School?" asked the external evaluators of the programme. (Students' experiences)

"How does the curriculum address the underpreparedness of students in terms of their subject/ content-based knowledge? Does this course address the needs of preparing teachers to work in multilingual and diverse teaching contexts?" (Social and political imperatives)

"We need to be aware that those university lecturers who cannot teach at the postgraduate level within the School will most likely be out of a job, if the undergraduate programme is discontinued," argued the School management. *"Can the enrollments of the postgraduate programme cross-subsidize the dwindling numbers of the pre-service programme?"*
(Staffing/ management issues)

In the early 1990's the student intake into the undergraduate degree programme was around 300. In 1999 the student intake for the redesigned undergraduate degree programme was 16. In the year 2000 only 4 students enrolled for the new degree which

was launched under the officially South African Qualifications Authority (SAQA) registered new programme of the School. Only 8 applications had been received to enroll for the new Bachelor of Education (undergraduate) teacher education programme in 2001. By contrast (see Table 1) the school has seen a growing intake of postgraduate students. The School currently (2001) has 45 doctoral students.

Table 1: Student enrollment across PRESET and Continuing Teacher Education levels/ qualifications

	1991	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**
PRESET										
B.PAED	326	332	296	296	240	233	218	132	16	6
HDE	138	46	38	33	33	36	37	48	48	105
CONTINUING EDUCATION/ RESEARCH DEGREE										
B.Ed (HON)	20	37	52	32	46	17	32	123	30	45
D.ED	2	1	4	1	1	7	6	3	17	48

What are the forces influencing the declining numbers within the teacher education pre-service programme at UDW? What is the nature of the curriculum that was designed in response to the changing policy environment of teacher education reform in South Africa? How did students experience this curriculum? What could sustain the institution to continue being a provider of quality pre-service teacher education?

This case study of teacher education at the University of Durban-Westville, a historically Black university, attempts to portray the tensions around curriculum design, development and implementation in the climate of post-apartheid South Africa. The intersecting and competing forces of financial considerations, curriculum imperatives, managerial, staffing issues and social and political considerations, all abound in this case study. Each of these forces have pushed and pulled the teacher education provider in opposite and complementary directions.

The chapter intends to reveal that teacher education reform needs to strive towards a balancing of both "reconceptualisation" and "restructuring" (Wideen and Grimmet: 1995) concerns. The former concerns (reconceptualisation) prioritise the need to re-look at what and how teacher education is organised, managed and experienced by the staff and students engaged in the curriculum programme at institutional level. The latter (restructuring) focuses on the development of the systemic forces within the broader

society which influence the pattern of relationships between different teacher educational providers, as well as between the teacher education institutions and the teaching/ learning sites (e.g. schools) where student teachers practice as novices and then as qualified teachers.

Whilst the former concern (reconceptualising) firmly places the responsibility for reform on the shoulders of the providers of teacher education within the institutions themselves, the latter (restructuring) focuses on the broader political framework that needs to be developed by the managers and administrators of teacher education within the national and provincial Departments of Education.

The paper will argue that the curriculum expertise and resources of this institution are likely to be lost to the teacher education terrain if no significant systemic intervention is made to recognise its contribution to the development of creative and innovative approaches to teacher development in the country.

CHAPTER 2

DATA COLLECTION AND ANALYSIS

This chapter attempts to present its case based on data collected during a three year period from 1998-2000 during which the policy terrain of teacher education was undergoing several transformations (see Parker 2002 for an analysis of the policy trajectory of teacher education reform). The School of Educational Studies during this period was involved in an extensive review of its offerings across undergraduate and postgraduate programmes. During this process one of the authors of this chapter was tasked with the responsibility of managing the process of redesigning the curriculum offerings. This report draws on the range of texts that were produced as staff engaged with re-designing their courses: the changing university calendar which constitutes the official curriculum; the working documents produced during the internal review committees within the Faculty of Education (1998-1999); the curriculum documents submitted to the university curriculum review committee (1999); the formal submission to the South Africa Qualifications Authority for registration of the curriculum programmes within the School (June 1999); an analysis of the university student records during this period; a survey questionnaire administered to final year students within the then Faculty of Education (October 1999); interviews with first year **students** entering the PRESET courses; interviews conducted with graduating students (June 2000). Data regarding the **staffing** of the School was collected through a survey questionnaire (August 1999). The chapter also draws on the **research** formally conducted by a range of students and staff as part of their postgraduate degrees, critically reflecting on the quality of the UDW teacher education programmes. These include Ramrathan (1998), Pillay G.(1998), Keogh (1998), Pillay S. (1998), Samuel (1998), Paras (2000) and Vithal (2000).

CHAPTER 3

CONTEXT: THE UNIVERSITY OF DURBAN-WESTVILLE

The University of Durban-Westville was historically established in 1961 as an institution to serve the apartheid conceptions of separate education for different population groups. In particular this institution was seen as demarcated for individuals of "Indian descent". Over the years the institutions gained a reputation of resisting these racist restrictions and campaigned towards the opening up of the institution to all race groups. Its mission statement by the late 1980s already reflected its focus on addressing the needs of communities that had been marginalised through deliberate orchestration of the Apartheid State. In its teaching, research and community outreach it aimed to promote a concern for social justice and democratic participation of all the citizens of the country.

3.1 School of Educational Studies

The **School of Educational Studies** is now one of six schools aligned under a newly constructed Faculty of Humanities. This new faculty emerges out of the wider university's restructuring efforts (1999) which argued that it was more financially viable to have four rather than the former seven faculties within the institution. This has meant that the former Faculty of Education has lost the political bargaining power it could exercise through direct representation on the university higher structures e.g. the school is represented indirectly by the Dean of Humanities on the SENEX structures. This is a similar trajectory facing most university's former Faculties of Education which have become characterized by an increasing invisibility in the senior decision making processes affecting their future.

Accompanying the relegation to a "School status" within the institution, the School of Educational Studies realigned its own **internal management structures**. Whereas the power base of the former Faculty of Education lay in the hands of four Heads of Department and the Dean, the new structure institutionalized a management structure organized around two broad sectors: "initial teacher education" and "continuing teacher education". In 2001 the latter sector was divided to distinguish between "postgraduate education" and "educational research". This new structure shifted the emphasis away from the promotion of sub-disciplines within education (e.g. Psychology, Curriculum Studies) towards a promotion of effect delivery of designed curriculum qualifications.

3.2 Students

By 2000 the university had enrolled 60% of its students who were "African". 53% of the total student population was female. These figures are often quoted as evidence of the

"transformation" that the university has made from "apartheid days", but a more close examination needs to be made through disaggregating these statistics especially for teacher education. Who are the students registered for teacher education courses, and does this profile reflect the goals of "social justice and democratisation" of the higher education system?

Firstly, within teacher education over the period from 1991 to 2000 there has been a steady **decline in enrollment** for students registering for a **first-degree pre-service programme**. In particular from 1998 to 2000 there has been decline from 132 registered students to 6. (Refer to Table 1 above). This also coincides with the reorientation of the undergraduate degree towards "General Education and Training: Grades 4-9" [1] (former primary school education) and a phasing out of the undergraduate secondary education offering. The postgraduate teacher education programme (HDE) during this period was directed at secondary school education. This transition to concentrate in each qualification on different bands of the schooling system was phased in over the last five years.

.

Secondly, a more **stable pattern of enrollment** after an undergraduate degree **into the pre-service HDE** teacher education is evident (refer to Table 1: for the period 1992 to 1999). The increase in student HDE enrollment in 2000 reflects the School's choice to offer secondary schooling specialisation only in the HDE programme. One of the possible factors for the decline in the undergraduate numbers could be the lack of interest of students enrolling for primary education specialisation. Another source of explanation could be that having completed an academic undergraduate degree, many of the graduates do not have a professional qualification for employment. The choice of a professional teacher education qualification is one route to employment. This trend however is likely to decrease as the marketability and employment of undergraduate non-teaching career programmes and their qualifications increase.

Table 2 below reflects that **more students enrolled for the Arts specialisation** within the secondary school specialisation (an average of 79% of the students over the nine years period was enrolled in an Arts specialisation). Students would have specialised in teaching languages, history, geography or art. Comparatively only 11% were enrolled for Science and 10% for commerce subject specialisations. The teacher education programmes are not sufficiently able to attract Science and Mathematics teachers.

[1] The School chooses to focus on only grades 4 to 9 in their undergraduate programme because there was little staffing expertise in the initial foundational grades 1-3 (junior primary education) within the School. This clustering represents one of the proposed new bands on the National Qualifications Framework: General Education and Training band. Grades 10-11 are clustered into the Further Education and Training band of the formal school system (DOE: 1997).

Table 2: Specialist Fields within the B.Paed (Secondary) degree (1991 to 1999)

	ARTS	COMMERCE	SCIENCE	
1991	219 (91%)	7 (3%)	16 (7%)	242 (100%)
1992	184 (85%)	16 (7%)	17 (8%)	217 (100%)
1993	132 (73%)	19 (11%)	29 (16%)	180 (100%)
1994	112 (71%)	8 (5%)	33 (22%)	153 (100%)
1995	91 (71%)	11 (9%)	27 (21%)	129 (100%)
1996	88 (84%)	11 (11%)	6 (6%)	105 (100%)
1997	95 (90%)	6 (6%)	5 (5%)	106 (100%)
1998	54 (75)	6 (8%)	12 (17%)	72 (100%)
1999	4 (67%)	2 (33%)	0 (0%)	6 (100%)
Average %	(79 %)	(10%)	(11%)	

A survey of the final year 1999 PRESET students who were registered for a B.Paed or Higher Diploma in Education course (n= 152) course provides further insight into the patterns of enrollment.[2] It should be noted that these surveyed students reflect the cohort of students who entered into a teacher education programme in 1995, in a socio-educational climate unlike the present 2001 one. Nevertheless a description of this cohort presents an indication of the profile of the students with whom the institution was engaged during the pre-service programmes.

Table 3: Final Year PRESET students (1999): Course and Gender

	B.PAED		HDE		TOTAL	
FEMALE	67	44%	22	14%	89	58%
MALE	45	30%	18	12%	63	42%
TOTAL	112	74%	40	26%	152	100%

The majority of the students (74%) in 1999 were enrolled for the B.Paed four year degree course, whilst 26% are HDE students.

[2] The Bachelor of Pedagogics (B.Paed) and the Higher Diploma in Education (HDE) were the official names of the pre-service programmes in 1999. These were only changed in 2000 to reflect the nomenclature of the legislated SAQA framework: these programmes are now called the Bachelor of Education (undergraduate) and the University Postgraduate Certificate in Education (UPGCE) respectively.

