

MUSTER

Multi-Site Teacher Education Research Project

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Discussion Paper

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Face-to-Face Training in a
Conventional Preservice
Programme: a case study at
Edgewood College of
Education in South Africa

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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.

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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.

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LIST OF ACRONYMS

COTEP	Committee for Teacher Education Policy
FET	Further Education and Training
GET	General Education and Training
HG	Higher Grade
INSET	Inservice Education and Training
NSE	Norms and Standards for Educators
OBE	Outcomes-based Education
PRESET	Pre-service Education and Training
SAQA	South African Qualifications Authority

ABSTRACT

This paper explores the pathway of face-to-face training in a four-year programme to become a teacher. It does so through looking at the programmes at Edgewood College of Education - an ex-White college that is well-resourced and has been functioning with relatively little disruption and closure.

The college has been under-utilised, operating with fewer students than it had been designed for. Because there are no student bursaries for teaching, the students who attend are those that could afford tertiary education. The student population is largely white, female, most have come straight from school and they are enthusiastic about the teaching profession. The academic staff is largely white and female with about half of them being over 50 years old. Most staff have high school experience and very few have any primary school experience. The student-staff ratio is lower than the national norm.

The college has offered an innovative curriculum over the last decade and is now following the Norms and Standards for Educators curriculum. To cope with implementing the new policy changes, the teacher educators had various staff development workshops to interpret the policy documents. There are concerns about the scope and coverage of disciplinary knowledge in the NSE curriculum and how these issues are to be resolved at the different phases.

The college offers many curriculum specialisations. There is no evidence that the offerings at the college are in accordance with a strategic plan for teacher education in the province and in accordance with teacher supply and demand projections.

In general students were positive about their teacher education programme and thought that the programme modeled the competences required by teachers in the classroom. However, there is concern that these teacher education programmes are designed with a particular type of school (privileged) in mind. Teacher educators and students rate the teaching practice component as the most useful part of the teacher education programme. Yet teaching practice was seen as a discrete and separate part of the curriculum which was not linked to the college curriculum. There is a need for a teaching practice policy to ensure that there is consistency of quality.

While Edgewood offers a quality and efficient training system, the cost of training teachers is very high. The further concern is that although the state has invested a large amount of money to train teachers they have not utilised the resource effectively.

1. INTRODUCTION

The purpose of the Multi-site Teacher Education Research (MUSTER) project in South Africa is to explore and analyse teacher education in the country. In South Africa, up to the year 2000, there are different pathways for training to become a teacher. One such pathway is to attend a college of education that offers face-to-face instruction in a degree programme in affiliation with a university.

Edgewood College of Education is located on the outskirts of Durban. This formerly White college opened in 1966. Edgewood is designated a pre-service institution and offers teacher education in three and four-year programmes in a face-to-face mode. At present the college offers four-year primary and secondary degrees and three-year secondary and junior primary diplomas. There is an affiliation relationship between Edgewood College of Education and the University of Natal (Durban). The University of Natal (Durban) awards the degree and secondary diploma. Edgewood College of Education (KwaZulu Department of Education) awards the Junior Primary Education.

This chapter explores one of the major pathways (i.e. of face-to-face training in a 4-year programme) to becoming a teacher. It does so through an illustrative case study at Edgewood College of Education. This case study is organised in seven sections. Firstly, it is necessary to briefly discuss the context in which the colleges operated and the recent developments that have affected their status, curriculum and student intakes. Secondly the study will provide an analytical description of the students, staff, infrastructure and resources, and governance and management structures. Thirdly the study will describe the teacher education programme and how it is organised, and collate the students and teacher educators' expectations, experiences, perceptions and evaluation of the teacher education programme. Fourthly the study will describe and collate the expectations, experiences, perceptions and evaluation of teaching practice at the college. Fifthly, the aspirations, expectations and preparedness of students will be presented. Sixthly there will be a discussion of costs of the teacher education programme and seventhly there will be a discussion of the key issues emerging from the study.

One of the reasons why Edgewood College of Education was chosen for the case study to illustrate the pathway of face-to-face training is that as an ex-White college it is an example of a well-resourced college. The college has been functioning, with a full complement of staff, regularly and with relatively little disruption and closure. It should provide an indication of good practice in the college of education system. Further the college has responded to and experienced various national policy and curriculum changes and in 2000 it has implemented a Norms and Standards for Educators (NSE) curriculum with the first year students. This college thus provides a good laboratory to study the issues related to offering pre-service in a face-to-face mode.

Teacher education in South Africa and the colleges of education are in a state of transition. This case study must be read against the backdrop of the changing nature of the college environment. The key issues emerging from this case study could be useful, as one looks forward to the incorporation of the teacher education programmes into the universities.

2. CONTEXT OF THE COLLEGES OF EDUCATION IN 2000

After the first democratic elections in 1994, South African education moved from an education system organised on racial lines to one organised along provincial lines. With a single system of education in the country there have been studies about teacher supply and demand. The Teacher Audit Study (Hofmeyr and Hall, 1995) and the Teacher Supply, Utilisation and Demand Projections (DOE, 1997) has prompted a re-evaluation of teacher supply and demand. The National Commission of Higher Education has recommended that Teacher Education becomes a higher education competency.

The projections indicated there was an over-supply of teachers, and teacher education institutions were issued with a directive to reduce the intake of students. From 1997 students in KwaZulu Natal entering teaching did not receive state bursaries. For the last few years there has been uncertainty about the fate of the college sector. In February 2000 the National Minister of Education announced that, from 1 January 2001, all colleges of education programmes will be incorporated into either a technicon or university. There will be 25 designated sites of teacher education around the country and in the KwaZulu Natal province the three proposed sites are Natal Technikon, University of Natal (Durban) and University of Zululand. In June 2000 the KwaZulu Department of Education issued a directive to the colleges indicating that there should be a zero intake of students in 2001.

3. DATA COLLECTION AND ANALYSIS

In order to study the teacher education programme at Edgewood College of Education, I collected data between February and April 2000. Data was collected from a number of sources¹.

- Sixty-eight (68) of the 72 Bachelor of Primary Education 1 students completed an entry level questionnaire during an hour-long lecture period. The questionnaire items were structured around students' biographical information, their expectation of the course and their aspirations and expectations relating to teaching.
- All twenty-nine (29) students of the Bachelor of Primary Education 4 class completed the exit level questionnaire during one of their lecture periods. The questionnaire items were structured around students' biographical information, their evaluation of the teacher education course and their aspirations and expectations for teaching.
- A teacher educator questionnaire was given to teacher educators who taught on the primary education programmes. The purpose of the teacher educator questionnaire was to elicit teacher educators' views about the teacher education programmes. Thirty-two questionnaires were given to teacher educators in March 2000 to complete and return after a few days. After about six weeks, 15 questionnaires were returned and used for analysis. With the National Minister's directive of incorporation the teacher educators at the college have felt that their positions and futures were very vulnerable. Teacher educators, understandably, were most concerned about their fate and this is reflected in the low return rates of the teacher educator questionnaire.

¹ I would like to thank the staff at Edgewood College of Education for all the assistance they offered in the data collection process.

- There were interviews with six final year primary education students on their views of the teacher education programme.
- There was an interview with the Acting Deputy Rector about the history, the organisation and the issues facing the college.
- There was an interview with a Senior Head of Department, responsible for curriculum issues, regarding the organisation of the college curriculum.
- There were interviews with the Heads of Department of English, Mathematics and Science regarding the organisation of the curriculum in their subject areas.
- There was an interview with a teacher educator responsible for the organisation of the timetable.
- The registrar at the college completed a questionnaire regarding numbers of staff, students and programmes.
- There was an analysis of the various curriculum documents: COTEP curriculum; the Norms and Standards for Educators curriculum, the SAQA submissions from the college, the syllabi documents from the English, Science and Mathematics departments.

