CREATING A CULTURE OF EFFECTIVE LEARNING THROUGH INVITATIONAL EDUCATION: A DEVELOPMENT PROGRAM FOR TEACHERS

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CREATING A CULTURE OF EFFECTIVE LEARNING THROUGH INVITATIONAL EDUCATION: A DEVELOPMENT PROGRAM FOR TEACHERS

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DECLARATION

I declare that the thesis hereby submitted by me for the Ph.D. degree at the University of the Orange Free State is my own independent work and has not previously been submitted by me at another university/faculty. I further cede copyright of the thesis in favour of the University of the Orange Free State.

Swanepoel

Z.I.SWANEPOEL

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OPSOMMING

Suid-Afrika het verskeie verandering ondergaan sedert 1991. Onderwys was geen uitsondering nie. Verandering bring ongelukkig onsekerheid mee, wat presies is wat die onderwys-owerhede ervaar het by aanskoue van die swak matriek-uitslae. Sedert verskeie staat-gesubsidieerde skole hul deure oopgemaak het vir alle bevolkingsgroepe is elke jaar se matriek-uitslae meer kommerwekkend as die vorige. In 1997 is 'n taakgroep aangewys om die saak indringend te ondersoek. Wat is die oorsaak vir die ineenstorting van 'n kultuur van leer en onderrig?

Alle betrokkenes blyk skuldig te wees! Leerders, onderwysers, hoofde, ouers, beheerrade and owerhede moet gesamentlik verantwoordelikheid aanvaar vir die gebrek aan 'n kultuur van leer en onderrig. In 'n poging om die situasie te verbeter, moet die owerhede nie net kyk na 'n beter onderwyser-leerder verhouding nie, maar ook onderwysers oplei wat meer sensitief is vir die behoeftes van die leerders. Hierdie behoeftes wissel van (sosiale) klasseverskille tot individuele kognitiewe vermoëns. Onderwysers behoort opgelei te word om hulle eie potensiaal te ontwikkel. Op hierdie wyse kan hulle meer vriendelik en toeganklik wees vir leerders se behoeftes. Al hierdie faktore sal lei tot die daarstelling van 'n meer positiewe leeromgewing wat beter leer sal fasiliteer.

Die beginsels van Uitnodigende onderwys dek die tafel vir die daarstelling van 'n uitnodigende leeromgewing waar leerders as waardevol, verantwoordelik en bekwaam beskou word. Onderwysers se gedrag moet daarop gemik wees om

uitnodigend van aard te wees. Hierdeur sal hulle vir die leerders wys dat hulle optimisties en doelgerig is ten opsigte van hul roeping as onderwysers. Deur uitnodigende gedrag, sal leerders se selfvertroue toeneem. Deur leerders trots op hulle self en spesiaal te laat voel, word leerders gemotiveer om hul potensiaal te bereik. Konflik word op konstruktiewe wyse hanteer. Selfs programme en beleidsdokumente word met inagneming van die leerders se behoeftes, sowel as die beginsels van Uitnodigende onderwys, ontwerp. Deur middel van empiriese ondersoek is faktore wat effektiewe leer beïnvloed, nagevors. Hierdie faktore hou verband met die leerder, die onderwyser asook die leerproses.

Die wetlike asook opvoedkundige vereistes vir 'n opleidingsprogram is ondersoek. Die vereistes wat die Nasionale Kwalifikasie Raamwerk vir die registrasie van 'n kwalifikasie daarstel is bespreek, asook die nuwe voorgestelde onderwysmodel, naamlik Uitkoms-gebasseerde Leer. 'n Sintese is gemaak tussen die beginsels wat beide Uitnodigende onderwys en Uitkoms-gebasserde leer daarstel. Die sintese dui daarop dat Uitnodigende onderwys 'n ideale benadering tot onderwys is wat goed inskakel by die nuut voorgestelde onderwysmodel.

Laastens is 'n program opgestel wat gebruik kan word in die opleiding van onderwysers in die Uitnodigende benadering, wat uiteindelik effektiewe leer kan fasiliteer.

=== SUMMARY ======

South Africa has been going through various changes since 1991. Education was no exception. Unfortunately, change also brings about uncertainties, which is exactly what the poor matric results brought to the minds of educators. Since many state-aided schools opened their doors to disadvantaged learners, poor matric results prevailed year after year. In 1997 a task-group was set up to examine the situation and find reasons for the complete collapse of a culture of learning and teaching.

All stake-holders are responsible for the collapse of the culture of learning and teaching. Learners, teachers, parents, principal, governing bodies as well as departmental officials should accept joint responsibility for the present situation. In order to restore the culture of learning and teaching the Department of Education should not only try to improve the teacher-learner ratio, but should train teachers to become sensitive to the individual needs of learners, whether it may be social class differences or their individual cognitive abilities. Teachers should be guided towards developing their own potential in order to be optimistic, friendly and open to the needs of learners and the educative process. All of these mentioned factors would then lead to the creation of an inviting, positive learning environment which is conducive to facilitate effective learning.

The principles of Invitational Education sets the scene for creating an inviting learning atmosphere through viewing learners as able, responsible and valuable. Teachers' behaviour is aimed at being intentionally inviting. Through this stance, they show their optimism and affirmative attitude towards teaching which in return brings forth more positive attitudes from the learners. Building learners

self-confidence by making them feel special and proud, motivate them to reaching their full potential. Conflict is resolved in a constructive manner and policies and programmes are tailored to the learners' needs and to the principles of Invitational education. Through empirical investigation factors are identified which might influence effective learning. Factors relating to the learner, teacher and learning process were identified and analysed.

The legal and educational requirements for a training programme was examined. The requirements of the National Qualifications Framework for the registration of units and qualifications were explored as well as Outcomes-based Education as proposed educational model in South Africa. A synthesis is proposed between principles of Outcomes-based Education and Invitational education in order to show that the invitational approach to teaching fits in well with the new educational model.

Finally, a programme is structured according to which teachers in South Africa could be trained in the principles of Invitational Education in order to facilitate effective learning.

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ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Political initiatives and demographic trends in South Africa have since 1991 influenced the change in the structure of education. This implies that legal constraints have been removed, since many state-aided schools opened their doors to pupils from disadvantaged backgrounds. In 1992, 7 923 pupils from other races were admitted and in 1993 there were approximately 85 000 learners in these schools (Du Toit,1995:213). In 1995, the Gauteng province alone, had more than 80 000 pupils from previously disadvantaged groups enrolled in Model C schools (Edusource,1995a:9). It has been stated by Meyer (1996:2) that education reforms succeed or fail at classroom level. Currently at the end of 1999, this seems to be the case since the education system in South Africa experiences serious problems.

If one considers the matric end results of 1997 (this was when the authorities became aware of the serious problems regarding the success-rate at schools in South Africa) and then again the results of 1999 (two years later), the following shocking pass-rates prevail:

In the Free State Province only 42,3% of 41 673 matrics passed the final exams in 1997, opposed to the 51,1% in 1996 (Die Volksblad , 5 Jan.1998:1). Only 42,1% of matric pupils passed at the end of 1999 (Die Volksblad, 29 Dec.1999:2). The results of the rest of the provinces are as follows:

TABLE 1.1: MATRIC RESULTS 1997/1999

PROVINCE	1997 PASS RATE	% LOWER THAN 1996	1999 PASS RATE
EASTERN CAPE	46%	3.7%	47,3%
NORTHERN CAPE	63,7%	9,2%	64,3%
NORTHERN PROVINCE	31,8%	5,2%	48,3%
NORTH WEST	50%	16%	52%
WESTERN CAPE	76,3%	4,1%	76,9%
GAUTENG	51,5%	4,1%	57,1%
KWAZULU-NATAL	54%	7%	51%

Source: Die Volksblad, 29 Dec. 1999:2

These results are poor, but even more distressful are the implications of these matric final exam results. According to Die Volksblad (6 Jan.1998:1), the 90 000 failing pupils will need 2 457 additional classrooms, when calculating 35 pupils per class. This implies 80 additional schools and an additional 2 000 teachers. This is something that South African education cannot afford at present. In the Free State Province in 1999, three out of 300 schools had a 100% failure rate, while in 20 schools less than 10% of the candidates passed and in 54 schools less than 20% passed and 94 schools had a less than 50% pass (Die Volksblad, 29 Dec. 1999 : 2).