Table 4: Final Year PRESET students (1999): Race and Gender

	AFRICAN		**INDIAN**		TOTAL N=152	
FEMALE	60	40%	28	18%	88	58%
MALE	50	33%	13	9%	63	42%
TOTAL	110	73%	41	27%	151	100%

The overall majority of students of this cohort are female (58%), with 18% being Indian and 40% being African. The smallest representation is Indian male students (9%).

However the above pattern of enrolment is not consistent across all areas of **subject** specialisation. For example a survey of a cohort of 1997 Special Method English students (Samuel: 2000) reflects the following dominance of Indian females (57%), and a general under-representation in the number of African student teachers (33%) registered to train as teachers of the English language.

Table 5: Final Year PRESET students (1997): Race, Gender and Subject Specialisation (English)

	AFRICAN		**INDIAN**		TOTAL
	Number	% of total	Number	% of total	
FEMALE	10	12%	47	57%	57 (69%)
MALE	17	21%	8	10%	25 (31%)
TOTAL	27	33%	55	67%	82 (100%)

Whilst the enrolment of more African student teachers is in keeping with providing a representation of the race demographics of the region (73% in Table 5 above), the representation of African students in specific subject specialisations also needs to be addressed.

The questionnaire survey of final year students also revealed the following trends:

3.2.1 Home/Family background

A large percentage of the students enrolled to become teachers in this cohort represented the first generation of their family to engage with tertiary education. 82% of the students indicated that their parents do not have post-secondary schooling qualifications. 32% of this cohort also described their parents as professional or semi-skilled while 68% indicated that their parents had relatively low paying jobs. These statistics accumulatively point to the student cohort emerging largely from the working class or lower middle class communities.

3.2.2 Domicile and schooling

61% of the students' original domicile was within the rural area, which they reported as the area within which they experienced their primary schooling. (Their present domiciles as tertiary students spanned three different geographical descriptions: 32% report their domicile as being rural; 30% peri-urban and 37% urban.) Only 8% of the cohort had experienced primary schooling in an urban area.This bias towards rural experiences of schooling is significant especially in the context of the university being located within an urban area. The teaching practice experiences for student teachers are conducted within the urban township environment, which may be a relatively new cultural experience for many of the students. Most university staff have limited experiences of teaching and learning within rural schools.

3.2.3 Formal schooling

Formal schooling for 46% of the students spanned the normal 12 years duration. However, 16% of the group took an additional year to complete schooling, 10% took an additional two years to complete and 18% took three or more additional years to complete. This suggests that they all had experienced set backs in their journey through primary and secondary education. This could have been the result of dropping out and then into the education system; failure and repetition of grades. Nevertheless it represents a commitment to complete formal schooling. The repetition rates of this cohort in their matriculation school-leaving certificate are perhaps alarmingly high: 18% repeated their matriculation once; 22% twice and 4% thrice. This above profile is perhaps consistent with the poor matriculation pass rates of many rural schools.

3.2.4 Subject matter knowledge

42% of the student cohort reported that they did not study Mathematics at matric level; nor did 37% study Science. These subjects, Mathematics and Science form the compulsory course of the curriculum for primary school (teacher) education. Students who read for English, Science and Mathematics at secondary school matric level, achieved symbols which cluster in the bottom range of grades, reflecting a weak competence in these subjects.

3.2.5 Entry into teacher education and teaching as a career

56% entered teacher education immediately after leaving school. 17% had taught prior to coming to university, with 25% having taught in secondary schools, 71% in primary schools and 2% in adult education programmes. This suggests that the remaining 17% had been engaged in other forms of employment besides teaching before enrolling to read for a teacher education qualification. 55% of the students indicated that their friends thought that it was unfortunate that they had chosen teaching as a career. 52% indicated that they did not think that teaching would be the best job that they could get. Over 80% agreed that there are many teachers who would prefer to do other jobs. 87% of the

students indicated that teachers were not as respected as they were before. These statistics reveals as much about the negative perception by members of the teaching profession and the general public about teachers and teaching as it does the opinions of the student teachers themselves.

3.2.6 Medium of teaching and learning

The African students in the cohort reported that they were proficient to teach using English (96%) and isiZulu (93%). Amongst the Indian students 100% reported being proficient to teach using English and 12% indicated that they would be able to teach using isiZulu. The students teachers are likely to be placed within the province where the majority of the learners will be first language isiZulu speaking, whilst English dominates as the official medium of teaching and learning. This profile suggests that the African students are more likely to cope with dealing with multilingual classroom settings, which are characterised by the use of both these two languages. However the reporting of the degree of proficiency to teach using the English and isiZulu languages by African students could perhaps be a reflection of the students' registering of the dominant use of codeswitching between these two languages which dominates many African classroom settings within which they had experienced their own schooling. Indian students are at a significant disadvantage in being limited in their proficiency in isiZulu.

The detailed student profile reflects that the institution has been dealing in the main with those sectors of the South African population which have been previously excluded from tertiary education, namely rural African women. However their entry into the teacher education programme is not necessarily into subject areas of high demand within the schooling system. These students are accessing higher education in subject area specialisations where there is already an oversupply, i.e. within the humanities/ arts. This is also as a consequence of their own underexposure to these subjects in their secondary schooling.

These students emerging also from the working class communities have little access to role models of higher education study being themselves First Generation University going students. They are underprepared from their own secondary schooling system, having either dropped out periodically or failed to achieve high grades in Mathematics and Sciences. These subjects, Mathematics and Sciences are the compulsory learning areas within the new school curriculum and are included within the design of the new teacher education course (see below). The underprepared students are likely to experience more difficulty coping with such university level courses. Developing the subject-based expertise of these underprepared students is a crucial factor to consider in the design of a new curriculum for these students.

So-called underprepared/ disadvantaged students are nevertheless likely to be a valuable resource in so far as multilingual teaching and learning, where English and isiZulu are the accepted languages of the school. The students who do possess a multilingual expertise in the dominant languages of isiZulu and English would also need to be supported in the

teacher education curriculum. However their poor competence in the subject English in secondary school also needs addressing.

It should be noted that the shift in student profile towards a growing number of African rural women was a deliberate decision taken by the Selection Committees for the B.Paed degree and HDE taken during 1995 (when this cohort of surveyed students entered the teacher education course). Immediately following the country's first democratic elections in 1994, the university community deliberately foregrounded their social and political mission to increase access to previously underrepresented groups within the higher education system. The admission of these groups was seen as a conscious plan to develop a cadre of rural teachers who would serve the communities from which they came. Whether these students will return to the rural area after graduation will be discussed in Section 6: "Conceptions of being a teacher" below.

Overall, questions need to be raised as to whether the curriculum design of teacher education sufficiently challenges the notions that (teacher) education is a middle class enterprise, biased towards the urban school as the norm. By posing such questions and challenges, the notions of the students as deficient becomes contested and the shift in evaluation of the curriculum veers towards the examination of the staff and the curriculum itself in terms of whether they provide adequate acknowledgement of the working class communities and the marginalised rural communities.

3.3 The Staff

The following profile of the staff originates from a survey conducted during August 1999. At the time of survey the staff were organised into 4 departments. Table 6 below reflects the academic qualifications of the staff, which shows that all staff have postgraduate qualifications. 33% of the staff either have a master's degree or are in pursuit of a master's degree. 62% have a doctoral degree or are in pursuit of a doctoral degree. This profile may be argued to have been as a result of the recognition by the staff of the growth in the postgraduate sector in the school. As part of the staff development plan the staff were encouraged to read for advanced degrees in anticipation of their commitment to teaching and supervising postgraduate students. Many of the staff chose in their pursuit of advanced degrees to research the phenomenon of teacher education, reflecting on particular aspects of theoretical, practical and contextual matters related to teacher education. (See Samuel: 2000 for a more detailed description of the strategic planning that the School engaged in to develop its postgraduate profile).

The growing research profile of the staff is captured in Table 7 below. Due to the number of international linkage projects that have been established within the School, the staff have exposure to a range of educational research contexts outside of South Africa. Staff have been involved with the following countries in their research endeavours: UK, Denmark, Germany, Sweden, Norway, France, Russia, Portugal, Netherlands, USA, Trinidad and Tobago, Brazil, India, Israel, Malawi, Ghana, Tanzania, Zimbabwe, Namibia, Lesotho. Their participation in the international arena over a 5-year period from

1995-1999 included 77 academic papers presented at international conferences and 102 national conference papers presented. Staff during this period published 99 research articles in accredited and non-accredited publications. This profile excludes the data from two of the School's prolific writers and also tends to reflect the output of the senior members of staff. The staff members are generally well exposed to international trends in teacher education.

Table 6: Academic Qualifications of Faculty of Education (August 1999)

Departments →[3]	**Psychology of Education Foundations of Education**	**Curriculum Studies**	**Applied Curriculum Studies**	**Other**	**Total**
Qualifications					
Doctorate in Education	3	3	2	-	**8 (22%)**
Doctorate in education (near completion in 1999)	-	-	1	-	**1 (3%)**
Doctorate in education (in progress)	5	3	5	1	**14 (38%)**
"Doctorates" Sub-total					**23 (62%)**
Masters in Education	4	1	3	-	**8 (22%)**
Masters in Education (in progress)	2	2	-	-	**4 (11%)**
"Masters" Sub-total					**12 (33%)**
Bachelor of Education (Honours)	-	-	1	1	**2 (5%)**
	14 (38%)	**9 (24%)**	**12 (32%)**	**2 (5%)**	**37 (100%)**

A master's programme focussing on Teacher Education was launched in 1997 by the school to promote research in this area. This strand of the master's programme has expanded to include promoting research into the higher education system. In 2000 the

[3] These Departments were in the process of being phased out during this year 1999. The Departments of Psychology and Foundations of Education had merged under one head of department. Arbitrary allocations of subject disciplines were co-ordinated by different Departments e.g. History was within the "Applied Curriculum Studies" department and geography was within the "Curriculum Studies" department. The nomenclature of "Applied Curriculum Studies" is a confusion of the theoretical shifts made when the Department of Curriculum Studies was established to replace the former Didactics department. (See Rajah: 1992). The category "other" represents support staff engaged in higher degrees.

School launched a new masters degree in "Professional Development and the Higher Education System". The focus of this specialisation has drawn from work (amongst others) with international partners in Sussex University, UK; Michigan State University, USA and Gronigen University, Netherlands.

Several international research projects have brought international researchers to be placed within the institution for extended periods of time. For example, Prof. Christine Keitel, a Humboldt Scholar from Freir University in Berlin, Germany, looking at learner perspectives in mathematics education and Dr Carol Patitu, a Fullbright scholar from Texas A& M University, USA, focussing on Student Affairs management. The School thus enjoys the benefit of a vibrant international discourse on teacher education and research.