The information from the questionnaires was captured on a Statistical Package for Social Sciences (SPSS) spreadsheet. The student questionnaires were analysed using frequency counts, cross-tabs and chi squared tests. The teacher educator questionnaire was analysed using frequency counts.

4 OVERVIEW OF THE COLLEGE

The main characteristics of the college will be described in terms of students, staff, structures of governance and management, and infrastructure.

4.1 Students

Edgewood College of Education is a formerly White college of education. In the 1970's and 80's the college admitted around 500-800 students. The college intake had been determined by projections of teacher demand made by the Natal Education Department (White). In the early 1990's the college admitted about 200 students from the ex-KwaZulu (African) department of education. In January 1994 the college amalgamated with Bechet College of Education, a formerly Coloured College of Education and since the 1994 elections the college has been open to students of all races.

4.1.1. Enrolments

The student enrollment pattern from 1994 to 2000 is reflected in the following table.

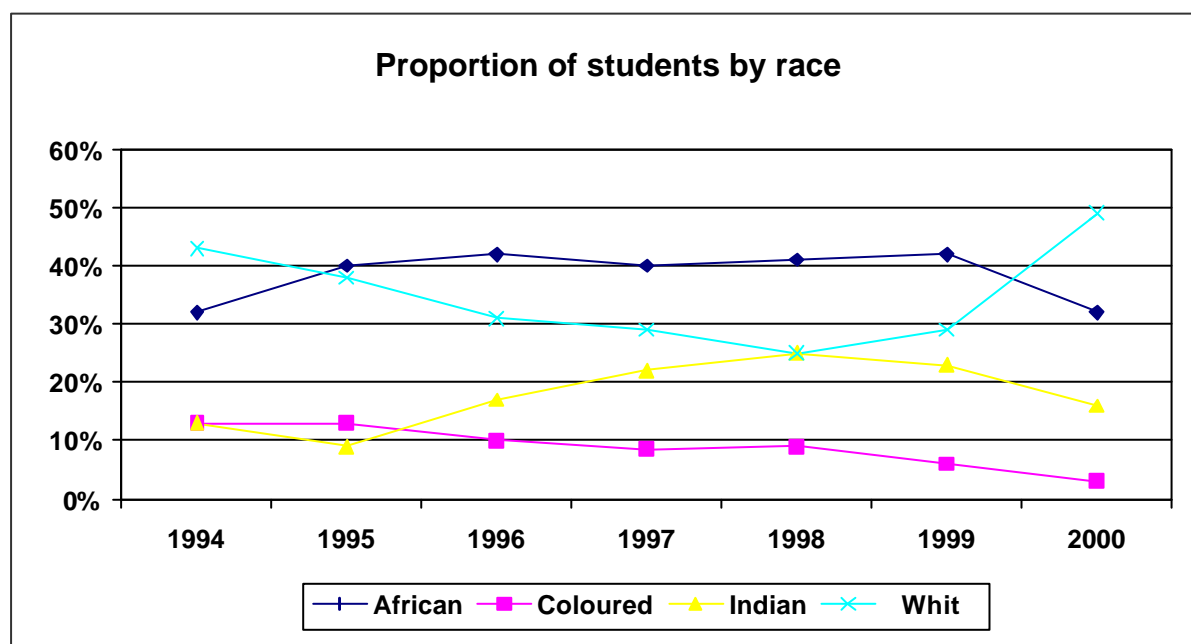
Table 1: Student Enrollment 1994-2000

1994	1995	1996	1997	1998	1999	2000
916	1080	1047	1000	823	642	411

The college has been designed to accommodate 1200 students and so during this period the college has not operated to full capacity. This raises questions about its financial viability and the plan of the provincial ministry for the provision of teacher education. It has been interesting in KwaZulu Natal, that while this college was under-utilised the provincial department of education built a new college (Gamalakhe) in Port Shepstone.

During this period there have been three times as many female students as male students. This confirms the gender trends in teacher education where there are more female than male teachers. The proportion of students by race since 1994 is indicated in the following graph.

Figure 1 Proportion of students by race



This year (2000) there are no students at the college with a state bursary. This means that only students who are able to pay for their studies themselves are able to attend. The proportion of White students registering for teacher education programmes at Edgewood College of Education has increased and the proportion of the other racial groups has decreased. The non-provision of bursaries for teaching by the state will mean that in future who becomes a teacher will be linked to material class issue.

Table 2 indicates the distribution of students, in 2000, in the different programmes at the college of education. In KwaZuluNatal province, in 2000, there are a total of 2900 students registered at colleges of education and 388 are first year students.

Table 2: Student Enrollment in different Programmes

	1 st year	2 nd year	3 rd year	4 th year	TOTAL
B. Primary Education	72	55	37	30	194
B. Secondary Education	23	-	-	-	23
Diploma in Junior Primary Education	19	-	-	-	19
Diploma in Secondary Education	40	78	57	-	175
Total	154	133	94	30	411

The Bachelor of Secondary Education is being offered for the first time this year at Edgewood College of Education. On the last minute directive of the provincial department of education, Edgewood re-introduced the Diploma in Junior Primary Education. This diploma had taken its last intake in 1996. One can only make meaningful comments about the intake of students into the different programmes by evaluating it against the provincial plan of teacher education supply and demand. The provincial plan for teacher education indicates that there are many trained but unemployed teachers. This is especially so for primary teachers. The provincial department had issued a directive that the college should offer courses in secondary degrees and only in those which are scarce subjects. Since 1997 Edgewood has been the only college in the province to offer primary teacher qualifications. Edgewood's projections for teachers in the province and the provincial ministry's projections seem to be in conflict.

4.1.2 Admission policy for students

The admission policy at the college requires students who enroll for a degree to have a matriculation exemption and those who enroll for a diploma to have a senior certificate. All students take an entrance test, which is in the form of an interview. In this interview the college teacher educators determine the students' motivation and potential for teaching. All students (first and second English language users) take an English language test (for communication purpose). Zulu students also take a Zulu-based comprehension test and both scores are used to determine communicative ability. When students choose their area of specialisation, there is an aptitude test to check their suitability for that specialisation.

In the last few years, with a drop in student numbers, students have been accepted into the college and specialisations despite low entrance marks. In addition students are accepted to the college courses on the basis of what they want to do, rather than based on a college plan of programmes they want to offer. It seems that in times of poor demand for teaching places, the entrance requirements are adjusted to accept all students so that the places are filled.

4.1.3 Performance and throughput

Students on the primary education programme at Edgewood College of Education have performed well in their examinations at the college and there has been a high throughput of students into subsequent years.

Table 3 indicates the pass rates for the B. Primary Education students for the last three years.

Table 3: Pass Rates for the B. Primary Education

	1 st Year	2 nd Year	3 rd Year	4 th Year
1997	97%	97%	100%	97%
1998	88%	97%	100%	100%
1999	87%	88%	100%	100%

The crude throughput² for the B Primary Education cohort over the last three years³ is over 80%. The crude throughput for the Diploma in Primary Education students, at the end of three years, for the 1997, 1996 and 1995 ranges from 79% to 107% (further details are provided in Appendix A).

At the end of three years the students who register for a Diploma in Primary Education could graduate with a three-year diploma or continue to the fourth year of study and graduate with a Higher Diploma in Primary Education. Between 50% and 65% of the students who graduated between 1996 and 1998 chose to proceed for a four-year qualification.

4.1.4. Biographical information on students

A more extensive description of who are the students at Edgewood is given from an analysis of biographical information provided by the first and fourth year B. Primary Education students in the questionnaire. The students who prepare for the Senior Primary and Junior Primary phases are predominantly female (94%). This year (2000) the total college population is about 80% female. The high percentage of females in the primary section implies that there would be a lower representation of females in the secondary programmes. The racial classification for the first year group, fourth year group and the college is indicated in Table 4.