The question which immediately arises, is: what could be the possible reasons for the current situation? Reasons given by education leaders (Die Volksblad, 6 Jan. 1998:1), as well as other researchers (Nxumalo,1993:55; Smith & Pacheco,1996:158; Klopper,1996:12), are insecurity of teachers with regard to their jobs, lack of books and the absence of a culture of teaching and learning.

These opinions are confirmed by Jonathan Paton, previous head of English Methodology at the University of the Witwatersrand (Rapport, 11 Jan. 1998:6). He adds to these reasons : teachers who do not respect timetables and sillabi, teachers who spend more time outside classrooms than inside, unmotivated pupils who walk long distances to school and reach school late only to leave early. Prof. Trumpelmann from Rand Afrikaans University (Rapport, 11 Jan. 1998:1) argues that the present poor results of matriculants can be attributed to the lack of basic elements – from lack of books to poor administration and problems with teachers. Prof. Colin Bundy, Rector of the University of the Witwatersrand and Prof. Tamsanqa Kabule in Gauteng, share the concern that teachers need re-education. People have to realise that the biggest problem is the teachers. They need to create a teaching culture, even more than a learning culture. The teachers still stick to the "struggle era" and keep their rebellious attitude (Rapport, 11 Jan. 1998:6). Mr. Papi Kgnare, Member of Parliament, indicated the poor 1999 results were due to the teachers' strike which occurred during the same year. Prof. Johan Beckman of the University of Pretoria, blames poor management in the schools, teachers' unprofessional behaviour and high absenteeism (Die Volksblad, 29 Dec. 1999:1).

Adding to the above-mentioned, Meyer (1996:3) identified the following factors causing a decline of quality in large parts of the South African education system:

o   Unequal allocation of resources.

o   Stratification of schools (separate schools according to race, gender, religion).

o   Politicisation of schools.

o   Leadership, management and school governance styles.

.o   Resistance to change.

o   Climate of the school (hidden curriculum, subtle exclusion).

o   Institutions not having the ability to change (resources, skills, knowledge).

o   Extra curricular activities (balance between Euro-centric and Afro-centric approach to sport and cultural activities).

A challenge thus faces post-election South African society and specifically education to attempt to solve these problems, and also to address the above-mentioned issues. The White Paper on Education and Training (1995) defines education and training as a basic human right. It also suggests a need to protect and advance these rights, so that all the citizens, irrespective of race, class, gender, creed, disability or age have the opportunity to develop their capacities and potential to enable them to make their full contribution to society. To achieve this, the White paper emphasises that the education system must increasingly open access to education and training opportunity of good quality, to all children, youth and adults (Maja, 1997:1).

1.2 STATEMENT OF THE PROBLEM

The Human Sciences Research Council (HSRC) launched a project in 1997 that was inspired by the vision of the White Paper on Education and Training (1995) to focus on learning and the different fragments of the learning context and to attempt to ascertain what this learning entails. And also, what within an environment would enable learning to take place, what conditions are necessary for such learning to take place, what processes are necessary to enhance such learning, and what outcomes might ensure that learning has taken place. Thus, central to these questions is how to ensure that the enabling conditions for successful learning environments become the norm.

The detail of the HSRC project, the observations which were made and the findings of the project will be dealt with in chapter four of this research. It is however at this stage necessary to mention a few of the findings that referred to the teachers as "successful, and thus enhancing effective learning". Some of these findings were:

o The key to building positive and realistic self-images in pupils lies largely in what the teacher believes about him/herself and his/her students. These

beliefs not only determine the teacher's behaviour, but are transmitted to the pupils and also influence their performance.

o Teachers realised that every child wants to be known as a unique person and that by holding the pupil in esteem, the teacher is establishing a learning climate that facilitates growth.

o The successful teachers conveyed their expectations and confidence that the students could accomplish work, were able to learn and that they were competent individuals.

o The teachers also communicated with their pupils on different matters, private, as well as matters relating to the school.

o Positive reinforcement of pupils was part of these teachers' approach throughout (Du Plooy & Swanepoel,1997:4-8).

The question which arose from these above-mentioned findings, is which educational model encompasses some, or all of these factors that are common amongst teachers who successfully facilitate learning? Research seemed to indicate towards Invitational Education, which as a theory of practice is commended by the majority of those who have adopted and put the theory into practice as a solution to some of the problems of modern-day education (Kok, 1992:87).

Invitational Education is based upon the self-concept theory of Purkey. Not many School of Thought in psychology contradict this theory, and Kok (1992:87,89) goes further in identifying six invitational actions of intervention:

o Involvement in assignments
o Conversations

o   Showing, or expression of appreciation

o   Rewarding

o   Remediation

o   Taking of sustained interest in the person

From the above, similarities in the findings of the project of the HSRC, regarding successful teachers facilitating effective learning, and the interventions of the Invitational Education Model, seem evident. This seemed sufficient evidence to proceed to a critical investigation into the phenomenon of Invitational Education as a possible solution to the current educational crisis in South Africa.

By assigning to education an invitational character, it may receive the recognition in the community it deserves. The invitation to explore the full potential of a pupil would thus not only benefit the pupil, but would also be to the advantage of the broader community, which lacks educated manpower. It seems that establishing of an invitational classroom where all those involved could respect, understand trust and support one another, could only be a positive step in a climate that is characterised by fear and uncertainty. This is endorsed by the The White Paper of Education and Training (1995:3) mentions the following: Motivating learners by providing them with positive learning experiences, affirming their worth and demonstrating respect for their various languages, cultures and personal circumstances, is a prerequisite for all forms of learning and development. This should be combined with the regular acknowledgement of learners' achievements at all levels of education and training and the development of their ability and will to work, both co-operatively and independently.

Thus, a problem that seems evident, is that South Africa lacks a culture of teaching and learning as teachers are not adequately trained in strategies to facilitate a climate where effective learning could take place.

From the above-mentioned problem statement, the following questions arise:

o   What entails effective learning?

o What are the fundamentals of Invitational Education?

o What are the criteria for a training program for teachers in the new South African context, according to the National Qualifications Framework?

o What would a program look like which is directed at the training of teachers in the necessary skills to create a culture of learning and teaching and facilitate effective learning?

1.3 GOALS OF THE STUDY

Deriving from the statement of the problem, the goal of this study would be to create a development program for teachers which would equip them with the skills to facilitate effective learning through the model of Invitational Education.

The specific aims of the study would then be the following:

o To determine the fundamental characteristics of effective learning.

o To provide an exposition of the principles of Invitational Education.

o To stipulate the criteria of a development program for teachers, according to the National Qualifications Framework.

o To develop a program for teachers which would equip them with the necessary skills to facilitate a climate that would enhance effective learning.