The full time staff profile in 1999 indicated staff's expertise in the following subject specialisations: Languages (English, isiZulu, Afrikaans), Humanities (History, Geography, Integrated Arts), Commerce (Business Economics, Economics, Accounting), Science (General Science, Biology, Physical Science), and Mathematics. Part time staff are employed from within the wider university or outside the university to address particular specialist areas according to student enrolment: Human Movement Studies, Indian languages[4] (Hindi, Tamil, Urdu, Gujerathi), Computer Studies. New specialist areas (2001) included in the design of the HDE curriculum are Tourism in Education, Peace Education, Health Care and Aids and Post-School Education (Technical). The latter group of specialisations is offered in an interdisciplinary programme involving identified experts within the university. The development of innovative programmes with new specialisations is possible through a bringing together of the wide range of academic and disciplinary interests across the university as a whole. The School of Educational studies thus functions to co-ordinate the expertise into appropriate curriculum designs.

[4] The closure of the Indian Languages division within the institution means that expertise for these specialisations has to be sought from outside the university.

Table 7: Research Output of the Faculty of Education (1995-1999)

DEPT/ACTIVITY	Psychology of education	Curriculum Studies	Applied Curriculum Studies	Other	**TOTAL**
International Conferences: Papers read	10	43	23	1	**77**
International Conferences: Attended	5	4	11	-	**20**
Local Conferences: Papers read	16	28	54	4	**102**
Local Conferences: Attended	10	17	3	-	**30**
Papers read outside Conferences	22	23	15	2	**62**
Publications	14	26	55	4	**99**
Publications in Progress	9	4	8	3	**24**
Seminars/workshops: Presented	17	13	12	3	**45**
Seminars/workshops: Attended	57	20	53	8	**138**
Involvement in Research Projects	9	11	7	1	**28**

The staff also have the expertise in curriculum development as an academic and research focus of their work. This resource base is recognised within the institution as individual members of the staff the institution are involved in assisting other schools in the design of their curriculum.

The above profile represents a valuable resource of expertise in order to develop innovative curriculum for teacher education provision.

CHAPTER 4

THE TEACHER EDUCATION CURRICULUM

At the time of the data collection for this research study the School of Educational Studies offered two kinds of initial teacher education programmes: a four year undergraduate degree and a one year postgraduate qualification in education. The former programme, the Bachelor of Paedagogics was replaced in 1999 by a Bachelor of Education focussing on "primary education" (Grades 4 to 9). The latter programme the Higher Diploma in Education was replaced in 2000 by the University Postgraduate Certificate in Education (UPGCE), focussing mainly on secondary school education (grades 10 to 12). The report below reflects the data collected from students in their final year of study at university in 1999 reflecting their preparation to become teachers within the university system.

This report will focus only on the structure, delivery and experiences of students within the B.Paed degree indicating the kind of critiques that led to the development of the new Bachelor of Education curriculum. The evaluation and evolution of the B.Paed degree is described elsewhere (see Samuel: 2001).

4.1 The structure of the Bachelor of Paedogogics degree

This is shown diagrammatically in Appendix 1

4.2 Content /Disciplinary based-knowledge

The B.Paed degree was co-offered by two groups of academics within the university and as such reflected the diverse interests of each of the range of individuals and disciplines involved in the preparation of teachers. The first group consisted of lecturers within the Arts, Commerce or Science faculties. These lecturers exposed students to the disciplinary foundations of particular subjects, which was seen as providing them with the "content" dimension of the future subjects they would teach in schools.

4.3 Educational Theory

The second group of lecturers within the then Faculty of Education exposed students to "educational theory" ("foundations") dimensions and "methodology" courses related to specific subjects. The lecturers who lectured on "educational theory" were usually a separate group of staff who engaged students in debates around the Sociology of Education, Philosophy of Education, History, Management and Administration of

Education and Didactics. These lecturers initially taught these sections of educational theory as discrete focal areas. The course on Didactics over a period of time gradually focussed more and more on issues around curriculum development rather than simply an interpretation of Fundamental Pedagogics, the philosophy of the Afrikaaner pedagogy which viewed education as a process of enculturing children to the adult world in a moralistic enactment of Christian national education. "Curriculum Studies" came to focus on the analysis of the emerging terrain of policy formulation, design, and development and implementation issues around new curriculum frameworks and syllabi. The discreet boundaries between the foundational "educational theory" course gave way to an interdisciplinary dialogue focussing on key themes in the reconstruction and transformation of the education system. For example, the courses in Education I, II and II where these theoretical issues were addressed came to be organised around themes such as "School and Society", "The Learner and School", "Critical Pedagogy". The increasingly more critical educational studies focus emerged from staff members' own dissatisfaction with the conservative views around Fundamental Pedagogics. Staff infused into their courses their own preoccupations with developing students to become critical of the kind of education system that they (students) had inherited. They offered students to read education as part of the campaign for developing better social justice. The paradigmatic orientation of the staff input emerged as a consequence of their own wider exposure to critical discourse around teacher education. The influence of theorists like Michael Apple, Henry Giroux, Paulo Freire entered into their course offerings.

4.4 Subject Methods

The next group of academics within the Faculty of Education was the group of lecturers concerned with developing the "methodological" repertoire of students as they engaged with teaching and learning in the classroom. Over time the courses in these sections of the teacher education programme veered away from purely a focus on developing "teaching and learning recipes" for enactment in the classroom. Staff chose to foreground the role of the teacher as a "reflective practitioner". Courses began to reflect more concern with the role of the teacher as a curriculum developer rather than as a syllabus implementer. The growth in the number of methodology courses focusing on Action Research is evident of the interest of this group of lecturers to encourage the active and activist role of teachers within the educational system.

Whilst the growing trend within the school was towards developing student teachers as "critical reflective practitioners", which came to be documented as the official policy of the Faculty, this does not discount the counterforces which resisted such a mission. Staff were not all united in their belief concerning the paradigmatic emphasis of the teacher education courses. The range existed both between different individuals and groups, as well as within specific individuals themselves. Individuals chose to reflect a preference for specific theoretical orientations in relation to the task they were engaged in. For example, some staff insisted on detailed lesson planning from students, suggesting a framing of lessons within a behaviourist tradition of modelling, reinforcement and rewards. Some staff would encourage students to emulate their own (staff's) teaching

strategies in a master-apprenticeship model of teacher development. Other staff would encourage students to develop their capacity for self and peer reflections on teaching and learning within specific contexts. Others would encourage student teachers to campaign actively towards alteration of existing teaching / learning practices where the goals of social democracy and justice were not being experienced by learners and teaching staff.

The School might thus be characterised by an eclectic paradigmatic worldview. The tensions between these different worldviews around teacher preparation may be said to reach a culmination during the teaching practice sessions. During this time the students were exposed to a range of different individuals who offered their own interpretations of the teaching learning process. These individuals included the range of **staff members**, all of whom were involved in supervising students during their on-site school –based teaching practice (SBTP) sessions; the **part-time staff** employed to cope with the large number of students needing guidance during SBTP; the range of **student peers**, each of whom would have had experienced different subject method lecturers with potentially different paradigmatic worldviews; **mentor teachers and school managers**, each enacting their own preferred theoretical orientations to teaching and learning; **learners** in schools , who also exerted their own interpretations and expectations of what, how and why student teachers should engage in their classrooms. This forcefield of potentially diverse and contradictory influences impact on the conceptualisation of the identity and role that student teachers develop.

Each student registered for a secondary school specialisation engaged in two subject method courses, which each entailed 4 x 45 minutes contact lectures per week. Primary School specialists engaged with one major subject method course (4 x 45 minutes contact sessions) and 2 minor method subjects (2 x 45-minute contact lectures per week). The choice of minor subjects were History, Geography, Integrated Arts and Natural Sciences. Primary school specialists also enrolled for an additional course on "Principles of Remedial Guidance", focussing on debates around inclusive education (integration of learners with special educational needs within the mainstream school curriculum).

4.5 English Usage/ Afrikaans Usage

Another component of the B.Paed degree was the course in "English Usage" and "Afrikaans Usage". These were course that were remnants of the old language policy of the former apartheid state, which expected prospective student teachers to be proficient in the then two official languages. By the early 1990s the Afrikaans Usage course was made optional. The English Usage course originally was conceived as developing the English language communicative competence of non-first language speakers of the language. The focus of the course shifted dramatically over the years from a concentration on elocution, diction and speech to the development of critical literacy skills: an examination of the phenomena of language in promoting / impeding learning; of the sociolinguistic nature of language; about dealing with multilingualism in diverse learning contexts; about language and development of thinking skills; about the socio-political nature of language and learning. The more correct nomenclature would have been "Language and Learning".

4.6 Teaching Practice

The School organised the "Teaching Practice" (TP) component of the B.Paed degree to include three kinds of engagement. All three components focussed on developing student teachers' ability to reflect on lesson design, preparation and practical engagement with teaching and learning. The first TP in year two of the degree included only on-campus tutorial sessions led by staff members. This component included students presenting mock lessons to their peer group. Commentary and critique of these lessons followed these microteaching sessions. The second involvement with TP in year three entailed the student teachers being placed for two weeks in a school close to their residence. The students were supervised by the teachers and managers of these schools in relations to a university assignment focussing on reflection on the school organisational structures and teaching strategies adopted. During the second year the small group tutorials continued on a weekly basis.

The main emphasis on TP featured in the final year of study when students were placed for six weeks in schools in a 40-km radius of the university. The students were supervised on a weekly basis by full-time and part-time members of the university. This supervision included visits to classrooms, engagement with action research projects within the school, and peer group tutorial sessions within the school. The students were organised into teams of approximately four, engaging with teaching of a particular subject specialisation. In principle a team approach of collaborative teaching was established where any student teacher would be accompanied to lessons with either a peer student teacher or his or her mentor teacher. The students were also assigned the task of identifying practical problems with the teaching and learning of their particular subject and aimed, in an action research intervention, to address the identified problem within the period of their engagement with the school. In some specialisations, e.g. English it was possible to deliberately mix the racial and gender groupings of this team.

The second dimension of the third year TP included an on-campus-based teaching practice (CBTP) component. This CBTP included weekly tutorials on Media Education, Computer Literacy and Professional Studies. The media education course focussed on the development of textual material to support the teaching and learning processes. The computer literacy embodied developing basic competence in using a computer (which many students were not able to do). The course also focused on learning to use the computer as a resource for acquiring material through electronic searches.

The Professional Studies component is a later addition to the course: it focussed on developing a discourse around generic issues around teacher identity and roles, about developing critical reflective inquiry skills, about developing integrated curriculum.