Table 4: Students classified by race

	White	African	Indian	Coloured
B PRIM 1	94%	-	4.5%	1.5%
B PRIM 4	48%	17%	35%	-
COLLEGE	49%	32%	16%	3.4%

The trend seems to be an increase in the percentage of White students in the primary education degree and a decrease of the other racial groups. With African students forming about one-third of the total student body and a low percentage of the primary education programmes, it would suggest that more African students are enrolled for the secondary programmes.

Analysis of the average age of the first and fourth year students suggests that two-thirds of the students started their degrees immediately after their matriculation examination and most students completed their schooling in 12 years. About one-third of the students studied other courses or worked before joining the teacher education programme. An analysis of students' matriculation results show that they had gained a matriculation exemption, and all students

² Determined by comparing the number who are fourth year and the number who started four years previously.

³ That is those that were in fourth year in 2000, 1999 & 1998.

had over 50% in their English matriculation examination. There was a range of symbols from an A (80-100%) to G (20-29%) in mathematics and physical science.

Analysis of the family material background of the respondents of the survey indicate that over 85% of the families of both the first and fourth year students own a house, refrigerator, TV, car, telephone and have piped water. About three-quarters of these parents own a computer. About one-fifth of this group of students have at least one parent as a teacher and about two-fifths of the students (this includes all the African students in the survey) are the first generation in the family to get a tertiary education.

From a methodological point of view I would like to add that it is difficult to analyse a question which asks about parents' jobs in a diverse situation where there are many jobs in the informal sector. It is difficult to make judgements about the earning power of jobs like being a herbalist. However we can say that for this group the family is able to financially support the students through college.

4.2 Staff

At Edgewood College of Education, in 2000, there are 54 academic (two paid from college funds), 18 administrative (four paid from college funds), 6 technical, 2 maintenance, 25 cleaners, 31 household aides, 5 housekeeping supervisors, 6 security staff, 1 driver and 1 caretaker. The academic staff are designated as 7 teachers (6 temporary and 1 permanent), 23 teacher educators, 10 senior teacher educators, 6 acting heads of department, 4 heads of department; 1 senior acting head of department, one acting vice rector, 1 acting deputy rector and 1 rector.

Since 1994 the staff has been about three-quarters female and a quarter male. The racial population of the staff in that same period has been about 80% White, 10% Coloured, 7% Indian and 4% African. The age range of the academic staff is from about 26 years to over 55 years with 17% of the staff being under 40 years, 37% being 41-50 years and 47% being over 50 years.

About three-quarters of the staff have at least 20 years experience in either school or college teaching. Most staff have high school teaching experience and very few have any primary school experience. About 70% of the staff have at least a second degree (i.e. equivalent to an honours degree) as the highest qualification. A more detailed analysis of the qualification of the academic staff is depicted in Appendix B.

The ratio of academic staff to students since 1994 is indicated in the following table.

Table 5: Staff-student ratio 1994-2000

	1994	1995	1996	1997	1998	1999	2000
Staff	88	96	97	80	60	56	54
Student:staff ratio	10:1	11.25:1	10.8:1	12.5:1	13.7:1	11.46:1	7.6:1

The national norm of student: academic staff ratio is 18:1 for face-to-face instruction at a college of education. Although the year 2000 is anomalous in terms of the student to staff ratio, it seems that since 1994 the college has always had a ratio that is less than the national

norm. This would mean that the programmes at Edgewood College of Education are expensive.

It is not possible to make generalised claims about teacher educators because of the low questionnaire return rates (n=15). However, of those who answered, 87% of the teacher educators indicated that if they had a choice they would like to stay at this college. About three-quarters of the teacher educators thought that being a college teacher educator is the best job they could get, but they did not think it was an easy job to do. None of these teacher educators would like to transfer to another college, work in a school or work in a department of education. Two of the respondents indicated that they would like to move to a university or technicon and two indicated they would not mind finding a job outside teaching.

The college has a structured staff development programme and this takes place every Friday afternoon. Teacher educators have grappled with various policy documents relating to the teacher education curriculum (COTEP, NSE). They have had to translate the documents from policy to programmes. There have been workshops on issues like Outcomes-based Education and Norms and Standards for Educators. To be effective in the new role as curriculum developer, teacher educators have needed, and indicate they still need, a great deal of staff development.

4.3 Infrastructure and resources

The Edgewood College campus was designed for a capacity of about 1200 students but it could accommodate up to 1700 students. At the moment there are 411 students. The buildings consist of 83 academic offices, 16 administrative offices, 26 classrooms, 19 lecture rooms and 2 halls. There are 530 places for students in the residences. In addition there are staff flats. At the moment the residences are one-quarter full. The buildings are well constructed, modern and set in beautiful gardens.

The college has 8 well-equipped laboratories and the services of a laboratory technician. There are two computer laboratories. Students and staff have access to CD ROMS, scanners, LCD panels, fax modems, e-mail facilities and Internet access, colour and laser printers. Computers are available for use by teacher educators. The Art, Human Movement and Drama Departments are all well equipped. In addition to standard audio-visual equipment all teacher educators have access to TV monitors and recorders. Video cameras are available for demonstration lessons, which can be recorded on video and played back. There are printing facilities at the college with 12 photocopying machines, one bulk printer and three laser printers. The college has a switchboard and fax facilities. (Details of the college resources and infrastructure are available in Appendix C).

The Edminson Library has a good collection of books and resource materials. There are approximately 100 000 books, 300 audio-tapes, 850 video tapes, 30 000 charts and other illustrations. It has a comprehensive reference section and is known for its collection of children's literature. It also has a small Africana collection and a thesis collection. In the library the students have access to CD Rom, photocopiers, a large reserve section and video viewing facilities. The library also has school textbooks. The library is open from 09h00 to 21h00 from Monday to Thursday and from 08h00 to 13h30 on a Friday. The library has 9 library staff (paid both by the college and the provincial department) and 12 student monitors

who are paid by the college. The library is spacious, offers a quiet haven for study and leisure reading and operates at times which allow access for students.

Both students and staff indicated that the resources and facilities at the college for the courses were good. There were enough books on education and subject methods, the library was a good source of teaching ideas, and handouts provided by teacher educators were sufficient. Half the students indicated that they had enough access to computers to practise their computer skills. Interestingly 7 (64%) of the 11 computer education students indicated that they did not have enough access to the computer to practise their skills.

Edgewood College of Education is very well resourced and the plant and infrastructure is designed to be conducive to a good teaching and learning environment. The physical resources must contribute to the good pass rates and positive image of the college. However the College is obviously under-utilised and it seems that it has been under-utilised since its inception.

4.4 College governance, management and organisation

Teacher education is the responsibility of the provincial department of education (up to 2000). In terms of line management functions the provincial ministry is ultimately responsible for the teacher education programme at the college. With the incorporation of the college sector by higher education, teacher education will become a responsibility of the national ministry of education.

Historically Edgewood College of Education had a close working relationship with the University of Natal (Durban). The Education Act of 1967 (for White Education) stipulated that the training of secondary teachers had to be at a university or offered at a college of education in association with a university. In 1976 the Edgewood College Council was constituted and this allowed the college greater autonomy. This led to the introduction of courses at Edgewood, conducted in collaboration with the University of Natal (Durban), for the training of secondary school teachers.