1.4 METHOD OF RESEARCH

Research is defined as a process of systematically collecting and logically analysing information for a particular purpose (McMillan & Schumacher,1993:8). Marshall and Rossman (1989:21) point out that, for the social scientist, "research is a process of trying to gain better understanding of the complexity of human interactions". Through systematic means, the researcher gathers information about those interactions, reflects on their meaning, arrives at and evaluates conclusions, and eventually puts forward an interpretation of those interactions. This research product aims to produce knowledge regarding factors influencing

effective learning and teaching, as well as possible models in education through which this process could be facilitated. The following methods will be applied in this thesis to accrue the information:

1.4.1 Literature study

A literature study of appropriate primary and secondary sources containing authoritative publications, books, journals, newspapers and research reports will be conducted to gather relevant information on:

o   factors determining a climate which facilitates effective learning;

o   Invitational Education as a phenomena in which effective learning and teaching could take place;

o   legislative and educational criteria to which a training program . for teachers should adhere, according to the National Qualifications Framework; and

o   a program to train teachers according to the principles of Invitational Education.

1.4.2 Empirical Investigation

Because "effective teaching" is a sensitive issue for most teachers and principals in schools, qualitative methods seem to be appropriate to "get under the skin" (Duff, 1992:87) of the participants.

1.4.2.1   Qualitative method

A full report on the project "access to learning," initiated by the HSRC, and conducted by the researcher and another field worker, will be given. The background and results of the broader project will first be reported. Because the full report covered a vast amount of factors relating to "access to learning", the results of the wider project will be viewed as a

data base from which only those factors relevant to this study will be selected.

Data was collected from three primary sources, namely

o   semi-structured interviews with the teachers by means of interview schedules; and

o   observations made in the classrooms.

1.4.2.2   *Survey*

In this study, a survey was conducted by means of a questionnaire which was completed by the principal or head of department of each of the targeted schools.

1.5   DELIMITATION OF THE FIELD OF STUDY

The study will provide a critical investigation into Invitational Education as basis for effective learning and teaching.

The study will be directed at new teachers in training, as well as present teachers who had inadequate training and would benefit from a program which would enable them to further themselves to the level of teaching where they could enhance a culture of learning.

For the research project in conjunction with the HSRC, the research was initiated in order to determine the aspects within an environment that would allow for effective learning to take place. Research was done at six pre-selected schools in four of the nine provinces in South Africa. The schools were selected according to the needs-register in three categories, namely; highly resourced schools, moderately and poorly resourced schools. The researcher of this study

was one of the field workers in the Free State region, and also one of the two researchers that completed a full report on the study done in the Free State.

The proposed study is in the field of Psychology of Education, since Invitational Education is based upon psychological principles of acceptance, respect and development of human potential. These principles are then applied to the territory of education, with specific reference to the training of teachers. In addition to the field of Psychology of Education, the study also touches on some applicable aspects (eg. The management role of the principal and legal requirements of learning programmes) of Education Management.

1.6   EXPOSITION OF THE STUDY

The study will be presented as follows:

Chapter one deals with the introduction, statement of the problem, as well as the method of research.

Chapter two will focus upon the fundamentals of effective learning and teaching.

In Chapter three a critical investigation into Invitational Education will be conducted.

Chapter four will entail the full report of the empirical study that formed part of the research project done in collaboration with the HSRC.

Chapter five will deal with the legislative and educational criteria of a teacher's training programme according to the National Qualification Framework.

Chapter six will propose a program for the training of teachers in the interventions of Invitational Education.

Chapter seven will entail a summary, conclusions as well as recommendations.

1.7 CONCLUSION

This chapter has provided evidence of the need for research into factors influencing effective learning and teaching – an issue which seems to receive attention yearly when the matric results come out. Attention was focussed not only on *what* will be investigated and *why* it will be investigated, but also on *ways in which* the investigation will be conducted. The parameters within the research project were drawn, and the following chapters will attempt to pose answers to the problems highlighted in this chapter.

In chapter two attention will be focused upon the fundamentals of effective learning and teaching.

CREATING A CULTURE OF TEACHING AND LEARNING

2.1 INTRODUCTION

To suggest that for schools to do more of what they have always done, is to prepare learners for a world which is rapidly disappearing. "If you always do what you have always done, you will always get what you have always got" (Stoll & Fink, 1996:118). Until currently political, social and economic conditions had a profound impact on the development of education in South Africa. Educators however came to realise that it is unacceptable for societies to limit the purpose of education to those learnings which meet the agenda of political and economic élites (Mashile & Mellett, 1996:223; Stoll & Fink, 1996:118). Educators should therefore try to ensure that reform efforts are consistent with our best knowledge about teaching and learning and their best insights into their people's needs in a postmodern age.

A significant ongoing challenge for teachers is the necessity to move from a teaching-learning paradigm or model, which has served many teachers and learners, to a different conception that is compatible with the emerging issues of the new millennium. Just as society had its social order and the economy divided people into managers and workers, schools too became agencies to sort people into their appropriate places in the social and economic worlds according to their intelligence. This led to school systems, which in the words of Purkey and Novak (1984:11), "labeled, libeled, sorted and grouped" children. The nature of what learners are expected to learn, that is getting the correct answer, seems more important than understanding the concepts behind the problem. This leads to a student learning at a surface level, from

which he rarely gains the real understanding which comes through contextualised learning (Gardner, 1985:119; Entwistle, 1985:374).

Before focussing on the way in which and where "real understanding" takes place, learning as a concept needs to be defined.

2.2 DEFINING LEARNING

The concern for learning focuses on the way in which people acquire new knowledge and skills, as well as on modification of existing knowledge and skills. General agreement appears between behavioural and cognitive conceptions. Gagné (1977:3) indicates that the change in human dispositions or capabilities which persist over a period of time, is not simply ascribable to processes of growth, but to learning. Hiemstra (1991:8) suggests that learning is more than just the accumulation of new knowledge, added on to existing knowledge; it is a process where many basic values and assumptions by which we operate are changed through our learning process.

Common to these definitions is change. According to the Longman Dictionary (Goldenson, 1984:54) and Kimble (1961:2), learning is defined as a more or less permanent change in behaviour which occurs as a result of practice. Psychologists generally agree with this in saying that learning brings about a more or less permanent change in behaviour which results from activity, observation or training (Shuell 1988:278).

Other authors (Behr, 1988:45; Withers, 1994:185) go even further by saying that the improvement in behaviour must be cumulative, and it forms an important feature of learning. This learning involves the acquisition of skills, knowledge and retention. Weinstein (1989:55) add to the definition of learning as a change in behaviour by saying that learning not only involves affective and motor activities, but also cognitive change.

These definitions emphasise the end result of learning, namely the behaviour that is manifested after the learning has taken place. New patterns of behaviour are learnt as a means of attaining goals. Stoll and Fink (1996:120) seems to be correct in saying that learning at all levels involves sustained performances of thought and collaborative interactions of multiple minds and tools as much as individual possession of information.

The outcomes-based approach regards learning as the process in which learners gain knowledge, skills and attitudes which they must be able to demonstrate through applying this knowledge, skills and attitudes in real-life situations (Lubisi, Parker & Wedekind,1998:24)

It is also possible to approach learning from a biological starting point and to take note of the different viewpoints of the different learning theorists on process-information, memory and retention processes. For the purpose of this study, however, attention will be focused on what is expected from learners as they leave school to enter into the broader society, and the way in which this goal is attained.

2.3 LEARNING OUTCOMES

In the past, a curriculum was defined in terms of what teachers wanted to cover and not what learners were expected to learn. Teachers alone were accountable to address the learning of all the learners (Stoll & Fink, 1996:122).

This posed a problem for employers. According to the Conference Board of Canada (Stoll & Fink, 1996:121) a cursory analysis of present educational practices suggests that schools are out of step with the needs of the larger society in the nineties and learners have to be prepared for changing employability needs.

The traditional school paradigm came to mean the imparting of "approved" knowledge through government guidelines, state authorised textbooks and standardised tests. Since learners are the inputs in the educative process, the teacher's job is to mould them in accordance with specifications (courses, hours, texts, tests) designed by educational experts to achieve the proper outputs measured by test scores (Stoll & Fink, 1996:119).