The School-based Teaching Practice (SBTP) in the final year of study grew from a six-week to a ten- week placement as lecturers and students argued for more time to engage with the dynamics of the context of schools especially when enacting out an action

research intervention. Across the years this ten-week placement was offered either as a single block, or as two block session of four and six weeks duration.[5] The TP component of the second and third year was trimmed into a single one-year course. The initial placement of students unsupervised by the university was removed from the curriculum. Staff felt that students were not sufficiently benefiting from the placement. Many schools were not operational at the early stages of the year and students whiled away their time there unproductively. Placement of students at other times of the year was not feasible for both the schools and university.

4.7 Teaching, Learning and Assessment

As suggested above, the paradigmatic perspective of teacher professional development was not coherent across the faculty. The teaching/ learning/assessment strategies therefore that each lecturer adopted would reflect their own particular bias into how knowledge is produced, reflected, integrated into students' understanding, demonstrated and represented. A range of possible strategies was evident in the curriculum:

- Direct face-to-face transmission in lectureship mode;
- Workshops;
- Individual self study assignments based on in-depth reading and reflection;
- Autobiographical writing on schooling;
- Tests and Assignments involving group and individual work;
- Field-based excursions, live-in weekends;
- Laboratory experimentation;
- Individual/ Group curriculum research projects or media development courses;
- Computer literacy activities;
- Development of group visual displays/ posters;
- Developing audio-visual material;
- Action research assignments and project reports;
- Writing up research reports based on mini-studies;
- Case study research with pupil learners.

Different lecturers emphasised different strategies for teaching, learning and assessment. The overall emphasis was to develop student teacher as **researching professionals**, researching their own personal experiences of teaching and learning, researching the school contexts within which they worked, attempting to enact change within their classroom contexts, reflection on their own growing professionalism.

[5] The decision for a single block session or a two block session was contingent on the stability within the schooling system. The university often had to respond to the adjusting timetables of the school calendar as several disruptions within the schooling system influenced the school's willingness to host student teachers for their TP session.

CHAPTER 5

THE EXPERIENCED CURRICULUM

The above description of the teacher education curriculum could be referred to as the "official curriculum" as reported by the academic staff. This is the curriculum as documented in the official calendar of the university. The section below will focus on the final year students of the 1999 cohort and their reported experiences of their teacher preparation course. The data was gathered after students had returned from their second placement for an extended period within a school context. This section constitutes an evaluation of the curriculum in terms of developing competent teachers.

5.1 Course delivery

The student reported that they experienced a range of different group sizes during their teacher preparation course. 74% of the respondents indicated that the dominant form of groupings was in the form of lectures in groups larger than 60. This is a reflection on the number of plenary sessions in the Educational Theory courses, the English Usage course, and the "content" courses in the feeder faculties. 98% of the students also reported that tutorial groups sessions of smaller groups were evident often or very often. The questionnaire also reported that over 60% of the students valued demonstration lessons but that they rarely took place.

5.2 Theory and Practice

Table 8: Preference for time distribution of the component parts of the curriculum

	Much more time needed		More time		Stay the same		Less time		Much less time	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Practice	54	40	25	18	35	26	18	13	4	3
Mathematics	44	27	30	19	42	26	4	3		
Science	38	24	38	24	47	29	4	3	1	1
English	25	16	45	28	60	37	8	5		
Social Studies	15	9	40	25	66	41	7	4	3	2
Integrated Arts	18	11	28	17	58	36	12	8	4	3
Average%		21		22		33		6		2

43% of the respondents indicated that they believed that much more time was needed in the teacher education programme. (However less than 1% indicated that the overall length of the teacher education programme should be increased beyond 4 years.) Students indicated a preference for more time to be spent on developing their competence

in the subject disciplines: 47% indicated that more time needs to be spent on developing their competence in Science, 44% in English, 34% in Social Studies and 28% in Integrated Arts. In particular 58% of the students indicated a preference for more time to be spent on Teaching Practice.

This is confirmed by the data, which indicated that 79% indicated a preference for more/ much more time to be spent on the practical components of the course. Students are uncertain about the value of the theoretical dimensions of their course: 49% indicated that less time should be spent on theoretical dimensions of the course, yet 24% indicated that these dimensions should remain the same. This is consistent with the views of novice student teachers who desire more direct support in developing their practical expertise.

Table 9 below indicates how the different components of the course was rated in terms of their usefulness to the student teachers in terms of their future role as a teachers:

Table 9: Usefulness of course components to future role as a teacher

	Very Important		Important		Minor Importance		Not Important	
	No.	%	No.	%	No.	%	No.	%
Practice related								
Practical Work	117	78	29	19	4	3		
Work in Schools	82	54	48	32	14	9	7	5
Pedagogical Issues								
Demonstration lessons	88	58	47	31	12	8	4	3
Methodology	81	54	54	36	12	8	2	1
Groupwork	78	52	56	38	11	7	4	3
Smaller teaching groups	70	47	55	37	18	12	5	3
Textbooks	55	37	52	35	28	19	13	9
English language Teaching	48	32	70	47	21	14	8	5
Subject Content	32	22	67	47	32	22	13	9
Assessment related								
Lecture notes	20	18	43	29	64	43	22	15
Examination preparation assistance	105	70	33	22	9	6.	4	3
Self Study	71	48	45	31	23	16	8	5

The last three items related to assessment perhaps reflect the timing when this questionnaire was administered: just prior to the final examination when students are concerned with passing or failing the examination. Again a pattern of preference for practical work (97%) and more contact with schools (86%) emerges as the important

components of the course for the students. 89% again demonstrate a preference for demonstration lessons as a source of influence on their future role. 90% of the student rated the subject methodology components of the course as important /very important. 69% indicated their high rating (very important/ important) for the subject content areas of the course.

5.3 Content and Methodology

A distinction between the subject content components and the subject methodology components is reflected in the Table 10 below.

Table 10: Preference for Time distribution across Content and Method sections of the curriculum

	Much more time needed		More time		Same time		Less time		Much less time	
	No.	%	No.	%	No.	%	No.	%	No.	%
CONTENT	21	15	37	26	46	32	35	24	6	4
METHOD	54	37	53	37	23	16	9	6	6	4

74% of the students showed a preference for more emphasis in time to be allocated to the methodology section o the course. Only 40% indicated that there should be more/ much more time spent on the content area of the course. This critique may be offered in terms of the number of hours spent outside the School of Educational Studies in the undergraduate content majors course.

"I was exposed in my final year of study to the teacher education programme in the Faculty of Education. Suddenly all my certainties were being challenged. I felt that I knew very little about how to teach the English language. Not how to teach grammar: that I had had several years of primary schooling drummed into me. In the 'lectures' in Special Method English. I became aware of the complex and integrated relationship between the different modes of language: reading, writing, speaking and listening. I had taken for granted that the spoken and written forms of language were the only important modes of language that a teacher needs to concentrate on when teaching English. In fact, I was going to be a secondary school teacher, and I thought that the knowledge of English literature was to be the prime focus of my teaching in the secondary school. I felt that my English I, II and II courses had adequately prepared me for this. What more can the Special Method English course teach me?"

Emmanuel: Student teacher 1997[6]

[6] Extract from life history biography of student teacher in Samuel (1998)

68% of the students responded that they found the Mathematics component of the course very useful, but 91% indicated that they found the courses difficult/ very difficult. This should be related to the data reported earlier concerning the poor competence in their secondary school mathematics.

Similarly the 74% of the students studying Science found the course content useful, but difficult/ very difficult. 42% of the English students found the course very useful, but 64% indicated that the course was difficult/ very difficult.

5.4 Teaching Practice

A more comprehensive report is necessary to depict the evaluation of the Teaching Practice component of the B.Paed course. In this section only some of the salient features and critique of the TP component will be offered.

The primary school student teachers of the sample indicated that the majority had been assigned the lower grades 3 and 4 to teach during their School-Based Teaching Practice. Many of the students were assigned to teach History or Geography in the school curriculum. Only 3% of the students indicated that they were assigned a full range of school subjects to teach in a primary school.

54% of the respondents indicated that they were not familiar with the textbooks that the schools were using before they went out to SBTP. 47% indicated that they did not have access to the school textbooks before SBTP. This suggests that nearly half of the cohort were not exposed in their university courses to textbooks. This may arise from the focus of the course on students developing their own textual material, given the strong critique that the university lecturers offer about the quality of school textbooks. 18% of the students indicated that they obtained the textbooks from the school. This suggests that the students chose to rely on other sources to generate material for their classroom lessons.

The majority of students (56%) indicated that they experienced 4 or more visits from their supervising lecturers during their six-week placement in the second session of SBTP. 82% of them nevertheless indicated that they required much more supervision from these lecturers.

In Table 11 the students ranked the following individuals as providing support during SBTP:

Table 11: Support during SBTP

	Very Useful		Quite Useful		Not much use		No use	
	No.	%	No.	%	No.	%	No.	%
Class Teachers	81	59	37	27	16	12	4	3
Peers	80	57	45	32	9	7	4	3
Method Lecturers	80	57	41	29	15	11	4	3
Caretaker Supervisors	60	49	33	27	17	14	13	11
Other teachers	47	36	52	40	25	19	7	5
Teaching Practice Co-ordinator	40	32	37	30	27	22	19	15
Principal	38	29	43	33	32	24	19	14

The students indicated that they received the most support form the class teacher (59%), the method lecturers who supervise them (57%) and their student peers (57%). This suggests that the model of collaborative partnership between these three participant groups is perceived as useful to the student teachers. However these statistics do not reveal whether the class teachers interacted with the student teacher in the absence of the other participants. Reflections on teaching practice by the university staff members indicate that there is little engagement with the class teachers during their visits to schools.

In assisting them to prepare for SBTP the students ranked the following sources of influence:

Table 12: Resources to Prepare for SBTP

	Very Useful		Useful		Not very Useful		Of no use		Did not take place	
	No.	%	No.	%	No.	%	No.	%	No.	%
Media Education	65	45	60	41	16	11	5	3	-	-
Discussions with School teachers	53	37	66	46	12	8	4	3	10	7
Discussions with Lecturers	45	33	62	46	21	16	5	4	2	2
Lectures	34	28	55	45	26	21	5	4	2	2
Lecturers' Method notes	31	24	53	41	32	24	14	11	1	1
Professional Studies	15	12	44	34	28	21	31	24	13	10

This table highlights the importance that students afford to the Media Education course (86% rated this course as useful/ very useful). This could be explained in terms of the students needing to develop alternative material in their action research projects. The school textbooks usually were not adequate to address the identified problems that students encountered. 82% indicated the usefulness of the mentor teacher as a resource during SBTP. The poor rating of the Professional Studies course (24%) is worth noting.