Presently the B. Primary Education, B. Secondary Education and Secondary Diploma are offered and taught at Edgewood by staff employed by the College. The University of Natal awards the degree. There are no undergraduate teaching degrees or post first degree teaching diplomas offered by the University of Natal (Durban). In this affiliation model the Edgewood and University of Natal staff work together in developing the courses. The University staff have the function of moderating and ensuring quality control of the courses. The University of Natal has representatives on the Edgewood Senate and Council, though Edgewood College does not have the same relationship on the University of Natal campus. At the time of the interviews (March 2000) the Edgewood staff is happy with the relationship and has found that it is a healthy relationship.

The Rector and a Management Team consisting of the Rector, Deputy Rector, Vice Rector and Senior Head of Department, manage the college on a day to day basis. With the exception of the Rector, whose position was confirmed in February 2000, all the others were in acting positions. Many of the Heads of Department are also in acting positions. The college staff is organised around departments like Science, Junior Primary Studies, Human Movement Studies, Religious Studies, English, Afrikaans, Education, Zulu etc. This organisation is in

terms of the old curriculum structure that emphasises separateness and does not reflect the shift to an outcomes-based education curriculum where there is a strong integrative element. A Management member indicated that the college has maintained its old organisational structure while the fate of the college is decided.

The college operates from 08h00 to 16h00 from Monday to Thursday for staff and students and on Friday the students attend from 08h00 to 13h00 and the staff attend until 16h00. The timetable is designed to offer 33 hours of instructional time per week. On average teacher educators teach for 18 hours per week. According to the labour regulations, college teacher educators have to work for 40 hours. At the college this is made up of about 20 hours teaching time and 20 hours preparation time. The college functions well during the year and staff and students agreed that it is rare for lectures to be cancelled at the college.

5. THE TEACHER EDUCATION PROGRAMME AND ITS EVALUATION

5.1 The teacher education curriculum

Curriculum design at Edgewood College of Education was shaped by two influences: national policy for teacher education and university requirements. Up to 1996 the Edgewood College of Education operated in accordance with the requirements of curriculum choices specified in 'The Green Book for Teacher Education' and a requirement from the House of Assembly (Whites). Although the Green Book specified the requirements for teacher education there was still freedom for colleges to do different things. The Senate largely determined the Edgewood curriculum.

Using the freedom offered by the regulations, the University of Natal and Edgewood devised an innovative degree, the B. Primary Education. This degree has been offered since 1983 and was offered on both the University of Natal and Edgewood campuses. The subject specialisations were taught in the university disciplinary departments and Education and Professional Studies components was taught by staff from the university education department and Edgewood College. In this model there was a sharp disjuncture between theory and teaching methodology. Since 1990, the course has been offered and taught by and at Edgewood College of Education. In 2001 the University of Natal will incorporate Edgewood College of Education.

Since 1997 the degree was constructed in accordance with the Committee for Teacher Education Policy (COTEP) requirements. In this curriculum, which was offered entirely at the Edgewood campus, there was much more integration of methodology into the disciplinary areas. Table 6 indicates the structure of the COTEP B. Primary Degree at Edgewood College of Education.

Table 6: Structure of the COTEP B.Primary Degree

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Professional Studies	Professional Studies	Professional Studies	Professional Studies
	Education	Education	Education
Practice Teaching	Practice Teaching	Practice Teaching	Practice Teaching
Elective Major 1	Elective Major 1	Elective Major 2	Elective Major 2
<u>Communication</u> English, Zulu and Afrikaans	<u>Communication</u> English, Zulu or Afrikaans		
		Moral & Religious Education	

In this COTEP curriculum students took the two major subjects (i.e. up to undergraduate level 3) of Educational Studies and Professional Studies. The subject discipline areas were offered to an equivalent of undergraduate level 2 credit. The fourth year students, who evaluated the curriculum, have followed a COTEP curriculum.

The COTEP curriculum has now gone into abeyance and the Norms and Standards for Educators (NSE) framework was gazetted in February 2000. At the end of 1999, the college used the third draft of the NSE curriculum framework to re-design the curriculum. >From January 2000 Edgewood⁴ offered a Norms and Standards Education Curriculum for its first year programmes. Table 7 reflects the structure of the NSE B. Primary Education curriculum.

⁴ In 2000 there are only two colleges in the country who are offering a Norms and Standards Education Curriculum. They are Edgewood and Free State College.

Table 7: Structure of the NSE B.Primary Degree

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Educational & professional studies	Educational & professional studies	Educational & professional studies	Educational & professional studies
Communication Studies a. English b. Computer Literacy	Communication Studies a. English b. Afrikaans or Zulu	Communication Studies a. English b. Afrikaans or Zulu	Communication Studies a. English b. Afrikaans or Zulu
Primary Education Studies (either JP or SP bias)	Primary Education Studies (either JP or SP bias)	Primary Education Studies (either JP or SP bias)	Primary Education Studies (either JP or SP bias)
Subject Specialisation ⁵	Subject Specialisation	Subject Specialisation	Subject Specialisation
Another Subject Specialisation			
Studies in the Learning Areas of the School Curriculum ⁶	Learning Area Studies continued (integration of areas)		
		Optional modules in Early Childhood Education or Remedial Education	Optional modules
Practice Teaching	Practice Teaching	Practice Teaching	Practice Teaching

At Edgewood in 2000 the first year students follow a NSE Curriculum and 2nd, 3rd and 4th year students follow a COTEP curriculum.

In the last few years there have been many changes in the college curricula. College teacher educators had to respond to these changes and at the moment they feel ‘pretty punch-drunk’. Many of the teacher educators indicated that their pre-NSE courses were skills- and outcomes-based, so there was not a major difficulty in making the transition. In 2001 teacher education programmes, in accordance with the NSE Curriculum, will be offered at universities. This case study will not comment or critique the philosophical underpinnings of the COTEP or NSE curriculum. But rather provide evaluative comments from teacher educators and students.

The goal of the primary teacher-training programme, in the NSE document, is that teacher trainees are competent to teach all the compulsory learning programmes offered in the school. Therefore all primary education students study all the learning areas and take two subject specialisations (one for four years and the other for one year). The subject specialisation that is taken for four years is credited up to the University 2 level and Educational & Professional Studies and Communication Studies to the University 3 level. The NSE curriculum recommends that at least half the credits in the curriculum be attributed to the specialist role. The NSE document does not ask for the courses for the foundational and intermediate phases

⁵ Two subject specialisations from the three groups must be selected in the first year of study (no more than one from each group).

Group 1

Computer Science Education
Geography
Technology Education

Group 2

History
Mathematics
Sports Science

Group 3

Art & Culture
English
Natural Science Education

⁶ The compulsory school curriculum contains 8 learning areas. Students study these in the first two years of the degree.

to be taught separately but the college has differentiated between these two phases in the way it has offered its courses.

Observation of the structure of the NSE timetable and interviews with teacher educators indicate that the first year students have a very full timetable and the students take many courses. Analysis of the timetable indicates that (after the college shifted some courses from the first year to the second year) that there are 24 contact hours a week for the B Primary Education1 student. The general structure of the course is that there is a 1:1 correspondence between the contact and self-study time. This means 24 contact hours and 24 hours of self-study per week (total is 48 hours). Instructional time is for 30 teaching weeks a year and there is 5 weeks teaching practice a year.

Interviews with the science, mathematics and English teacher educators about the curriculum for specialists indicate that the emphasis in the different disciplinary specialisations are different. The philosophy of the college is that the specialisation must include both content and teaching methodology. In the science specialisations teacher educators have chosen to combine elements of botany, zoology, chemistry and physics and therefore offer a qualification in Natural Science. The sciences have chosen to go for integration rather than depth.

In the NSE mathematics specialisation the same course is offered to both the primary and secondary teacher trainees and all students take the FET mathematics teaching methodology course. In English both primary and secondary students take the same course, but the primary and secondary students take their teaching methodology courses separately. In the specialisation students end up with a University II credit, but with this credit they cannot proceed to a University Credit III.