A new paradigm views the development of the learner towards somebody who is equipped with conventional skills, which include critical thinking, problem solving and technological literacy. Basic skills also include personal management skills such as positive attitudes, responsibility and adaptability (Stoll & Fink, 1996:121). This is more in line with the needs of employers in the bigger society.

Compatibility with the needs of individuals to develop as fully functioning human beings is particularly appealing about this new paradigm. This is accentuated by Purkey (1992:48) who regard a democratic society as ethically committed to seeing all people as able, valuable and responsible; to valuing cooperation and collaboration; to viewing process as product in the making; and to develop the untapped possibilities in all worthwhile areas of human endeavour.

As educators, the immediate need arises for a model which would form the basis for the development of outcomes (skills). Drake (Stoll & Fink, 1996:122) provides such a model. Based on Spady's (Spady, 1994:122) "demonstration mountain", Drake identifies three types of outcomes. At the top of the mountain are the "being" outcomes: being tolerant, being daring, being responsible. In the middle, the "doing" level, are the cross-disciplinary or interdisciplinary outcomes such as critical thinking, problem solving, utilising technology and communicating effectively. At the base are "knowing" aspects of learning found in subject disciplines. It is easier to access the base, more difficult to measure the "doing" level; and exceedingly difficult to

determine the "being" level. It is therefore tempting to ignore the middle and the top and focus only on the knowing level. Drake's advice to teachers is to focus up but design down (Stoll & Fink, 1996:123). Only then would it in any way be possible to develop the full potential of the child. The similarity between Drake's model and the already mentioned Outcomes-based approach (OBE) is evident since Drake's "being", "doing" and "knowing" aspects are synonymous with OBE's "attitudes", "skills" and "knowledge" terminology. A detailed discussion of the Outcomes-based approach will be presented in Chapter 5.

Drake's model, as well as that of the Outcomes-based approach, leads the way to what it is that should take place in the classroom in order to facilitate effective learning. It appears that before focusing on the learner, the teacher and the learning process which takes place in the classroom, the pre-requisites for all of the above-mentioned is a culture of teaching and learning.

2.4   A CULTURE OF TEACHING AND LEARNING

The Gauteng Committee on the Culture of Learning and Teaching (CCOLT) was established by the Gauteng MEC for Education, Mary Metcalfe, in early 1995. At that stage it was apparent that many schools in Gauteng (currently in all the provinces) appeared to have broken down. This phenomenon was referred to as the "collapse of a culture of learning and teaching". Attendance was sporadic, the principals had given up attending to the problems of the school, teachers lost their desire to teach and there were tension between rival organisations and all elements of the school community, thus a complete degraded status of education (Chisholm & Vally, 1996:1; Pager, 1996:7). This decline of the learning environment is part of the history of education in South African schools. Active political discrimination as well as the more indirect effects of economic discrimination, caused students and teachers to lose faith in the value and legitimacy of the

education system. Instead of serving as places of learning, schools became sites of resistance and opposition to state repression, as part of the political struggle which proceeded until 27 April 1994 (Pager, 1996:28; Klopper, 1996:12; Nxumalo, 1993:55; Van Eeden, 1997:38).

The question arises: What would the restoring of a "culture of learning" imply? Mary Metcalfe (Chisholm & Vally, 1996:3) indicates that the aim of the new "culture of learning and teaching" is to foster creative, critical and independent thinkers with skills and competencies that are transferable, as well as attitudes and values that are compatible with the ongoing transformation of society. It aims to develop new social relationships in schools founded on new forms of discipline, commitment and accountability.

"Culture of learning" is the way in which school governing bodies and parent-teacher and student associations devote their attention to the process of learning. This is further characterised by the learning programme that consists of courses or units of learning, that is, learning materials combined with methodology, through which learners can achieve agreed-upon learning outcomes (Clarke, 1997:1). A good "culture of learning" should provide opportunities for learners regardless of age, circumstances, gender and level of education and training (Clarke, 1997:5).

"Culture of learning" further presupposes that teachers accept responsibility for teaching and co-responsibility for the learning of the youth of the community for which they are accountable (Clarke, 1997:6). The implications are that the teachers should collectively discover their responsibility to construct and defend a climate of safety and tolerance in schools, as a basic condition for the maintenance of orderliness which is necessary for systematic learning to take place. This can be attained through encouragement and support from the community and the parents. Parents are partners in education and must give whatever is necessary to ensure that

schools provide good education, and that they function properly in order to create a positive culture of learning and teaching.

Since the "culture of learning" has disintegrated in South Africa, it seems relevant to identify possible factors causing this collapse.

2.5 CAUSES OF THE COLLAPSE OF THE CULTURE OF TEACHING AND LEARNING IN SOUTH AFRICA

When contemplating the "collapse of a culture of teaching and learning", the absence of school-going habits and values, a set of anti-academic and destructive attitudes and behaviour and a loss of faith in the benefits of education, come to mind. According to various researchers (Chisholm & Vally, 1996:1; Pager, 1996:7-82; Smith & Pacheco, 1996:158; Klopper, 1996:12-15 and Nxumalo, 1993:55-60), it appears that the causes for such a collapse can be grouped into five categories:

o infrastructure;
o discipline;
o relationships between principals, students and teachers;
o leadership, management and administration; and
o education department.

2.5.1 Infrastructure: School buildings, facilities and resources

According to Nxumalo (1993:55) material deprivation appears to be a major course of the disintegration of learning in South African schools. The student respondents in his study identified problems such as the lack or shortage of resources such as textbooks, desks, windows, electricity, laboratory equipment, libraries and sports facilities. This is confirmed by Klopper (1996:12) who adds that the lack of proper facilities is "frightening", whilst

Mashile and Mellett (1996:223) relate the high failure rates to schools that are dirty, defaced and looted by the very same students they are meant for. Not only students, but also teachers regard "equalisation of resources" as the top priority in education (Pager, 1996:51), and identify the lack of facilities as a major impediment to the culture of learning. Chisholm and Vally (1996:13) add to this argument by saying that structural improvements and the provision of facilities and equipment to schools remain an important element in the establishment of a culture of learning and teaching in schools. Adequate and decent facilities do create a positive environment, affect the working conditions of staff and influence the learning environment.

The fact that infrastructural improvements do make a difference was evident from the impact of the Department School Renovation programme, which commenced in two Soweto schools, and in "minor improvements" such as the building of school fences. Whether schools were dilapidated or sound, modern constructions, all had common infrastructural concerns. These, according to Chisholm and Vally (1996:13) and Nxumalo (1993:57), included the provision of:

o electricity
o water
o decent ablution blocks with functioning sewerage systems
o telephones
o security fences
o photocopiers
o text books
o well-stocked libraries
o furniture
o the repair of broken windows
o laboratories
o classroom space

Recommendations made by researchers Chisholm and Vally (1996:16-22) and Nxumalo (1993:57), to address the infrastructure problems are the following:

Either the department can provide improved facilities, or schools can raise funds for this purpose. Districts, in collaboration with schools, could also conduct an audit of the various resources of their schools and plan the sharing and exchange of resources within the district. A cluster arrangement with other better resourced schools in the area or other areas might also be a useful innovation.

2.5.2 Discipline

A complete lack of discipline on the part of teachers and students, as well as lack of teacher motivation are main concerns at the majority of schools. As students who responded in research done by Nxumalo (1993:55) put it: "teachers are poor or even bad role models as they are openly undisciplined or even corrupt in schools". It seems that teachers do not have knowledge of what a culture of teaching and learning might entail, having spent their entire lives in disrupted schools (Chisholm & Vally, 1996:31; Pager, 1996:7; Smith & Pacheco, 1996:159).