Possible improvements to the TP course were indicated through the students' expression of where they preferred more time to be allocated in their teacher preparation course. Table 13 below describes this preference.

92% suggested more time should be spent on preparation at the university prior to SBTP. 97% indicated the need to spend more time on learning to design teaching and learning material. 88% ranked watching other teachers teach as valuable. 82% felt the need for subject method lecturers to spend more time supervising them during SBTP. The demonstration lesson of method lecturers was ranked by 87% as needing more time/ much more time.

Table 13: Improving Te aching Practice

	Much more time needed		More time		No change		Less needed	
	No.	%	No.	%	No.	%	No.	%
Preparation at university	99	70	32	23	6	42	5	4
Teaching and Learning Materials	89	61	3	36	4	3	-	-
Watching experienced teachers teach	72	50	56	39	11	8	6	4
Demonstration lessons by lecturers	72	49	57	39	15	10	4	3
Help in lesson planning	67	46	69	47	8	6	2	1
Visits by Method lecturers	62	43	57	39	20	14	7	5
No. of weeks on TP	58	40	29	20	44	30	16	11
Follow up discussions at university	57	39	61	42	19	13	8	6
School Teachers' input	50	36	66	47	21	15	4	3
Micro-teaching	49	36	52	39	28	21	6	4
Professional Studies	45	32	45	32	30	21	23	16
Principal's input	38	27	55	40	35	25	11	8

5.5 Overall rating

The overall rating of the course was good. 58% rated the entire course as good/ excellent. However there is a definite poor rating of the quality of teaching /supervision in preparing students for the Teaching Practice component of the curriculum. 56% rated this component as poor/ average. High ratings are attributed to the Subject contents area of the course. 68% rated this component as excellent /good; 60% rated the Methodology courses as excellent or good and 59% rated the Educational Theory components as excellent or good.

CHAPTER 6

CONCEPTIONS OF BEING A TEACHER

Another form of evaluating the teacher curriculum could be to examine the conceptions of teaching /learning and the teacher that students had learnt at the end of their teacher preparation programme. The Likert type items of the student questionnaire captures students' ranking of these conceptions. The items also allow students to review the effectiveness of their training, the attitudes towards becoming or being a teacher and what their aspirations and expectations were at the end of their training process.

6.1 Models of Teaching and Learning

An overall positive image emerges from the responses indicating the students' internalised view of what and how committed professional teachers behave and conduct themselves. Over 70% of the students reported that it was necessary for teachers to spend sufficient time in preparing and planning for their lessons. Over 80% expressed confidence that they would be able to use innovative teaching methods that they had learnt when they practised as future teachers. 72% of the students indicated that they were competent in designing teaching aids for the classroom.

Over 90% of the respondents indicated that learners learn best when working in small groups. 84% of the students disagreed that pupils learn better from listening to the teacher rather than from asking questions. Whilst they agreed with interactive learning 60% indicated that they saw the need for teachers to "teach learners the facts that they needed to know". The overall impression created by reviewing these responses is that the student teachers had learnt a sophisticated understanding of learner and learning centered education.

85% of the student teachers indicated that they would be able to intervene in improving the academic performance of low achieving pupils.

An important division of student opinion is noted when it comes to the use of corporal punishment. 50% indicated that caning was not necessary for maintaining discipline in the classroom. This suggests that 50% believe that caning is a necessary disciplinary measure, however 70% indicated that it was not useful for helping children learn better. Their preference to use caning is related to the need to secure a disciplined environment, and not necessarily as a means to improve children's learning. This suggests further that the teachers are preoccupied with the overall ethos of the school environment being well organised through discipline: within which learners can realise their potential. The use of corporal punishment as a cultural practice is revealed repeatedly in case study life histories of student teachers (Samuel: 1998), where parents usually encourage teachers to use caning as a means of getting children to focus on their studies. The practice of caning is widely sanctioned by communities and parents, despite its being legally outlawed.

Student teachers appear to have imbibed the notions of reflective practice in relation to their teaching practice. Over 90% of the students indicated that they had consciously reflected on the lessons they had taught with a view to looking at how it could be improved. This high percentage might have a lot to do with the requirements of the Teaching Practice course which expects students to keep daily records of school activities in a reflective journal. Whilst this journal in the beginning is seen as a burdensome responsibility, the students within a short space of time come to value it as a tool to engage with during supervision sessions with visiting supervising lecturers (Samuel: 1998).

This suggests that student teachers emerge out of the programme believing that teaching is an ongoing developmental process, capable of being reviewed and renewed through individual and group reflection. This is confirmed also by the high ratings that students attach to the role of their peers ("buddy teachers"), the mentor teachers and the university-supervising lecturers.

6.2 Effectiveness of their training in the teacher education curriculum

92% of the student teachers indicated that they felt ready to start their career as teachers. However 50% also indicated that in order to be a good teacher, one has to continue to train to become more effective. 86% of the students indicated that good teachers also need to be trained. This suggests that the student teachers believe that "teachers are not born teachers, but are made to become teachers". 60% disagreed with the statement the "teachers are born, not made".

66% of the students agreed that they had learnt more from experienced teachers than from their teacher education degree. Over 80% rated the support they received from the class teachers (mentor) and other teachers in the school as being very useful. Watching experienced teachers was also highly rated. This all suggests that a large part of the learning to become a teacher is developed during the on-site school-based teaching practice.

6.3 Aspirations and Expectations

Despite the gloomy career image that teaching profession holds for students (refer to the general public's negative image of teaching described in the opening pages of this paper), and that the climate of rationalising (cutting down) the teaching force prevails, 54% of the students indicated that they would be teaching within the next 5 years. 61% were confident that this would be the case. This suggests that students are interested in continuing with teaching as a career. Only 1% of the students indicated that they do not want to teach after their completion of their training course. 28% also indicated that they intended to continue studying for higher qualifications.

It is interesting to note that of the 60% of the student population who come from rural areas, only 22% would like to go back to teach in the rural schools. Data from a separate study (Samuel: 1998) indicated divergent reasons for this:

- the perceived lack of support that qualified novice teachers receive from usually lower- or under-qualified resident staff in the rural areas;
- the university trained novice teachers are usually perceived as a threat to the "stablilised culture" of rural schooling;
- the novice university-trained teacher is usually afforded higher status within such rural schools, thus displacing traditional hierarchies of dominantly college-trained graduates;
- the perceived "modern town values" are seen as a threat to "traditional values" which dominate in the rural area; and
- the unwillingness of an urban-based graduate who has imbibed cultural practices of urban living finds it difficult to adjust to rural living again.

Nevertheless 42% of the student teacher respondents indicated that they would be prepared to teach in any school, although preference for urban schools is still evident in the balance of the cohort's responses. See Table 14 below:

Table 14: Preferred School Posting

		No.	%
URBAN SCHOOL	Primary	17	11
	Secondary	28	19
RURAL SCHOOL	Primary	16	11
	Secondary	18	12
ANY SCHOOL		63	42

It is also interesting to note that 13% of the students indicated preference to teach in a private school, as opposed to 10% who indicated their hopes to teach in a government school. This suggests that students believe that it is more likely that they would be employed outside of the government school structure.

CHAPTER 7

THE NEW BACHELOR OF EDUCATION (UNDERGRADUATE DEGREE)

In 1997 the Faculty of Education began to argue that the various alterations to the B.Paed Curriculum needed to be co-ordinated in a more coherent way. The overall structure of the B.Paed degree had to be rethought. Instead of further "tinkering through minor revisions" of the curriculum, it was decided to design an overall new degree based on the critique that past students had offered. The staff was motivated to design a curriculum that resonated with their own changed/ changing conceptions of teacher professional development.

What innovations did the new degree introduce? How do these innovations hope to address the critique that students/ staff had been offering? How did the policy imperatives influence the change? These are the main concerns that this section addresses.

Students' critiques of the existing B.Paed had been gathered through end of year evaluations and the findings of this MUSTER study (Sections 5 and 6) may be regarded as a more systematic presentation of their views about their teacher education programme. The staff had also been engaged in annual Faculty Review workshops, which mandated a group of Faculty to be responsible for encapsulating the critique of staff and students when designing the new degree structure.

The broad criticism leveled against the former B.Paed programme centered on the need to:

1 extend the School-based **teaching practice** component of the curriculum;
2 more consciously develop dialogue between "**content based**" knowledge and "**classroom methodology**" from an early stage in the in the teachers' development programme;
3 address the specific under-preparedness of many students who came to the course with poor **academic literacy skills**, particularly in handling (English) language competence;
4 prepare students to address **teaching and learning in multilingual, multicultural settings**;
5 develop deeper levels of analysis of **teaching and learning as a historical, cultural, social and politically laden endeavour**;
6 develop students who are prepared to use their university training to contribute to educational environments ("learning sites" to use the policy jargon) **beyond just formal primary and secondary schooling**;
7 contribute to the production of **Mathematics, Science and Language educators** who were in short supply in the province;

8 develop student teachers' **critical reflective skills**, in order to promote the teaching profession as a **researching profession**.

9 develop **social responsibility** of the students in relation to the community through the use of educational knowledge;

10 develop student teachers to become **technologically literate**.

These identified needs helped formulate the goals that were focussed on when designing the new curriculum. In light of the overall principles guiding curriculum design set out by the National Qualifications Framework (NQF) and the South African Qualification Authority (SAQA), the Faculty chose to design a curriculum that addressed:

1 the achievement of the broad **critical outcomes** of any educational and training curriculum: which included the development of collaborative learning, use of technology and respect for diversity;

2 the need for the curriculum to include dimensions that consisted of three kinds of focuses:

- 2.1 **Foundational elements**: which addressed the development of competences which were regarded as the platform upon which the particular qualification is structured;
- 2.2 **Core elements**: which addressed the development of competences which were regarded as the essential basic knowledge (product/ content and process/ methodological knowledge) needed to be a professional in a particular field e.g. an educator in a primary school;
- 2.3 **Elective elements**: which provided the student with the opportunity to develop a more divergent rather than "boxed-in" exposure to academic knowledge outside the scope of the particular professional training of the specific qualification.

3 The development of a **modular programme** which highlighted the number of "notional hours" of students' engagement with the curriculum. The concept of "notional hours" includes a description of the number of hours spent with contact face-to-face sessions between the students and the lecturers, as well as the number of hours spent on self-study. In the undergraduate programme each curriculum module would be awarded a credit point (cp.) rating which indicated the number of notional hours to be utilised. One credit point was equated to 10 notional hours.