The university moderates all specialisations and the moderation takes place with teacher educators from the disciplines rather than teacher educators in the education faculty. The university cannot provide moderators for the professional studies courses, especially for the junior and senior primary work.

In the student interviews they indicated that they are aware of the varying degrees of difficulty and different amounts of theory and methodology of different subjects, and said they made subject choices based on how they perceived the level of difficulty of the subject. In the Senior Primary phase, students indicate that the science and mathematics was very theoretical and in the content areas were not directly linked to school. Subjects like Computer Studies, Technology & Design are more about how to teach. The subject areas of mathematics and science education and professional studies were about how to teach good mathematics and science. Many areas have common content for the primary and high school students. An interesting curriculum question is the implication of the fact that the different subjects have different degrees of 'difficulty'. Should there be equivalence in terms of difficulty in the different subjects and in terms of depth and scope of what they offer?

In the NSE curriculum the subject specialisations incorporate both content and teaching methodology. In managing the NSE curriculum the teacher educator requires far more skills related to curriculum and curriculum development than the old curricula. No longer can teacher educators be only disciplinary specialists but they must have the skills about devising curricula and integrating subject knowledge with teaching methodology.

In the organisation of the teacher education curriculum Edgewood prides itself that it offers a wide range of choices to the students. This means that many courses at the different levels (junior primary, senior primary, secondary) are offered at the college. There is a concern that this range of choices will not be available at a university. The implication of the incorporation to the university and rationalisation of staff means limited choices for students and a more streamlined curriculum. In the college curriculum offerings in the B. Primary degree there is a separation of the Junior Primary and Senior Primary studies.

The issues about course structure and the requirements of being a teacher educator raise questions about how the NSE curricula would get implemented at a university. The NSE curriculum has many differentiations – four years, three phases, specialisations and methodologies and learning areas. There is the organisational question of how the timetable would accommodate all the subjects choices, there are questions of the skills that the staff need to have to deliver the NSE curriculum, there is the economic question of whether the subjects can be offered in a School of Education (so that there is the integration of content and methodology) and not in their disciplinary departments. With pressures of economies of scale the universities could end up offering subjects in their disciplinary departments and not in the education department.

5.2. Student choices in the curriculum

The following two tables indicates the subject specialisations of the fourth and first year students. Table 8 shows the first and second subject specialisation of the fourth year students who followed a COTEP curriculum. The first specialisation is taken in the first two years of study and the second specialisation is taken in the third and fourth year of study.

Table 8: Fourth year student subject specialisations

Subject	First specialisation	Second specialisation	TOTAL ⁷
English	7 (24%)		7 (24%)
Math	5 (17%)		5 (17%)
Speech and Drama	2 (7%)	1 (3.4%)	3 (10%)
Human Movement Studies	1(3.4%)	4 (14%)	5 (17%)
History	5 (17%)		5 (17%)
Science Education	5 (17%)	2 (7%)	7 (24%)
Geography	1 (3.4%)	3 (10%)	4 (14%)
Music	3 (10%)	1 (3.4%)	4 (14%)
Technology		2 (7%)	2 (7%)
Arts & Culture		5 (17%)	5 (17%)
Computer Education		11 (38%)	11 (38%)

In the Norms and Standards Education curriculum students offer two subject specialisations. The first subject specialisation is offered for four years and the second is taken only in the first year. The subject choices of students in the B Primary 1 degree are indicated below.

⁷ The total indicates the disciplinary base of the teachers who would graduate, at the end of 2000, with a B Primary Education degree.

Table 9: First year student subject specialisations

Subject	First specialisation	Second specialisation	TOTAL
English	22 (33%)		22 (33%)
Math	3 (4%)		3 (4%)
Speech and Drama	7 (10%)		7 (10%)
Geography	3 (4%)	3 (4%)	6 (9%)
Computer Science Education	4 (6%)	6 (9%)	10 (15%)
Natural Science Education	8 (12%)	2 (3%)	10 (15%)
Speech & Drama	6 (9%)	3 (4.5%)	9 (13.5%)
Technology	14 (21%)	16 (23.5%)	30 (44.5%)
Human Movement Science	1 (1.5%)	32(47%)	33 (49%)
History		6 (9%)	6 (9%)

In the COTEP curriculum students specialised in two of eleven subjects. In the NSE curriculum there are ten subject specialisations that are offered by the college. It would seem that all the subject areas requested by students were offered and there was not a strategic plan by the college to offer the subjects with a scarcity of teachers or to encourage students to go into the new learning areas, like technology. Secondly, students in the primary and secondary degrees take classes together for most of the subjects. Thirdly, some of these class sizes are very small and that will mean that courses become very expensive to offer. This clearly has implications for costs and efficiency since very small group sizes must consume a disproportionate amount of the staff time. For a college to operate as an economically viable entity it should lay down a minimum number of students for each course and which courses it wants to offer.

An analysis of the specialisations offered by the students and their matriculation symbol in that subject indicated that students who take English, Physical Science or Mathematics as a specialisation have a range of matriculation symbols ranging from A HG (80-100%) to E HG (40-50%). Although students have come in with a range of matriculation symbols they have successfully reached their fourth year of study which suggests that even though they have come in with low grades, because of the inputs of the programme, they manage to cope successfully with the programme.

5.3. How is the curriculum offered?

According to the final year students and teacher educators, the general profile of the way the curriculum is offered includes: working in small groups; teacher educators may dictate notes; there are often small group discussions; sometimes large group discussion and often practical work; there is sometimes micro-teaching and teacher educators sometimes demonstrate lessons. In the subject specialisations there is more small group teaching though this is understandable given that the class sizes are small. What is surprising though is that the teacher educators still dictate notes. The first year students' expectation of how they would like teaching to be organised showed that most expected small group teaching and they did not expect teacher educators to dictate notes. Most first year students expected observation of lessons in schools and two-thirds of students expected demonstration lessons by teacher educators.

Students in the first year study the six learning areas – this is because all primary school teachers have to be able to teach all the learning areas. To ensure a learning environment which models what happens in the classroom, the first year group is divided into two groups of 36 to study the learning areas. The college decided on these smaller numbers to ensure that there is group work, a more interactive environment and modeling of good lessons. There is a dilemma between economies of scale and modeling the competence to be a teacher.

The picture that emerges is that most lectures are organised in a way that models the kinds of things that schoolteachers do to ensure a quality education. However this leads to an expensive programme and the tension between quality and cost must be resolved.

5.4 Evaluation of the Teacher Education programme

The fourth year students and teacher educators provided evaluative comments about the teacher education programme. The final year students were positive about the teacher education curriculum they had experienced. They indicated that they had been through a programme which provided good training for teacher education, and they had learnt skills that equipped them for teaching. During the four years at college there are opportunities for students to build up resources that they could use in the school. Students were positive about being in an institution where everyone, from the rector to the cleaner, was focussed on teaching and the main focus of the institution was on teacher education. They expressed the concern that a university focuses on a number of issues and that teacher education might get lost amongst the other issues.

Most students indicated that the content for Education, their subject specialisations and teaching practice was useful and of high quality. Most students rated Education as a difficult subject and about two-thirds of the students rated their specialisations as easy. The subjects that students thought were difficult were subjects like Arts and Culture, Human Movement Studies, Music and Mathematics. It is surprising that many of the skills-based subjects were considered difficult. Students had indicated that non-specialist lecturers had been deployed to teach many of the skills subjects and they had experienced difficulties with the content.

Most students indicated that the part of the teacher education programme they found most useful was teaching practice. They enjoyed this part because it was hands-on experience and in teaching practice they were able to apply theory to practice. Teaching Practice is discussed fully in Section 6 of this paper.