The following unfortunate situations currently still prevail at most schools:

o   absenteeism or irregular attendance - some students and teachers simply stand outside the classroom, talking, playing dice and cards and smoking;

o   late-coming of teachers and students still seems to be a major concern;

o   vandalism, gangsterism, rape and drug abuse at schools. Both teachers and students even come to school intoxicated or teachers leave school early to join students for heavy bouts of drinking; and

o   dropping out due to pregnancy, sexual abuse at the school whilst teachers turn a blind eye, or even participate in sexual practices (Chisholm & Vally, 1996:31; Nxumalo, 1993:55-58; Mashile & Melett, 1996:223; Smith & Pacheco, 1996:158; Pager, 1996:60-61; Van Eeden, 1997:38-39).

From the above it seems that there is a complete lack of job ethics amongst teachers and an absence of respect between learners and teachers.

2.5.3 Relationships between principals, students and teachers

Over the past 10 years there has been a major deterioration in the relationship between students and teachers (Pager, 1996:61).   The conflictual nature of the relationship between principals, heads of departments, teachers and students has a debilitating effect on all involved and appears to affect the culture of learning and teaching in all schools. Management blames teachers and students for being ill-disciplined, teachers blame management for being weak or authoritarian and students blame teachers for being incompetent.   There is a sense of isolation, lack of communication and fragmentation between the different components.   A relationship of interdependency based on trust and respect should be encouraged between the community and the school.   A code of conduct in each school incorporating school and classroom rules as well as clear sanctions against all transgressors (learners, staff, parents and principal) is necessary (Chisholm & Vally, 1996:31).

According to research done by Pager (1996:61) and Nxumalo (1993:57) principals felt that they had no control over teachers and students, and teachers who are unable to control their students or to enforce schools policies are left with little authority or legitimacy.   As one interviewee remarked: "...students bully the teachers - they want to tell the teachers what to do..." (Pager, 1996:61).   Students felt that teachers come unprepared for

their lessons, and are more concerned with upgrading their own qualifications at the expense of the students. Teachers have taken advantage of the students and the chaotic conditions in the schools in order to pursue their own studies (Nxumalo, 1993:56).

In addition to the above, it appears that parental involvement in the school is a major problem and that teachers experience little support from parents. This is also understood to be partly due to parents not living in areas adjacent to the school. There are only a few genuinely skilled and experienced parents who are able to assist in building stronger links between the school and the community. The parents committee is not always building an active parent constituency by tapping the various community experiences and skills (Chisholm & Vally, 1996:40).

2.5.4 Leadership, management and administration

Leadership, management and administration of the school is crucial in ensuring a tone and ethos conducive to learning and teaching. Principals are engulfed by the social conflicts and problems in the school, which often spiral way beyond their capacity to deal with them. The roots of these difficulties lie in the history of education in South Africa where for example teachers were promoted to principalship as a reward for their loyalty. A younger, more militant generation of teachers emerged and grew impatient with the seeming collusion and conservatism of older teachers and principals. This resulted in generational, political and educational conflict between the majority of teachers and principals. In the report of Chisholm and Vally (1996:25) dissatisfaction with principals and their management was summarised in the following manner: "...there is a lack of firmness on the part of the school's management structures. This includes improper allocation of duties, poor time-tabling, lack of consultation, classes being without teachers, no specification of objectives, no prior indication of proposed agendas".

Principals felt that they had no control over teachers and students and that they could not find a way to restore discipline. Problems such as student truancy could not be kept track of, due to teachers who did not bother to complete registers (Chisholm & Vally, 1996:27; Nxumalo, 1993:60).

The Education Department does not always clarify and issue clear guidelines on grievances and disciplinary procedures. Basic roles, responsibilities and powers of different role players (including district directors), and hours of attendance for students and teachers are not always clearly defined. Management training on financial and human resource development is also critical.

The lack of upgrading programmes for management personnel catering for organisational, communication and administration skills is evident. Appointments of new principals and vice-principals are problematic and need to be carefully handled by the Education Department to ensure that the new leaders and/or managers who assume these positions are capable of leading, managing and facilitating the reconstruction process (Chisholm & Vally, 1996:40).

2.5.5 The schools and the Department of Education

Historically, the Department of Education was regarded as a distant bureaucracy rather than a supportive presence. Some schools were of the opinion that there was a continuation of the top-down approach without the consultation or involvement of schools (Chisholm & Vally,1996:44, 45). This left management, teachers, parents and learners unsupported and unaccountable. The schools who were involved in the research undertaken by Chisholm and Vally (1996:44, 45) indicated that the Department does not act timeously, whether it be compensation for teachers hurt at school during violence or for obtaining new books.

According to Chisholm and Vally (1996:46,47) as well as Nxumalo (1993:60), the Education Department regards its own reconstruction process, (of which changing its ethos and culture as well as its capacity to deliver are vital components), as in need of ongoing review. The following aspects which could be regarded as a serious problem, should be attended to:

o the clarification of the roles and powers of the various stakeholders in the school;

o admission policies ;

o learner-teacher ratios ;

o subject allocation per school;

o staff duty hours;

o break time (to retain learners' attention throughout the day and prevent them from leaving the premises);

o organising of the timetable to include both curricula and extra curricula activities;

o coordinating sporting and cultural codes; and

o clarification of the difference between school fees and school funds (Chisholm & Vally 1996:46, 47; Nxumalo 1993:60).

Against the background of the above exposition of the creation of a culture of teaching and learning and the collapse thereof subsequent paragraphs will focus on the restoring of a culture of teaching and learning in South African schools.

2.6   RESTORING OF A CULTURE OF TEACHING AND LEARNING

As an integral part of learning, the school should be viewed as a center of social upliftment, skills sharing and knowledge. However, in order to secure their commitment to achieve this, one should accept such values as non-racialism, non-sexism, honesty, reliability, respect for others, fairness, compassion or caring and tolerance (Badat, 1995:151).   To create an environment (school), which is conducive to teaching and learning,   the

participants or factors that play a part in the process, should be considered. These participants or factors are:

o the learning environment (school);

o the learners;

o the teachers; and

o the teaching methods.

2.6.1 The learning environment

When attempting to define the term "learning environment", Hiemstra (1991:7) give different definitions taken from different authors. These include the following:

o White (1972 in Hiemstra, 1991:7) developed several criteria for assessing physical environments, and Vosko (1984 in Hiemstra, 1991:7) considered several microcomponents of physical spaces, such as seating arrangements and distance zones.

o Hiemstra and Sisco (1990 in Hiemstra, 1991:7) developed a checklist of items for analysing the appropriateness of various physical environmental climate components, that are centered on sensory concerns, seating, and furnishings.

o Galbraith (1990 in Hiemstra, 1991:7) suggested that the educational climate consists of both the physical environment and the psychological or emotional climate (for example, what takes place during the first session to establish a supportive, challenging, friendly, informal, and open atmosphere).

o Pappas (1990 in Hiemstra, 1991:7) identified four key elements of (what he calls) the so-called psychological environment, which includes spatial behaviour, physical characteristics (light, temperature, noise, decor, and

furniture arrangements), the role of tradition, and the affective experience (the way in which a person anticipates and responds to a learning situation).

From the above-mentioned definitions, it appears that the "learning environment" includes social, cultural and psychological elements as well as physical features. Chrispeels (1992:161) is convinced that the "learning environment" is responsible for a specific ethos in a school. When viewed in this way, the ethos of the school would be influenced by the following:

o   high expectations of both teachers and learners;

o   discipline and order;

o   recognition;

o   positive home-school relations; and

o   clear vision for the school.