The Faculty emerged with a new curriculum structure (see Appendix 2). The teacher education programme begins with the students being exposed to a **university-wide "foundational module"** which addresses broad issues around knowledge production and dissemination. All first year students throughout the university are introduced to current topical debates, and students are tutored to develop critical and creative thinking skills to address these issues from a multiplicity of perspectives: e.g. political, sociological, anthropological, historical, statistical, etc. It focuses on exposing students to the wide range of possible disciplines of inquiry within higher education showing the value of a multi-disciplinary way of thinking. The university regards these modules as providing a foundational base of generic "life skills" which promote quality academic student engagement. This programme was introduced in 2000.

The essential features of the curriculum (Core) for teacher development are a combination of subject and methodology courses, and educational theory. The "**Subject methodology**" courses integrate both disciplinary based knowledge (**content**) and knowledge about teaching and learning the subject content (**methodology**). These courses (e.g. Science Education, Mathematics Education and Language Education) develop students to understand these "disciplines" in the context within which they will be taught and learnt. For example, in Language Education, the focus rests on how teachers can engage learners to negotiate relationship between first and second language learning in multilingual contexts. The students are exposed to sociolinguistic and psycholinguistic analysis of teaching and learning practices and approaches. The students' own personal experiences of learning and teaching languages in the divided schooling systems is critiqued and alternative pedagogies are explored as options for engagement to develop future learners.

The **educational theory** dimensions of the curriculum are presented in an interdisciplinary manner to engender a "problem-solving reflective engagement" with educational matters. The student is presented in these modules with tools for developing interpretive critical insights using sociological, philosophical, psychological, political, historical orientations to ask better questions about everyday lived phenomena in schools.

The deeper **content orientation** of the discipline is provided through the students' engagement with at least 2 modules (16cp) taken outside of the School of Educational Studies. The students are advised about which modules would be appropriate in relation to the kind of subject/ learning area that they would like to develop more detailed competence in. For example, the student might be counseled into taking a course on writing and textual analysis in the School of Languages and Literature in order to fuel their preparation to become a teacher of languages.

The student also chooses the external module with "one eye on the changing school curriculum". **The School curriculum** policy proposes that "primary schooling" (foundational and intermediate phases) would consist of engagement with 8 broad learning areas, organised into different kinds of combinations. The following learning areas constitute the kinds of focal areas that teachers could choose to specialise in:

1 Language, Literacy and Communication
2 Natural Sciences
3 Mathematics and Mathematical Literacy
4 Human and Social Studies
5 Entrepreneurial Education
6 Arts and Culture
7 Technology Education
8 Life Skills

- The B.Ed (Undergraduate) programme concentrates on 3 of these learning areas in particular: **Language Education, Science Education and Mathematics Education**.

These were considered as targeted areas of need within the schools, and as a response to the National Teacher Education Audit's finding outlining the under-supply of teachers in these areas (Hofmeyr and Hall 1996).

- This also attempts to redress the overemphasis on the Arts and Humanities reflected in the patterns of enrollment discussed in section 1 above.
- The other learning areas were introduced with smaller proportions of time allocated e.g**. Integrated Arts, Entrepreneurial Education and Social Science Education** were offered as selected choices for 8 credit points only. The Integrated Arts course was also allocated an extra 16cp at Level 1 because it was believed that the course could introduce students to the integrated inter-disciplinary notions about teaching and learning using the arts as a methodology.
- Generic technological competences were focussed on in an 8-credit point module, **Technology Education**, in level III.

The course structure is heavily skewed in the direction of providing students with sufficient "**practical experience**". These practical experiences are being organised in three broad ways:

1. **A Community Service** module: which focuses on the students providing an educational service to one of several community-based centres. This might involve amongst others the teaching of children in a street shelter (which was "adopted" by the university); the tutoring of children in a place of safety in order to reincorporate them into mainstream schools, and/or reconcile them with their families. These are projects that the School had been involved with as "extra-curricular voluntary activities", but they now constitute an institutionalised part of the students' compulsory curriculum.
2. **A Workplace Education:** which focuses on the placement of students within a range of sites of work: e.g. in libraries, factory worker education offices, in tourism board offices, in the broadcasting media offices, etc. It is believed that the students need to be exposed to such alternative spaces within which they might use their growing expertise.
3. **Teaching Practice:** This course consists of field-based placements interspersed across Level II, Level III and the entire Level IV year. As the name of the engagement suggests, practical internship is an attempt to develop an introduction to the practical world of teaching whilst being an intern within the school system. This internship is aimed at bringing a closer synergy between the so-called educational theory and subject methodology courses throughout the training process.
4. **Practical Internship I** (Level II) consists of approximately 4- 5 weeks of placement within a site of teaching and learning (160 hours). This placement is intended to orientate the students to the "school" context. Students will be encouraged to engage with observation of experienced teachers' lessons and will be expected to engage with at least some degree of lesson preparation and classroom teaching.
5. **Practical Internship II** (Level III) consists of another field-based placement. Here student teachers will be expected to take more full responsibility for

organising and designing a curriculum theme in consultation with the university supervisors and mentor teachers. A larger percentage of time will be devoted to actual teaching in the classroom than in the first placement in Level I. The students will be engaged with schools for approximately 4.5 weeks.

6. **Practical Internship III** consists of teachers being placed for the entire year within the context of a school. This will enable students to imbibe the cultural practices of the school environment in all its various phases of organisation: planning, recruitment, administrative placements of pupils, teaching, examinations, and extra-curricular activities. The student teachers would be placed in teams of about four persons. The focus will follow the model of critical reflective practice as set out in Section 4.1.3 above. This entails the students being involved in an action research project in a collaborative team.

The students will be expected to present a bi-weekly seminar to the team of mentor teachers, university supervisors and other student team members, outlining the kinds of planning, reflecting and actions that they have engaged with during the course of the engagement with the learners in their particular school. This model of "teaching practice" will enable students to develop an extended repertoire of various kinds of knowledge related to teaching and learning in a school: for example, practical knowledge, content/ subject-based knowledge, pedagogical knowledge, classroom related knowledge, sociological awareness of the position of the school and the community. It represents a more comprehensive understanding of the kinds of practical craft knowledge needed to develop a personal working theory about teaching and learning.

This model is an adapted version of the Professional Development Schools model (Boles & Troen: 1997) being used by Boston University and Michigan State University programmes. It relies on a highly organised teaching practice unit within the university, and this has been catered for in the establishment of a full-time co-ordinator being appointed to serve these functions.

Across the three internships the students will be encouraged to take up their placements at three different teaching contexts, one of them being at least significantly different from their own personal schooling experiences.

This model will only come into operation in July 2000, and at time of the writing of this report it is not possible to review its implementation. Suffice to say that this model of teacher development relies on a competent and well-organised management structure. The model is also reliant on establishing a more formalised partnership between the participating schools. It also presumes that the faculty will be successful in developing a strong programme for development of the dialogue between mentors in schools and the university lecturers. It is envisaged that this partnership will result in co-operative assessment strategies including all members of the collaborative team. These are responsibilities, which will be undertaken in the course of the further development of the curriculum.

It is evident in the weighting of the curriculum components (see Appendix 3) that there is an over-emphasis on the development of practical pedagogical knowledge, methodology and practical work. It may be argued that the content dimensions of the subject based knowledge is underplayed in this curriculum structure although the integrated Science Education, Language Education and Mathematics Education courses attempt to reconcile both content and methodological concerns. The teaching practice dimensions should also not be seen as only "practical" in that the intention is to develop students to formulate their own personal working theories of teaching and learning. Practice is a very theoretical issue, if the students are made to become aware of their own theoretical orientations in the kinds of practices they choose. The programme aims to make students aware of their own theoretical orientation, so that it is made available for analysis, scrutiny, contestation and /or affirmation. This dialogue between theory and practice is what the Practical Internship courses are intended to achieve.

During the internship the responsibility rests on the teacher educator and the mentor teacher to create the "**critical discursive space**" (Samuel: 1998) within which the student teacher learn to feel comfortable with experimenting with alternative frames and orientations to teaching and learning. The mentor teachers and the supervisors therefore have a role in providing the sounding board for the students' reflections. Rather than a simplistic imposition to replace "undesirable teacher actions", the course is directed towards developing teachers' critical orientation to their biographical experiences of teaching and learning gained from school. Student teachers are encouraged to develop a conscious and planned response to the contextual forces within their particular "schooling" site. Students will be expected to articulate the kinds of forces, which surround them at a macro- and micro-level. All of these forces compete for dominance during the process of teacher professional development. The course aims to develop students' ability to engage with these forces actively, and perhaps to contest those that are deemed inappropriate and unjust. Such professional judgement is the hallmark of a good teacher.

CHAPTER 8

EMERGING ISSUES

This study has revealed that the development of the PRESET curriculum at UDW was conceptualised within a **climate of contestation** of the views about the role and identities of teachers. The former apartheid government conceived of teachers serving as faithful implementers of a State-driven education system. As teacher educators within the UDW staff came to contest these notions about heir own roles within the challenge to apartheid education, they introduced into the curriculum broader goals and aspirations for future teachers. These included a focus on the role of the teacher as a curriculum developer, a shaper of the school contexts within which they operated. These shifts gradually challenged the traditional conceptions of a "good teacher". Teacher Educators within the system through their own exposure to alternative conceptions of teacher professional development infused into the curriculum new conceptions of **critical reflective practice**: highlighting the activist nature of the future teacher. Such conceptions came to displace the former over-theoretical approach to teacher professional development in pre-service teacher education.

With the changing to a new democratic dispensation, the educational system saw the introduction of several **policy** regulations, which attempted to signal a departure from apartheid education. This brought more credence to the kind of curriculum efforts that the innovators had introduced. However the innovations are not without problem.

In the quest to downplay the front-loaded theoretical orientation of the programme, the new curriculum of the B.ED (undergraduate) has **emphasised "Practical knowledge" or "teacher craft knowledge".** The new curriculum foregrounds the need for (student) teachers to develop their own **"personal working theories".** The curriculum promotes the development of a **"critical discursive space"** within which (student) teachers can actively experiment, challenge and present alternative conceptions of teaching and learning.

This discursive space is nevertheless infused with the history of the **cultural heritages** that the students bring with them to the pre-service course. This heritage embeds cultural, political and historical **memories** about being a teacher developed as a consequence of growing up in particular communities and attending particular schools. The landscape of heritages is as varied as the diverse peoples of the country. The teacher education course needs to acknowledge consciously what these heritages are, and how they stand in relation to the dominant discourses about a professional teacher. An acknowledgement of the competing notions of the roles and identities of teachers, and the strengths and limitations of student teachers' heritages should become an important dimension of teacher professional education.