The students' evaluation of their teacher educators in education and their subject specialisations were positive: they know their subject well, often link theory with practice, always mark and return students work, are friendly, approachable, caring, fair in assessment tasks, are always on time, provide individual attention and set assessment tasks which link with lecture-room activities. Students were divided in their evaluation of the education teacher educators of whether they encouraged small group work activity, taught theory or emphasised practical work, presented lectures that were easy to understand or lectures that are confusing. The evaluation of the subject specialisation teacher educators indicated that they encouraged small group activity, they emphasised practical work and presented lectures that were easy to understand.

Analysis of Likert items about the effectiveness of training indicated that over 80% of the final year students felt they were well prepared to start their teaching careers, were happy with their choice of going to a college of education rather than a university and felt that their training enabled them to understand Curriculum 2005. Most teacher educators felt that the college courses are well designed to prepare students for school teaching. Although there are positive comments about the college it is interesting to note that about 60% of the fourth year students indicated that they had learnt more from qualified teachers than the training course.

The fourth year students have been trained in an Outcomes-based Education (OBE) framework. With four years of PRESET training they still expressed concerns that the learning outcomes for school teaching are not clearly identified. In their college training, teacher educators in the different subjects have a different understanding of OBE with some teacher educators not being familiar with OBE. Because the teacher educators have not taught in primary classrooms in an OBE system, students feel that they do not know the present situation in the classrooms nor have they experience in implementing an OBE curriculum in the classroom. Hence there is an idealism of the methods taught at college and the practical implementation in the schoolrooms. Students have found that assessment of OBE in the classroom is very difficult. Here we have a situation of students experiencing a well-resourced college, with small numbers of students, intensive interaction between staff and students and students, then going to teach mostly in well-resourced, small class size classrooms. And they still have difficulty with the implementation of an OBE curriculum. What are the implications for other colleges preparing students for less than ideal classroom situations?

The first year and fourth year students rated their confidence level on various indicators. More than 85% of fourth year students indicated confidence on the indicators of subject content, subject methodology, preparing lessons, controlling the class, dealing with individual learners' needs, making teaching/learning aids. Around a quarter of students were not confident in assessing learners work and around 50% were not confident about education theory.

Between 60-70% of first year students displayed were confident on the indicators of controlling the class, making teaching/ learning aids and dealing with individual learners' needs. Less than 40% of the first year students were confident on indicators like subject methodology and content, preparing lessons, assessing learners' work and education theory. About 60% of the first year students indicated that they needed more training to be an effective teacher – so there is still a role for a teacher training programme! About 10% of the students indicated that curriculum choices should be reviewed, with many suggesting that the subjects of music and art be re-introduced into the teacher education curriculum.

5.5 Models of teaching and learning

Analysis of Likert scale items relating to teaching methods indicate that both the first and fourth year teacher trainees and teacher educators had positive attitudes to their models of teaching and learning. Most indicated that learners learn best in small groups, they disagreed with the statement that teachers cannot do much to improve the results of slow learners, and disagreed with the statement that the most important thing a teacher can do is teach learners the facts they need to know. An interesting response was that while almost all the first year students disagreed with the statement that learners learn more from listening to the teacher than from asking questions, only about a quarter of fourth year students agreed with the item.

'Did the experience of teaching disillusion them about student involvement in lessons?' About three-quarters of the students disagreed with the statements that caning was useful and 'it is difficult to maintain discipline without caning'. There were about equal numbers of African, Indian and White final year students and White first year students who held those perceptions.

Fourth year students were more optimistic about the use of new teaching methods in the school and disagreed that they would find it difficult to make teaching and learning aids. The small number of teacher educators who completed the questionnaire (about half of those who teach the primary school curriculum) did not have a very positive picture of the students. About 90% of teacher educators thought that teacher educators cannot do much to improve the academic ability of academically weak students, about half the teacher educators thought that students do not study independently, they prefer to listen to teacher educators than write assignments, and that the students have weak study skills. About 70% of the teacher educators thought that students have difficulty keeping up with college work.

5.6 Assessment

At the college there is both continuous assessment and end of year examinations. Teacher educators used different types of assessment: peer and self-assessment, projects, practical work etc. Teacher educators indicated that different types of assessments are used and that students are given many chances to complete the work successfully.

About half the teacher educators set assessment tasks once a month and about one-third set these tasks once a week. In general assignments are set once a month or once a term. Most teacher educators develop tests on their own and about a quarter often develop tests with other teacher educators in their department. Teacher educators rated the following as contributing most to students not performing well in tests: language level of students (67%); low academic level of students (53%) and lack of time to study the subject (53%). Over 80% of final year students thought that the assessment in education, professional studies, subject specialisations and teaching practice was good or reasonable. In order to improve their performance in the examination most students indicated that they needed more study time. The first year students rated good teaching and good notes as the most important factors that would contribute to passing the examinations.

6 TEACHING PRACTICE

6.1 Organisation

Teaching practice takes place for five weeks each year (1 week in July and 4 weeks in August). In the four years of the degree teacher trainees have 20 weeks of supervised teaching practice. This is more than the supervised teaching practice that students at universities experience. Teacher trainees indicate the area they want to teach in and the area co-ordinator (teacher educator) allocates the school. Students generally choose schools for teaching practice along the racial lines, although some African students have gone to ex-Model C, ex-

Indian and ex-Coloured schools. All teacher educators have to supervise Teaching Practice in suburban and township schools.

The Educational Studies 1 course is designed to prepare first year students for the teaching practice session in July. The course includes micro- and mini-teaching, classroom management and assessment, teaching media and educational technology. In the COTEP curriculum, Teaching Practice was recognised as a course on its own. In the NSE Curriculum Teaching Practice is recognised as an essential feature that should be included in all educator programmes, but there are no competences specifically associated with it. There is also no prescribed period of time for teaching practice to occur. These are to be determined by the provider. Teaching practice is seen as a mode of delivery through which the different roles of educators should be developed and assessed. At Edgewood the fourth year students are on the COTEP curriculum and the first year students on the NSE curriculum. The college has decided that all students will continue with five weeks of teaching practice and there will be a pass/fail credit given for Teaching Practice.

6.2 Evaluation and Expectation of Teaching Practice

The teacher educators and fourth year students evaluated the Teaching Practice component of the teacher education programme and first year students indicated their expectation of teaching practice. The fourth year students rated Teaching Practice as the most useful part of the teacher education curriculum because it provided hands-on experience and they were able to apply theory to practice. About three-quarters of the teacher educators also thought that teaching practice was the most useful part of the teacher education programme for primary teachers.

Analysis of the patterns of teaching and observation of lessons during the previous teaching practice sessions indicate that fourth year students taught between 11-21 lessons per week, (out of a maximum of 24 x 1hour periods), with three-quarters of the students teaching over 15 lessons. Students were observed by college teacher educators between 2 and 5 times (three-quarters being observed either 4 or 5 times) during the 5-week teaching practice session. Class teachers observed all students and these observations ranged from one to five times a week. In addition some students were observed by other class teachers (25%); by the principal (40%) and by other student teachers (30%). About 90% of the teacher trainees observed lessons of class teachers, but the number of lessons observed varied.

The teacher educators who completed the questionnaire indicated that each had assessed between 10 to 25 students and visited between 5 to 14 schools during the teaching practice session. Most first year students expected the college teacher educator to visit them between 1-5 times for the 5-week period. Almost all first year students wanted the schoolteachers to observe them between 1 –5 times a week during the teaching practice period.

There is a wide range in the number of lessons taught by the trainees, observed by the teacher educators, class teachers and others. There is a need for more consistency in the number of lesson observations and what guidance is offered to students during the teaching practice session.