It therefore seems that "learning environment" encompasses more than merely the physical classroom, and could be defined in terms of a "classroom climate". This view is endorsed by Cooper and McIntyre (1996:90) who clearly state that both cognitive and affective considerations are important for teachers. Affective considerations deal with the establishment of a particular social climate in the classroom. This means that teachers have to focus on understanding theories about students' emotionality and the dynamics of interpersonal and social interaction. Cognitive considerations, however, focus on the aspects of the formal curriculum. Creating a learning environment which is based upon both cognitive and affective considerations, would therefore not only enable teachers to perform as effective teachers, but would also enable students to perform as effective learners.

Better performance by learners were also identified in research done by Ames (Ames, 1992:261) who mention that learning environments influence students' processing of information and cognition about their performance.

They indicated that learning environments could make different goals salient and consequently affect the way in which students think about themselves, their tasks and that of others.

Creating a classroom with such a nurturing climate, appears to be complex when keeping in mind that a number of individual learners, each with their own needs, are assembled in the classroom. Cushner, McClelland and Safford (1992:311) endorse this view by regarding the classroom as a complex environment that considers the individual, as well as the range of abilities, experiences, knowledge attitudes and values the particular individual brings into the classroom.

For the purpose of this research, the focus is primarily on the psychological aspects of the learning environment. From the definitions and views given above, the researcher regards the classroom as a nurturing environment within which the learner could reach his/her full potential. Green (1997:18) supports this view when identifying 13 characteristics of a nurturing school :

(i) Students experience a sense of self-worth and acceptance.

(ii) Students feel safe and involved in their education.

(iii) There is mutual trust and positive interaction between teachers and students.

(iv) A sense of community, family, and collaboration exists in the school.

(v) Individual difference and the self that is brought into the environment are valued by all.

(vi) There is a sense of caring among individuals and a collective sense of responsibility for student success.

(vii) The need for self-actualisation is respected.

(viii) There is recognition of a wide range of talents and the need for empowering all individuals.

(ix) Teachers have an in-depth knowledge of students.

(x) The school models the values of the community and involves the community in the education of students.

(xi) Teachers model caring attitudes for students.

(xii) Teachers demonstrate a love for their subject matter and continuously pursue competence.

(xiii) Students value themselves and others.

The question is if this is really what learners want in the classroom? Through research Fraser (1984:337) proved the question to be affirmative when he found that learners preferred a more favourable classroom environment than that which they perceived as actually being present. They preferred more cohesiveness, more satisfaction, less friction, and less competitiveness. Teachers also preferred a more positive classroom environment than that which they experience at the time. Although this ideal in teaching is influenced by various aspects, one of the determining factors is the learner-teacher ratio.

*   *Learners per classroom (learner-teacher ratio)*

According to the World Bank (1995:15) learning is enhanced in classes with less than 25 learners, while there appears to be very little difference in learning outcomes in classes with 25 to 40 learners. Where there are over 40 learners per classroom, however, achievement fails. According to a study done by Pager (1996:52) in the Western Cape, the situation in South Africa is as follows:

o Eight of the 23 teachers interviewed (35%) specifically referred to the learner-teacher ratio as a major problem. While the learner-teacher ratio has steadily improved over the past ten years, classrooms in African schools remain unacceptably full. Compared to the overall Western Cape average learner-teacher ratio for secondary schools of 19:1, African

this size was unmanageable. (In Chapter 4 of this thesis, the learner-teacher ratio in the Free State Province is described in detail, cf. 4.7.1.1)

o Respondents in the Western Cape (Pager,1996:52) indicated that class size had a profound impact on the nature of instruction and discipline. In terms of teaching styles, most teachers employed a system of straight lecturing, dictation and memorisation. While this was often the result of teachers' own experiences and training, attempts to intervene with more innovative techniques were largely hindered by the number of learners. Teachers were being encouraged (through training in an outcomes-based approach) to use interactive styles of teaching, whereby students were to discuss ideas and actively participate in the lesson. With a class of 50 students, however, it was extremely difficult for teachers to encourage participation, much less offer individual attention. One teacher commented that in some of her classes, the number of students was so high that by the end of the year she still did not know some of her students' names.

o The nature of discipline was also affected by the high learner-teacher ratios. Although corporal punishment had been (officially) abolished in schools since the Constitutional Court ruling of June 1995 (Mail & Guardian, 8/95 in Pager, 1996:52), in all four schools, Pager's research indicated the contrary involved in this study, corporal punishment was still in effect, though slightly more regulated. Teachers maintained that corporal punishment was an essential means of control and discipline, given the large class sizes. If teachers were assigned more manageable numbers of learners, it was thought that other strategies to maintain discipline might have been more effective. Cooper and McIntyre (1996:18) agree with this view by stating that there are limits to the number of different groups of distinctive individuals with whom a teacher could cope at one time.

Chisholm and Vally (1996:23) regard the ideal learner-teacher ratio in all primary schools as 40:1 and in all secondary school classrooms as 35:1. Although redeployment offer a possible solution, this mechanism is likely to increase tensions that already exist in schools. In order to address Grade 12 overcrowding, districts need to fix an upper limit for Grade 12 classrooms and set up separate second chance learning programmes or institutions to cater for Grade 12 repeaters. In this way, repeaters and first time learners in Grade 12, are not grouped in the same class, which would decrease the numbers of learners per classroom. Student admissions should not be done at school level but at a district level in consultation with the particular schools. This would imply that people who make the decisions at a district level, would become aware of what is happening in schools. The districts should thus develop a medium term plan of ways in which to alleviate the gross overcrowding in some schools through analysing the student flow, inter-school mobility and student choice of subjects, identifying feeder schools, and exploring possibilities for evening classes.

Since the learner is the central figure in the process of effective learning, it is necessary to focus on the world of the learner.

2.6.2 The learner

Learners from all walks of life enter the same classroom, and are taught by the same teacher. The question arises whether social class makes a difference in the process of learning?

2.6.2.1 Social class

A study investigating the influence of the social class of the school on the interactions and learning experiences going on was undertaken by Duffield (1998:7). It was found that there were very little discussions about school work in the low socio- economic class, both amongst the learners as well as

teachers. It seemed that they were not aware of the value of discussions or of individual help. In the low socio-economic class, teachers appeared to be more concerned about control and learner autonomy. This lack of discussion may be a missed opportunity to motivate learners and to assist them in aquiring something that is not only a tool for developing autonomy in learning, but also an important life skill.

A related theme was researched by Ward and Herzog (1977:101) who were concerned whether learners from different social class preferred different classroom settings. It was reported that culturally and economically disadvantaged school children benefited more from structured classroom settings than advantaged children. These results were motivated by the observation that disadvantaged children had more freedom outside the school than they could successfully cope with, while by contrast advantaged children lived within a more structured environment. The significance of this observation is that although sufficient structure is needed to provide a learning experience, the need for more or less structure is related to socio-economic factors and learning styles. The implication is therefore that the educator must consider these aspects of his/her class when planning the learning environment, pedagogical styles and media.

2.6.2.2   Learning styles and strategies

Learning styles are generally described as the way in which an individual approaches and masters subject content. It is thus the manner in which a person perceives and processes information in a learning situation (Loesch & Foley, 1988:224, Korhohen & McCall, 1986:21). To this can be added the broader definition of Lemmer and Squelch (1993:58): "Learning style is that consistent pattern of behaviour in which a learner approaches and masters learning content, discovers his or her world and forms concepts. It is formed in the deep structure of neural organizations and personality which mould and is moulded by human development and the cultural experiences at home,

school and society". From the definition it is apparent that although a learning style is largely determined by inherited characteristics, it is also influenced by the way a child socialises at home, within the community and at the school (Chickering 1981:237). Chickering (1981:237) further maintains that individual hereditary equipment, the particular past life experience and the demands of the present environment, develop preferred learning abilities over others. Each individual develops a unique learning style, which has both strong and weak points. This view is supported by Pask (1976:368), Nkamba (1995:2) as well as Lemmer and Squelch (1993:58).