For example, a growing number of student teachers are increasingly under-prepared in the subject disciplines, which they will teach. Students have had poor quality introduction to the foundations of the **subject knowledge** necessary to teach. With the school curriculum policy focus directed towards a "content-less" curriculum (Vingevold and Taylor: 1999), it is likely that these graduating teachers may be heralded as competent in being able to generate the kind of generalised critical outcomes of such educational endeavour. The student teachers are likely to be able to engage in critical dialogue about the nature of the educational system, about their role in designing/ critiquing an outcomes-based curriculum, but may not necessarily be able to develop amongst the learners the qualitative in-depth knowledge base in particular subjects. The challenge for teacher education providers is to design a curriculum that strikes the appropriate balance between a subject content knowledge and pedagogical methodological knowledge.

The need for academic coherence within the teacher education curriculum can be best achieved when teacher educators temporarily abandon their anxiety over the traditional boundaries that demarcated their academic territorial disciplines. The possibility for curriculum innovation within the UDW context arose out of the necessary **blurring of the boundaries** between and within **Educational Theory, Content (Subject) Knowledge, Methodology, and Practical work**. Being able to think beyond these boundaries allowed for a re-evaluation of the foci and depth of the particular engagements with student teachers.

A concern, which emerges from this study, revolves around whether the development of **critical reflective practices** is in itself a **culturally externally embedded** set of goals from outside the worldview of the majority of the student teachers. In many ways it may be argued that the teacher educators represent a teacher education discourse around reflective practice that exists outside the dominant mainstream views about the role of the teacher. A large percentage of teachers still hold onto their inherited understandings of their roles as transmitters of knowledge. This has been the success of the Apartheid State, which has led many to believe in the passive role of the teacher in relation to State incentives. This is the success of a teacher professional development model that simplifies the role of the teacher to being a modifier of learners' behaviours. Does post-apartheid policy merely signal a **new orthodoxy of a new State** without significant acknowledgement of what the **majority of teachers actually believe about their roles and functions**? For example, the student teachers even at the end of their training remain ambivalent about the need for corporal punishment as a means of ensuring discipline in the classroom. Could these teachers merely be signaling their own desire for a highly regulated and disciplined schooling system to counteract the norm of a continually disruptive working ethos? Pupils and parents in such disruptive communities proclaim the benefits of a strong management style within schools, which includes the sanctioned use of corporal punishment. Within certain rural communities the use of physical punishments could be argued to be "normal". Should schools and teachers challenge these norms, or not?

It is clear that teacher education is not simply about replacing one orthodoxy, the orthodoxy of traditional values and heritages, with another, the orthodoxy of the new

State-driven policies. **Teacher professional development ought to be about how to bring these different discourses, each with their own origins and intentionalities, in dialogue with each other.**

CHAPTER 9

CONCLUSION

This report indicates that the University of Durban-Westville School of Educational Studies certainly represents one of the universities which have actively engaged with transforming the teacher educational curriculum in order to meet the challenges of the post-apartheid society. It has the potential to offer good quality PRESET education. It has recruited student teachers from within the African rural communities into their programmes and simultaneously reformed its curriculum to acknowledge the resources that such students bring into the programme. Rather than simply treating students as deficits/ burdens to the teacher education curriculum, the programmes acknowledge the kinds of heritages that students bring with them from apartheid secondary and primary schooling. The programmes attempt to challenge these heritages with the view to extend the teacher professional educator such that they are able to consciously develop conceptions of their active role in reconstructing the society. The student teachers are being introduced to the benefits of critical reflective practice, which attempts to develop students to become articulate about their own personal working theories about teaching and learning.

The model of critical reflective practice is developed to a fair degree of complexity in the teacher education programmes. The students emerge being able to critique their own learning and professional development, are able to recognise options for practice in their own school contexts, but do not necessarily have all the sophisticated subject matter knowledge base that may be required for in-depth quality education amongst learners in the school. Students generally experience the curriculum as a valuable contribution to their professional development. However they would like to see the curriculum concentrate more on practical work rather than abstract theorising about education. The design of the new curricula for PRESET at degree and postgraduate certificate level attempts to capture a more balanced and integrated focus encapsulating various dimensions of teacher professional knowledge.

An important concern of the university is about the drop in students enrolling to become teachers. The large drop in PRESET student numbers entering the university programme is symptomatic of the declining status of the teaching profession within the society as a whole. The embattled status of the teacher in the policy environment of reconstruction has burdened teachers with simultaneously dealing with several changes to their daily worlds of classrooms and schools. It is now the responsibility of the Department of Education and the university to create the necessary incentives for students to enter teaching as a career. These incentives could include:

- The offering of **bursaries** to desired prospective students;
- The development of systemic intervention (at policy and practical implementation levels) to support a **school partnership model of teacher development**;

- Providing the necessary **infrastructure for mentor teacher**s to take more seriously their role within the novice teachers' professional development;
- The development of a well co-ordinated **Teaching Practice unit** focussing on supporting and monitoring qualitative learning across the diverse learning contexts of a fragmented society;
- The development of clear policies around **initial placement and posting of newly qualifying teacher**s, including the quality of **induction** programmes that schools manage as part of their responsibility to the graduating teachers.

Together these reforms are likely to produce better quality educators who assume their professional status as competent contributors in shaping the teaching / learning environment of the schools in which they teach.

In the latest policy proposals regarding the shape of the reconstructed higher education system (Department of Education: 2001) the fate of the University of Durban-Westville is not clearly marked as a potential site for PRESET teacher development. Not using the resources and capacity of this institution would be a significant loss to the teacher education system, which ought to harness the strengths within the system. Co-operation with the national and provincial ministries of education, together with the UDW School of Educational Studies should endeavour to resolve this oversight.

REFERENCES

Boles, K. and V.Troen (1997) 'Chapter 3: How the Emergence of Teacher Leadership helped build a Professional Development School' in *Making Professional Development Schools work: Politics, Practice and Policy,* Teachers College Press, Columbia University.

Department of Education (2001) *National Plan for Higher Education*, Pretoria.

Hofmeyr J. and Hall G. (1996) *The National Teacher Education Audit – Synthesis Report*. Department of Education/Danida

Keogh, Margaret (1998) 'The Eternal Triangle: Student Teachers, University Lecturers and Resident Teachers: A Case Study of Teaching Practice at the University of Durban-Westville', Paper presented at the conference: 'International Trends in Teacher Education: Policy, Politics and Practice', UDW, Durban, 20-22 July 1998.

Paras, J. (2000) 'Why students fail Mathematics Education at UDW?' Proceedings of the Eight Annual Conference of the Southern African Association for Research in Mathematics and Science Education, (Editor: S.Mahlomaholo), University of Port Elizabeth, 19-22 January 2000.

Pillay, S. (1998) 'Environmental Education Case Studies for Curriculum Development in Science Teacher Education' in Samuel, M (et al) *International Trends in Teacher Education: Policy, Politics and Practice,* Durban, University of Durban-Westville.

Pillay, G. (1998) Works of Art? An Inquiry into Three Primary Art Education Programmes for Pre-service students, Unpublished M.Ed (Teacher Education) dissertation, University of Durban-Westville, Durban.

Rajah, D.S. (1992) 'Curriculum Theory and Teacher Education', Unpublished M.Ed dissertation, University of Durban-Westville, Durban.

Ramrathan, P. (1998) 'Tracer Study of Teacher Education Graduates', Unpublished M.Ed (Teacher Education) dissertation, University of Durban-Westville, Durban.

Samuel, M.A. (1997) 'Rituals of Disempowerment: Preparing Teachers as Curriculum Developers', Paper presented at American Educational Research Association Annual Conference, Chicago, USA, 224-28 March 1997.

Samuel, M.A. (1998) 'Words, Lives and Music: On becoming a teacher of English', Unpublished D.Ed dissertation submitted to University of Durban-Westville, Durban.

Samuel, M.A. (2001) 'Working in the Rain: Pressures and Priorities for teacher Education Curriculum Design in South Africa', in forthcoming *International Journal of Educational Development*, 2001.

Vinjevold, P. and N. Taylor (1999) *Getting Learning right, Report of the president's Education Initiative Research Project,* Johannesburg: Joint Education Trust.

Vithal, Renuka (2000) 'In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education', Unpublished Ph.D. dissertation submitted to University of Aarlborg, Denmark.

Wideen, M. and P.P. Grimmet (eds.) (1995**)** *Changing Times in Teacher Education: Restructuring or Reconceptualisation?,* London, Falmer Press.

Zeichner, Kenneth (1983) 'Alternative Paradigms of Teacher Education' in *Journal of Teacher Education*, Vol.XXIV, No.3, pp3-9, May-June 1983.

Appendix 1: The overall structure of the B.Paed Degree

	OUTSIDE FACULTY OF EDUCATION	**WITHIN FACULTY OF EDUCATION**		
	"ACADEMIC" CONTENT	"ACADEMIC" CONTENT: EDUCATIONAL THEORY	"METHODOLOGY" TEACHING AND LEARNING	TEACHING PRACTICE
YEAR ONE	**Undergraduate courses** in the faculties of Commerce, Arts or Sciences (Level 1)	**Education 1**: Sociology, Philosophy. Psychology, History, Management & Administration, Didactics (Curriculum Studies) (Level 1)	*(**Science Education I; Mathematics Education I Integrated Arts Education I**)	
YEAR TWO	**Undergraduate courses** in the faculties of Commerce, Arts or Sciences (Level I1)	**Education II**	*(**Sc. Ed II; Maths. Ed II; Int. Arts II**)	**Teaching Practice I** (On campus: micro-teaching)
YEAR THREE	**Undergraduate courses** in the faculties of Commerce, Arts or Sciences (Level 1II)			**Teaching Practice II** 2 weeks school site visit; On campus: weekly tutorials
YEAR FOUR		**Education III**	**English Usage** **Afrikaans Usage** *(Language and Learning)	**Teaching Practice III**: • School site visit: 1 week • Weekly tutorials: Media Education; Computer Literacy *(Professional Studies) • School-based teaching

				Practice 10weeks
Secondary Students			**2 Special Methods**: major subjects	
Primary Students			**1 Special Method**: major subject	
			2 Special Method (minor): Choice: 2 of the following: History, Geography, Natural Science, Integrated Arts)	

Appendix 2: The Curriculum Structure of the new Bachelor of Education (undergraduate) (1998)