In their school visits all teacher educators observed student teachers teaching both their subject and other subjects. During the teaching practice session all teacher educators

discussed the lessons observed with the trainees at school and gave students written feedback on the lessons observed. Three-quarters of the teacher educators marked lesson plans and two-thirds of the teacher educators discussed lessons observed with the supervising schoolteacher.

Fourth year students rated the support from the class teacher very highly for the school-based training. In addition they rated the discussion with the school-teacher and school visits as very important for the preparation for school-based training. The first year students rated watching experienced teachers as the most important preparation for teaching practice. It is interesting to note that both first and fourth year students saw help from the school and class teacher as more valuable for teaching practice than visits and discussions by college teacher educators. Half the teacher educators agreed that student teachers received valuable guidance from primary school teachers during teaching practice session. However, according to the teacher educators the main source of preparation for teaching practice comes from discussion with teacher educators and doing mini-lessons. Discussion with schoolteachers featured lower on the list of teacher educators and featured first on the list of students.

Teacher educators were not very positive about the organisation for Teaching Practice. Only about half the teacher educators rated the arrangements for selection of schools, support from class teachers, and quality of experience for students, as good. About half the teacher educators thought that the primary schools used for Teaching Practice do not provide good examples of teaching from which students can learn. Students were very positive about the teaching practice experience and about three-quarters of the students thought that the school where they did their teaching practice had enough resources for their work.

The teacher educators were also not very positive about the college's preparation of students to teach. Between half to two-thirds of the teacher educators rated the preparation on the use of teaching aids, teaching skills, subject knowledge, professional attitudes and classroom management as 'very well' or 'well'. Fourth year students thought that teaching practice could be made more valuable by increasing preparation at college, for example if college teacher educators gave more demonstration lessons and provided help in lesson planning. Students also indicated that Teaching Practice could be made more valuable by increasing the time for Teaching Practice, with more observation of lessons. In addition fourth year students wanted preparation on classroom administration. They wanted skills such as marking a register, keeping of a journal, dealing with parents, planning the term's work, and keeping records.

For lesson preparation during the Teaching Practice session most students borrowed textbooks from the college library and from the schools. About half the students indicated that they saw the basic school textbooks at college before using them in school. Students in Technology, Art, Music and English indicated that they had not seen the school texts before going to school. The Edgewood library has a well-stocked collection of books and has created teaching packs for teaching the different topic areas. Students can and do borrow these teaching packs for the teaching practice sessions. The resources in the library are organised so that the students can, over the four years, build up a portfolio of resources for teaching.

Students lamented the fact that Teaching Practice was seen as a discrete and separate part of the curriculum. There was not much preparedness beforehand and there was not much follow-up when students returned from the teaching practice session. Teacher educators also rated the need for follow-up discussions from Teaching Practice at the college highly. They saw preparation at college as a very important way of making the teaching practice experience

more valuable. Most teacher educators agreed that there was very little discussion of the teaching practice experience when students returned to college. Less than one-third of the teacher educators indicated that they discussed the lessons observed at Teaching Practice with students at college.

Students expressed a concern about the assessment of Teaching Practice by teacher educators. They wanted less criticism and more constructive discussion from teacher educators. They wanted to see a less biased way of assessing teaching practice. About 40% of the teacher educators indicated that they used an observation checklist for teaching practice. Students indicated that in the teaching practice evaluations they planned their lessons in accordance with each teacher educator who came along and the preference of the teacher educator. They amusingly related how they knew which teacher educator liked group work, which teacher educator liked lots of teaching aids and a performance, and if the teacher educator who knew mathematics was coming along to evaluate their lessons they would choose an English lesson! This highlights the fact that teaching practice evaluation was a game. Students wanted to see a more coherent, co-ordinated policy for teacher practice evaluation.

In the interviews students also highlighted the disjuncture between the teacher education programme at the college and the realities of the majority of classrooms. One student [Black] indicated that the teaching methods from Edgewood worked well at White schools with less classroom based problems, more resources and different class sizes. When she did her Practice Teaching at a Black school there were other realities to cope with and the Edgewood curriculum had not given her the skills to cope with this reality. One student [White] indicated that she had done her practice teaching at a Black school. This was very different from the experiences at a White school and she felt that all students should also have teaching experience at a Black school. The nature of the different classroom realities raises questions of the curriculum of the Edgewood teacher education programme. Is the teacher education programme designed for a Model C type school or a township school? And is the purpose of the Teaching Practice component to provide a quality education about classroom practices based on good pedagogical content knowledge only or should it be that plus a range of skills to manage the various other dynamics in the classroom and the school.

7. ASPIRATIONS, EXPECTATIONS AND PREPAREDNESS OF STUDENTS

The South African teacher education climate is not very conducive to attracting new recruits to teaching. The students who have registered for teacher education programmes pay fees over four years and are not guaranteed of a job after qualifying. The MUSTER project was interested in why students wanted to study to become a teacher in a climate when there was a poor image of teaching. The responses to the questionnaire item were very refreshing, as these students indicated that they loved teaching, wanted to teach and wanted to contribute to the country by teaching children.

Some students saw the qualification could be useful if they wanted to work overseas. Most students believed that by the time they qualified there would be a demand for teachers. There is a perception among the staff that many of the White students have enrolled for a teaching qualification because they felt that they would get jobs as School Governing Body appointees at ex-White (middle class) schools. Of course these students come from families with higher

financial resources and the issue of jobs are not so critical for them. About 80% of first and final year students hoped that in the future they would be teaching in an urban primary school after they had completed their training. About one-tenth of the students wanted to teach in countries abroad.

The first and fourth year students displayed positive aspirations and expectations towards teaching. Over 95% of both groups indicated that they hoped to bring changes to the school they start teaching in. Most students were aware of the negative perceptions of teachers and teaching by the community, but they were still keen to teach. The students are keen about the activity of teaching, but they did not have positive perceptions about the Department of Education and its commitment to teachers. Students however seem to enjoy teaching students in the classrooms. Most teacher trainees in this sample would probably have had school experiences in ex-White schools and these would have been better resourced and have better learning environments.

8 COST OF THE TEACHER EDUCATION PROGRAMME

Teacher education at the colleges of education is a provincial responsibility (in 2000). There is an affiliation relationship between Edgewood and the University of Natal and the University offers the degree.

The salaries of the staff and the upkeep of the college are the responsibility of the provincial ministry of education. Students pay fees and registration of R5300 to the college and R100 is paid to the University of Natal as administration fee for awarding the degree. For every student that passes the year at Edgewood, the University of Natal receives the subsidy funding from the national department of education.

At the college the provincial department of education provides most of the salary costs. They provide some costs for maintenance of the college but are slowly reducing their involvement. For the most part the building maintenance and gardening services costs are paid from the college fees. The college fees are used to pay for the college running costs (books, stationery, library, and electricity).

Because student numbers have dropped, monies that are being taken in as fees and registration have decreased. The college feels that the department is doing less and less to maintain colleges and the financial situation at the college is dire. All funds collected by Edgewood are retained at the college. The college, with the approval of the Council, can spend these monies in any way. At the moment the college employs a few library and secretarial staff from these budgets. Other colleges in the province do not have the same level of autonomy as Edgewood and must submit the fees collected to the provincial department. If the college wants to buy something (e.g. library books) they then need to apply for permission to the department to buy the books.

The state pays twice for the students at Edgewood. There is the payment from the provincial ministry for the salaries and upkeep of the college and there is a payment from the national ministry for the state subsidy as each student passes each year. The following estimation of costs at the college refers to present costs and not to capital costs.

The salary cost per student works out to around R 27 494 per student and the SAPSE payment per student is R10 000⁸. Therefore the cost of training an Edgewood student per year is the sum of salary costs, fees and the subsidy payment to the University of Natal. This amounts to $R27\,494 + 5400 + 10\,000 = R42\,894$. The estimated cost of training a science student at a university is around R30 000 per year. Therefore the cost of training a graduate at Edgewood is very high.