Learning strategies refer to the immediate tactics that a learner uses to deal with a specific learning situation. While learning strategies may be grounded in the student's basic learning style, they incorporate adjustments for various situational factors. Each student therefore uses distinctive ways in which to tackle a problem-solving task. This strategy is then used constantly (Conti & Welbourn, 1986:22; Pask, 1976:130; Moelwyn-Hughes & Sayed, 1993:14).

Various researchers (Entwistle, 1985:374; Ford, 1985:66) differentiate between two main approaches of learning, namely the deep (holistic) and a surface (serialistic) approach. In the deep approach the student starts with the intention to extract meaning from the text. This leads to an active process of learning during which the student challenges ideas, and also attempts to see interrelationships amongst ideas. This is a holistic approach. The person who takes this deep approach to learning has a qualitative conception of the process, including the interpretation and reinterpretation of experience ultimately leading to self-actualisation. Holists thus use a global approach concentrating first on building broad descriptions into which details may be fitted. They also make use of analogies in relating different aspects of the subject.

With regard to the surface approach, the focus of attention in reading a text is on the text itself. The student is concerned with the verbatim recall of either

the whole text or the facts and ideas presented in it. There is little or no personal engagement in the act of learning. A surface approach to learning thus leads to an outcome that is essentially a literal reproducing of the words of textbooks, "authors" or instructors.

Students who follow a surface approach to learning, use the serialist strategy to build understanding out of the component details, logical steps and operations in a linear sequence. The serialist focuses on small chunks of information, low in hierarchical structure and with narrow focus. The implication is that theoretical and practical aspects of a subject are typically learnt as separate strands. From the above it appears that instructional procedures in general and especially the materials for given procedures must be designed in such a way as to relate to the cognitive characteristics of learners: even within one culture, differences in learning style should be accommodated to increase the effectiveness of the learning (Ward & Herzog, 1988:86). It is thus important to remember that learning is determined by the learners' different cognitive abilities.

2.6.2.3   Cognitive abilities

Research on school effectiveness indicates that a learner's ability is not fixed (Stoll & Fink, 1996:120), but can be modified by effective instruction. Learning is also far more effective when dealing with the content in context.

It is important to note that there are multiple intelligences. According to Gardner (1985:120) people are more proficient in some areas than others. In addition to logical mathematical intelligence, he describes linguistic, musical, spatial, bodily-kinesthetic, and two kinds of personal intelligences; i.e. interpersonal and intra-personal. The challenge is not one of sorting the fit and the less fit, but rather of developing all of these kinds of intelligence. Simpson (in Cooper & McIntyre, 1996:18) concluded that:

o It is in the interest of both teachers and learners to group children into classes according to ability.

o The learner with lower ability needs more attention because his/her need for teaching assistance is greater.

o The more able children in the class might be a helpful resource because they could assist the other children to learn effectively and to solve problems.

2.6.2.4   Motivation

Regardless of the ability of the learner, he/she has to be motivated by something to learn.

A survey undertaken by Brembeck's (1965 in Ward & Herzog, 1977:97), interviewing 125 parents, teachers, headmasters and school inspectors, concluded that there were four sources of educational aspirations:

o A dominant parent or another person of the learner's kin group who was illiterate or had little schooling.

o A person who serves as an educated model.

o A drive for economic betterment.

o An anticipation of respect.

The negative side of this "motivating picture" is illustrated by the report by Pager (1996:64), who found that, given the prior socio-economic situation of South Africa, most skilled jobs were inaccessible to African applicants. The incentives for dedicated learning and the completion of school were thus limited. According to one teacher, "the culture of learning and student-teacher relations have deteriorated due to the learners' lack of prospects in the world of work" (Pager,1996:64). Similarly, the then ANC Director of Education, John Samuel, indicated that the turbulent history of South Africa,

"has destroyed the will to learn in many students because, (in addition to the many other harmful effects), the system of education does not ensure access to a job" (Pager,1996:64). It has meant a whole generation of the youth of this country has grown up believing that education and learning are of "no value". It is consequently not surprising that the attendance and achievement levels of those students who see little connection between education and their financial future is low. This may result in the development of a poor self-concept amongst the particular learners - a situation which negatively impacts on effective learning,

2.6.2.5   Developing of the Self

To build self-esteem, schools must recognise individual differences. "Children must be treated as whole people with many needs (social, physical, affective, ethical and intellectual) and many ways to learn. Teachers must know, understand, and develop appreciation and respect for students as individuals" (Green,1997:19). This uniqueness must be nurtured in the school. Stoll and Fink (1996:126) argue that there is a direct connection between how learners feel about themselves and their achievement in school. The study of self-concept and its relationship to learning has been a persistent and controversial theme in educational literature. In more recent years, as more behaviouristic reforms have been mandated and fallen short of improving learning, scholars have returned to the study of self-concept as a key to improving learners' learning (Purkey, 1990:2; Beane, 1991:27). School effectiveness research has also reported that school membership can have an important impact upon the development of a child's self-concept (Stoll & Fink, 1996:127).

In the study of Cooper and McIntyre (1996:99), the importance of the students' affective states was emphasised. Both teachers and learners often referred to student enjoyment or the experience of fun as an important outcome, which could lead to effective learning. Underlying all good teaching

are certain goals and objectives that transcend specific disciplines. Often more process-orientated than content-orientated, many of these objectives are directly relevant to creating a classroom environment that promotes effective interaction and learning. According to Cushner *et al.*, (1992:296) these goals should be directed at creating classrooms where the following aspects of learners are nurtured:

o Self-image, self-concept and self-esteem

Students need to develop a positive self-image, which can be defined as "a complex set of beliefs that an individual holds true about him/herself" (Cushner *et al.* 1992:296). A self-image may reflect a view about the total self, or it may be specific, reflecting beliefs about one's academic ability, physical attractiveness or ability to get along with others. Research reveals that the relationship between self-image and school success is somewhat unbalanced (Cushner *et al.*1992:296). While individuals with low self-esteem rarely achieve well in school, the opposite is not necessarily true. Cushner *et al.* (1992:296) explains: "when a student with low self-esteem enters a classroom, self-concept becomes one of the most challenging individual differences in how he or she will learn". Because students with a negative self-image are not fully able to learn, the school becomes the arena for failure which prevents them from achieving the success needed for high self-esteem. Nurturance of self-esteem in the classroom is possible and does not require a lowering of standards or inattention to subject matter. It should rather be one of the overriding goals of good teaching. Environments which invite student participation and where involvement is highly encouraged send the message to students that their experiences are respected and valued and that their contributions are important. Cushner *et.al.* (1992:297) believe that some teachers too often expect a certain proportion of learners to fail. They also give up on children with behavioural problems (Gordon, Duke & Meckel, 1984:25).

o   Personal identity

A healthy classroom climate helps the student to develop a sense of identity, which is related to the need to belong. The child arrives at the school belonging to a home/family and needs to feel that he/she belongs at the school – in the school cultural differences are especially important. All people need to feel they belong in order to reduce their anxiety and to perform well. It is the teacher's responsibility to encourage learners to enter the classroom, and also to create an atmosphere that recognises individuals and rewards their contributions to the school environment.

o   Sense of pride

To develop a sense of pride is especially difficult in multicultural situations since many learners don't feel that they are being recognised as viable entities, but rather experience discrimination and exclusion and consequently become withdrawn and even hostile. What is needed is a more inclusive curriculum and greater emphasis on discussion, debate and knowledge about the actual role of different groups (Cushner et al., 1992:299). (Curriculum and content will be addressed later in a following subsection of this chapter).

o   Sense of connectedness

This is problematic in an environment where children are taught to compete, since they should reach towards "we're all in this together". A more valid question to create a sense of connectedness would rather be: How are we similar/different or how do we affect one another with regards to interpersonal relationships?

o   Sense of confidence

Learners need to develop confidence in their ability to act in the face of injustice and discrimination. Amongst objectives of schooling is the developing of citizenship, of creating decision-makers who are able to act in their community.