SAQA terminology	CORE		ELECTIVE	FOUNDATIONAL MODULES
TEACHER EDUCATION DISCOURSE	**"SUBJECT CONTENT/ METHODLOGY"**	**EDUCATIONAL THEORY**	**SUBJECT CONTENT/ METHODLOGY**	
LEVEL I				
Semester 1	Language Education I (16cp) Science Education I (16cp)	School and Society (8cp) Teaching and Learning (8cp)	Integrated Arts Education I (16cp)	• University wide module (16cp)
Semester 2	Mathematics Education I (16cp)	Life Skills (16cp)	x Modules taken outside the SOEDS (2x 16cp)	• University wide module (16cp)
LEVEL II				
Semester 1	Language Education II (16cp) Science Education II (16cp)	Policy and Practice (8cp) Identity and Diversity (8cp)		Educational Technology (8cp) Workplace Education (8cp)
Semester 2	Mathematics Education II (16cp)	Practical Internship I (16cp)		
LEVEL III				
Semester 1	Language Education III (16cp) Science Education III (16cp)	Images, Identity and Values of Teachers (8cp) Managing Education (8cp)	• 1 x module taken outside SOED (16cp) Integrated Arts Ed. II (8cp) Or Economics & Entrepreneurial Education (8cp) OR Social Science Education (8cp)	Community Service (8cp) Technology Education (8cp)

Semester 2	Mathematics Education III (16cp)	Practical Internship II (16cp)		
LEVEL IV				
	Practical Internship 3 (104cp)			

- outside SOEDS

SOEDS: School of Educational Studies

Cp= credit points (1 cp. = 10 notional hours = 50% contact time + 50% self study)

Appendix 3: Distribution of hours per module in the B.Ed (undergraduate) course

Module	**No. of credit points**	**No. of contact hours with staff**	**Total number of hours**	**% of total time**
"EDUCATIONAL THEORY"				
School and Society	8	40	80	1.8%
Teaching and Learning	8	40	80	1.8%
Life Skills	16	80	160	3.6%
Policy and Practice	8	40	80	1.8%
Identity and Diversity	8	40	80	1.8%
Images, Identity and Values of Teachers	8	40	80	1.8%
Managing Education	8	40	80	1.8%
		320	**640**	**14.3%**
PEDAGOGICAL KNOWLEDGE				
"Subject Methods"/ Content				
Language Ed 1	16	80	160	3.6%
Mathematics Education I	16	80	160	3.6%
Science Education I	16	80	160	3.6%
Language Education II	16	80	160	3.6%
Language Education II	16	80	160	3.6%
Science Education II	16	80	160	3.6%
Language Education III	16	80	160	3.6%
Mathematics Education III	16	80	160	3.6%
Science Education III	16	80	160	3.6%
Integrated Arts Education I	16	80	160	3.6%
Integrated Arts Ed. II/ Economics & Entrepreneurial Ed? Social Science Ed	8	40	80	1.8%
Educational Technology	8	40	80	1.8%
		880	**1760**	**39.3%**
Generic Pedagogical Knowledge				
Technology Education	8	**40**	**80**	1.8%
Sub-total (Pedagogical Knowledge)		**920**	**1840**	**41.1%**
ACADEMIC CONTENT				
3 Outside Faculty modules	48	**240**	**480**	**10.7%**
"PRACTICAL WORK"				
Practical Internship I	16	80	160	3.6%
Practical Internship II	16	80	160	3.6%
Practical Internship III	104	520	1040	23.2%
Community Service	8	40	80	1.8%
Workplace Education	8	40	80	1.8%
		760	**1520**	**33.9%**
TOTAL		**2240**	**4480**	**100%**

The MUSTER Discussion Paper Series

No 1 *Counting the Cost of Teacher Education: Cost and Quality Issues* (January 1999) Keith M Lewin

No 2 *The Costs and Financing of Teacher Education* ***Malawi*** (March 2000) Demis Kunje & Keith M Lewin

No 3 *Primary Teacher Education Curricula as Documented: A Comparative Analysis* (July 1999) Janet S Stuart

No 4 *"On the Threshold": The Identity of Student Teachers in* ***Ghana*** (April 2000) Kwame Akyeampong & David Stephens

No 5 ***Malawi****: A Baseline Study of the Teacher Education System* (December 1999) Demis Kunje & Joseph Chimombo

No 6 ***Trinidad & Tobago****: A Baseline Study of the Teacher Education System* (July 1999) Lynda Quamina-Aiyejina, Jeniffer Mohammed, Balchan Rampaul, June George, Michael Kallon, Carol Keller & Samuel Lochan.

No 7 ***Ghana****: A Baseline Study of the Teacher Education System* (September 2000) Kwame Akyeampong & Dominic Furlong

No 8 ***Lesotho****: A Baseline Study of the Teacher Education System* (September 2000) J Pulane Lefoka et al

No 9 *Teacher Education in* ***Trinidad & Tobago****: Costs, Financing and Future Policy* (August 2000) Keith M Lewin, Carol Keller & Ewart Taylor

No 10 *Costs and Financing of Teacher Education in* ***Lesotho*** (June 2000) Keith M Lewin, Vuyelwa Ntoi, H J Nenty & Puleng Mapuru

No 11 *The* ***Malawi*** *Integrated In-Service Teacher Education Project: an analysis of the curriculum and its delivery in the colleges* (February 2000) Janet S Stuart & Demis Kunje

No 12 *The* ***Malawi*** *Integrated In-Service Teacher Education Programme and its School-based Components* (June 2000) Demis Kunje & Shadreck Chirembo

No 13 *The Importance of Posting in Becoming a Teacher in* ***Ghana*** (June 2000) John P Hedges

No 14 *Gender Gaps in Schools and Colleges: Can Teacher Education Policy Improve Gender Equity in* ***Malawi****?* (August 2000) Alison Croft

No 15 *Newly Qualified Teachers: Impact On/Interaction with the System **(Trinidad & Tobago)***
(March 2000) Jeanette Morris & Arthur Joseph

No 16 *Careers and Perspectives of Tutors in Teacher Training Colleges: Case Studies of **Lesotho and Malawi***
(November 2000) Janet Stuart with Demis Kunje & Pulane Lefoka

No 17 *Learning To Teach In **Ghana**: An Evaluation Of Curriculum Delivery*
(August 2000) Kwame Akyeampong, J. Ampiah, J Fletcher, N. Kutor & B. Sokpe

No 18 *The Costs and Financing of Teacher Education in **Ghana***
(December 2000) Kwame Akyeampong, Dominic Furlong & Keith Lewin

No. 19 *On-the-Job Training: Pre-service Teacher Training in **Trinidad & Tobago***
(August 2000) June George, Janice Fournillier & Marie-Louise Brown

No. 20 *Becoming a Primary School Teacher in **Trinidad & Tobago**, Part 1 The Curriculum in the Teachers' Colleges*
(October 2000) June George, Patricia Worrell, Joycelyn Rampersad, Balchan Rampaul & Jeniffer Mohammed

No. 21 *Becoming a Primary School Teacher in **Trinidad & Tobago**, Part 2: Teaching Practice Experience of Trainees*
(October 2000) June George, Patricia Worrell, Joycelyn Rampersad & Balchan Rampaul

No 22 *Primary Teacher Trainees in **Trinidad & Tobago**: Characteristics, Images, Experiences and Expectations*
(January 2001) June George, Jeniffer Mohammed, Lynda Quamina-Aiyejina, Janice Fournillier & Susan Otway-Charles.

No 23 *Analysis of the Curriculum as Documented at the National Teacher Training College in **Lesotho***
(May 2001) J. Pulane Lefoka & Janet S. Stuart

No. 24 *The Experience of Training: a Study of Students at The National Teacher Training College in **Lesotho***
(August 2000) J. Pulane Lefoka with Mantoetse Jobo, Baatswana Moeti & Janet S. Stuart

No 25 *Teaching Practice at the National Teacher Training College in **Lesotho***
(May 2001) J. Pulane Lefoka with Mantoetse Jobo & Baatswana Moeti

No 26 *Turbulence or Orderly Change? Teacher Supply and Demand in **South Africa** – Current Status, Future Needs and the Impact of HIV/Aids*
(June 2000) Luis Crouch Edited and Abridged by Keith M. Lewin

No 27 *New Teachers on the Job: The Impact of Teacher Education in **Lesotho***
(September 2001) Edith M Sebatane and J Pulane Lefoka

No 28 *Who Becomes a Primary School Teacher in **Lesotho**: Characteristics and Experiences of the DEP Student Teachers upon Entry into NTTC*
(January 2002) J. Pulane Lefoka with M.K. Molise, J.M. Moorosi-Molapo, Edith Sebatane

No 29 *Primary Teacher Education in Action: a peep into the TTC classrooms at the National Teacher Training College,* ***Lesotho***
(June 2002) J.Pulane Lefoka and Vuyelwa.M. Ntoi

No 30 *Roles and Responsibilities, Institutional Landscapes and Curriculum Mindscapes: a partial view of teacher education policy in* ***South Africa****, 1990-2000*
(March 2002) Ben Parker

No 31 *Face-to-face Initial Teacher Education Degree Programme at University of Durban-Westville,* ***South Africa***
(May 2002) Michael Samuel and Daisy Pillay

No 32 *Teacher Education for Transformation: the case of the University of the Western Cape,* ***South Africa***
(May 2002) Maureen Robinson, Tania Vergnani and Yusuf Sayed

No 33 *Further Diploma in Education (Educational Management) by Distance Education at the University of Pretoria,* ***South Africa***
(June 2002) Yusuf Sayed, Jan Heystek and Brigitte Smit

No.34 *Face-to-Face Training in a Conventional Preservice Programme: a case study at Edgewood College of Education in* ***South Africa***
(August 2002) Vijay Reddy

No.35 ***South African*** *College for Open Learning: a model of an Inservice Distance Education Programme for Initial Teacher Education*
(August 2002) Vijay Reddy

The MUSTER Research Reports

No 1 *Teacher Training in* ***Ghana*** *– Does it Count*?
(December 2001) Kwame Akyeampong

No 2 *Initial Primary Teacher Education in* ***Lesotho***
(January 2002) J.Pulane Lefoka with E.Molapi Sebatane

No 3 *Primary Teacher Education in* ***Malawi****: Insights into Practice and Policy*
(March 2002) Demis Kunje with Keith Lewin and Janet Stuart

No 4 ***Trinidad and Tobago****: MUSTER Country Report*
(May 2002) June George and Lynda Quamina-Aiyejina

No 5 *Researching Teacher Education: New Perspectives on Practice, Performance and Policy.* ***Report on the MUSTER Project***
(June 2002) Keith M.Lewin and Janet S.Stuart

The discussion papers are downloadable from the following web address:
http://www.sussex.ac.uk/usie/muster/list.html

Address for Correspondence

Centre for International Education
University of Sussex Institute of Education Falmer Brighton Sussex BN1 9RG UK

T +44 +1273 678464
E cie@sussex.ac.uk
F +44 +1273 678568

MUSTER Discussion Paper No 31

ISBN 0 905414 55 1
© Michael Samuel and Daisy Pillay 2002