In looking at the costs at Edgewood it is difficult to comment on the cost per student for the year 2000 and the efficiency of training, because it is an anomalous situation and there are very few students. However an examination of the staff: student ratio indicates that it is much below the national norm. While Edgewood is an efficient training system with high completion rates, the cost of training teachers is very high. The analysis of the cost is of even more concern when we consider that the state spends around R150 000 per person over four years and then there is no mechanism to utilise the person in the state system.

9 KEY ISSUES EMERGING FROM THE DATA

This case study was conducted at a time when teacher education and the college were in a state of transition. While there are many issues that are anomalous at this particular point in time, the anomaly can be useful in highlighting important issues in the development of teacher education programmes in South Africa. Further from this case study we can raise issues that will be important as the as teacher education programmes are incorporated into universities and technikons. I would like to raise the following issues

9.1. *The political economy*

- The data was collected during the time of transition in the college sector. This illuminated the issue that a number of decisions were made because of political considerations. It would be interesting to track how the political tradeoffs affect the quality of the teacher education programme.

9.2. *Provincial plan for teacher education*

- A teacher education programme prepares teachers largely for the state education system. Therefore the decisions about what teacher education programmes are to be offered should be made with education planners in the provincial department of education. This planning must be done on the basis of teacher supply and demand in specific subject areas. As the teacher education programme moves to the university, with its autonomy, an interesting question is how will the university negotiate a planned programme for teacher education in line with provincial requirements.

9.3. *Who become teachers?*

The non-provision of bursaries for teaching by the KwaZuluNatal provincial ministry means that in future who becomes a teacher will be linked to material class issue. In South Africa the class and race issue are closely linked. Without bursaries it could mean that in future it will be mostly White students with access to resources who will be able to afford to become teachers.

⁸ This cost was determined using the figures submitted by the University of Natal to the National Department of Education.

9.4 The teacher educators

- The teacher educators at Edgewood College are mostly White. This means that they have a particular experience base. This has implications for the teacher education programme offered that is preparing students for a range of different school experiences.
- Most of the teacher educators have a high school teaching experience and have not implemented an OBE curriculum in the classroom. The lecturers provided interpretations of the OBE curriculum that were different from each other. This has implications for the quality and credibility of the programme offered.
- To effectively implement the new Norms & Standards for Educators curriculum, teacher educators need to be strong curriculum developers. What are the criteria for the employment of staff to effectively implement the curriculum and what staff development programme (retraining) is offered to the staff?
- What kind of training do teacher educators need in order to train teachers in accordance with the seven roles that teachers are supposed to assume in the school? Edgewood staff spent many hours on staff development internalising the latest curriculum documents. The NSE curriculum means a large amount of work for staff to design the learning programmes for student.

9.5 Organisational structure

- What kind of organisational structure will support the effective delivery of the NSE curriculum? The philosophy of the NSE curriculum is one of integration, and traditionally teacher training organisations have been organised by departments.
- What kind of organisation/ institution will support a teacher education programme that encompasses the principles of NSE, offers enough curriculum choices and is cost-effective? The viability of a teacher education programme at an institution means negotiating the issues of quality and costs. This may mean having a large number of teacher trainees in a single institution to achieve the goals of an NSE curriculum in a cost-effective manner.
- The schooling system is divided into the Further Education and Training and the General Education and Training phases. Within the GET there are the foundational, intermediate and senior phases. The offering of Bachelor of Primary and Bachelor of Secondary Education does not seem a good template with the new division of the school system into different phases. How are qualifications to be offered so those teachers are suitably trained for the different phases?
- With teacher education programmes becoming part of the higher education system, there is a danger that the university will respond better to the needs of the senior phase of GET and the FET phase.
- In the senior phase of GET and in the FET phase there is a strong emphasis on disciplinary knowledge and universities will be able to offer that. But the emphasis in the foundational and intermediate phases are different – what kind of teacher programme needs to be devised to train teachers for these phases?

9.6. Curriculum

- The college offers a curriculum, which models the competences required to be a teacher. This requires small class sizes and is therefore an expensive programme to implement.
- What type of school does the college prepare students for? Does the national curriculum support students to teach in different environments? The old system of education coped with diversity in unacceptable ways. How is the new system of teacher education coping with the diversification of interests?

9.7. Teaching practice

- There is a need for the teacher education organisation to have a teaching practice policy (in terms of number of lessons to teach, which will be observed, what is expected of students during teaching practice) that is communicated to all staff, students and participating schools.
- Teaching practice needs to be integrated with other activities in the college and should not be seen as an isolated activity from other offerings on the teacher education programme.
- All the evidence points to the important role that the schoolteacher plays during teaching practice. How will the teacher education institution enhance the role that the schoolteacher plays during teaching practice?
- Which schools should teaching practice be done in? Should it be in schools which provide examples of good classroom practice or an average South African school with all its problems?

9.8 Cost of the teacher education programme

- While there is no doubt about the quality of the programmes there is a concern about the cost to achieve this quality. The cost of the teacher education programme at Edgewood College of Education is very expensive. This is not sustainable.
- The state has paid a large sum of money to train teachers but the state does not utilise the resource.

9.9. Outcomes-based Education

- The students who had OBE PRESET training found it difficult to implement the OBE curriculum in the schools. Each teacher educator has a different understanding of OBE and gives students different messages. If this group of students, who went to a well-resourced college, mostly went through good schooling, and had teacher educators who are qualified though giving mixed messages, have difficulties implementing an OBE curriculum, what is the situation in the other colleges?

10 CONCLUDING COMMENTS

The Edgewood College of Education Teacher Education programme of face-to-face interaction is successful in that the pass rates and throughput rates are high. The programme operates from a well-resourced and supportive learning environment with very good facilities and resources. All parts work to enhance the teacher education programme. However this programme is very costly.

With the incorporation of the colleges into universities and technicons, there will be many programmes which will offer teacher education in a face-to-face manner. This will mean changes at the level of the organisation, curriculum, staff and students. The issues raised in Section 9 of this paper could be useful in developing and designing the teacher education programmes.

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Appendix A: Student Enrolments

	1 st year	2 nd year	3 rd year	4 th year
B PRIM				
2000	72	55	37	30 (88%)
1999	62	43	32	37 (80%)
1998	52	32	37	37 (84%)
1997	34	43	<u>38</u>	42
1996	46	<u>42</u>	44	30
1995	<u>44</u>			-
Dip in Prim				
2000	19	-	-	-
1999			74 (97%)	77 (49%)
1998		78	157 (107%)	125 (62%)
1997	72	<u>159</u>	202 (79%)	95 (65%)
1996	<u>146</u>	212	147	100
1995	256	-	-	-

Bold figures show crude throughputs. For example if a 46 students started a B Prim degree in 1996, there were 43 in 1997, 37 in 1998 and 37 in 1999. This meant that the crude throughput from 1996 to 1999 was 80%.

Appendix B: Qualifications Of The Academic Staff

Dip in Education	First degree	Second Degree	Masters degree	Doctoral degree
8	7	18	15	6
15%	13%	33%	28%	11%

Appendix C -Resources

The Art Department includes a ceramics room with 4 pottery wheels and 3 kilns. It also has the necessary equipment for wire sculpture, metal sculpture, woodcarving, textiles, print making and painting. The Human Movement Department has 2 well-equipped gymnasias, a swimming pool, tennis courts, netball, rugby, hockey and soccer fields. It also has the equipment necessary for first aid training. The Drama Department uses a well-equipped studio to stage productions and has built up a collection of props and costumes. Two needlework rooms are equipped with sewing machines and sewing equipment.

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