From the above it can be concluded that teachers do make a difference to many students. They can either make students feel extremely special or cause them to feel incompetent and worthless. At this point the question arises: What are the qualities of teachers who make positive differences in the lives of their students? Students repeatedly emphasise that the ability to establish a democratic classroom where all students are treated equitably, is vitally important (Sadker & Sadker, 1982:2).

The role of the Curriculum in effective learning will now be briefly focussed upon.

2.6.2.6   Curriculum

When commenting on curriculum issues, the teachers interviewed in the research of Pager (1996:56) indicated that the existing biases which pervade the curriculum have serious impact on the culture of learning. If the information given is incorrect, students don't feel as if school provides for their future.

Cooper and McIntyre (1996:13) also underline the necessity of transforming the curriculum for the purpose of teaching. This entails a process of transformation which is divided into three sub-processes:

o Alternative ways of representing the subject matter (metaphors, analogies, illustrations, activities and assignments to transform the content for instruction).

o Adaptation to the characteristics of the learners.

o Tailoring the materials to the specific students in the class.

It appears that, in the presence of student resistance, teachers sometimes tend to water content down in order to maintain authority.

According to McNeil (1985:190) it appeared that teachers deliberately adapted their teaching styles to accommodate top-down administrative strategies, for example to call for little or no student writing, only reading or discussion. These teachers consequently developed a teacher culture around the need for authority and efficiency in an institution that did not provide either. Teachers thus preferred authority over content.

The last aspect of learners that influence effective learning is the concept of expectations which could have a major effect on academic achievement, as will be related in the following paragraph.

2.6.2.7   Expectations

Cooper & McIntyre (1996:22) suggest that the amount of effort that students are willing to put into a learning activity as well as their degree of persistence is determined by their expectations with regard to success and failure, the value they give the activity, and the extent to which they believe that their own strategic efforts influence outcomes. These expectations are largely determined by teachers who frequently influence the academic outcome of the learners, where failure often results in cynicism and low self-esteem

(Gordon, Duke & Meckel, 1984:25; Stoll & Fink, 1996:127; Laslett & Smith, 1985:21-22).

Laslett and Smith (1985:2) also maintain that differential expectations are reflected in the way in which teachers talk to different learners, ask questions and by the amount of time they spend with them. Other actions such as looking at stance and posture are non-verbal indications of a teacher's attitude which can convey to learners that although some are capable, others are dull, incapable and irresponsible. In this way the teacher's attitude and behaviour could also contribute to the student's failure in school.

Laslett and Smith (1985:21-22) reveal that teachers behave differently towards groups of whom they have high expectations, than towards those of whom they expect little. It is not possible or desirable to expect the same performance from all learners, nor is it possible to treat them all in exactly the same way, since they all have different abilities and individual needs. It is therefore important that a teacher should be aware of expectations and to be flexible in their approach. When responding to learners, of whom they hold either low or high expectations, teachers can be over-reactive, reactive or proactive. Over-reactive teachers have rigid and stereotyped perceptions, dismissing the slow learner's capacity to improve or the troublemaker's potential for reform. These teachers underestimate what some children are able to give up easily when the particular children perform poorly. Reactive teachers are less likely to aggravate perceived differences by an inflexible approach. They tend to be passive in their acceptance of low achievers, rather than being active in trying to compensate for differences. Proactive teachers more readily take the initiative in overcoming learning problems. Realistic perceptions of difficulties will be used to plan individual instruction, and intervention will be made to preserve a balanced participation in class activities for both high and low achievers. This indicates that teachers generally vary in their expectations of success or failure.

Teachers should however always bear in mind that their expectations have an effect on students' ability or achievement. All expectations may serve as self-fulfilling prophecies. One would have to conclude that teachers should refrain from holding expectations of students and that they should not have access to the results of tests measuring ability or achievement, or any other information about students that might produce expectations, either inaccurate or accurate, positive or negative (Dubois, 1977:52).

Lemmer and Squelch (1993:71-72) are of the opinion that teachers frequently form expectations of the behaviour of whole classes of learners. A certain class thus comes to be regarded as particularly bright, noisy or well-behaved. In addition to reacting to stereotypes, factors such as gender, socio-economic status, appearance and cultural background determine a person's perception. Lemmer and Squelch (1993:71-72) also indicate that expectations of other people's behaviour are either based upon fact and perceptions or on interpretations of another person's behaviour. When teachers thus communicate their beliefs about students in a positive way, learners begin to believe in themselves and do their best to achieve success. This is referred to as the Pygmalion effect, which has particular implications for the teacher in the multicultural classroom. Multiculturalism can however also lead to negative attitudes based upon the socio-economic status or cultural background of the learners. For this reason it is important that teachers in a multicultural classroom have an understanding of the role that expectations play in determining the motivation of learners. With this understanding teachers can establish effective relationships with learners from a variety of backgrounds and cultures.

Since the processes of learning and teaching are interrelated, it seems relevant at this stage of the research to focus upon the teacher as an imperative role-player in effective learning.

2.6.3 The teacher

In a country such as South Africa, where a culture of learning and teaching is lacking, one would have to agree with Lynn (1994:16) that it is important that teachers set a good example for students. A courteous, prompt, patient and self-controlled teacher will probably succeed in producing students with similar behaviour patterns than his/her own. If a teacher is able to change behaviour patterns in learners, one wonders what characteristics such an effective teacher would possess.

2.6.3.1 Characteristics of the effective teacher

Banks (1981:197) suggests that the first and most important characteristic of an effective teacher is the ability to create a climate of emotional warmth that dissipates students' fears in the classroom and fulfils their expectations of highly personalised relationships. This view is also valued by Weinstein (1989:55) and Mahlios and Maxon (1995:195), who found that student teachers value teacher attributes which promote strong relationships with students, including compassion, friendliness, warmth, concern, the ability to relate to children, the capacity to communicate well and patience. They also reported that student teachers primarily emphasise teacher effectiveness in terms of teacher caring, nurturing and imagination. In addition to warmth and compassion, Perrot (1982:1) indicates that effective teachers should be organised and business-like, stimulating, imaginative and enthusiastic.

2.6.3.2 The effective teacher's awareness of learners' behaviour

Teachers have to move from a "teacher centred" to a "learner centred" view of effective instruction. Wilson and Cameron (1996:194) emphasise that teachers need to be personal committed to children in order to translate their caring and commitment into worthwhile instructional outcomes. This means

that the teacher shall be on the look-out for differences in behaviour amongst learners.

o Teachers must specifically be able to distinguish between different forms of behaviour that may influence learning, such as children being bored, fidgety, hesitant, unmotivated, fussy, and noisy (Cooper & McIntyre, 1996:15, 16).

Key issues in teachers' notions of differences amongst learners are listed by Cooper & McIntyre (1996:142) as the following:

o They need to make judgements about learners' abilities in order to plan appropriate differentiated work;

o They have to make judgements on learner performance and behaviour in order to determine to what degree they (the learners) can hinder the process, or do not alert the teacher with regard to their state of understanding.

o They need to identify learners whose behavioral characteristics require particular attention regarding the design of learning tasks and lesson activities.

o They need to identify learners whose personal characteristics are a source of personal interest or stimulation to teachers.

Caring for children to such a degree, necessitates a certain "climate" in the classroom as discussed in 2.6.1. In the following section emphasis will be on the teacher's role of creating this climate.

2.6.3.3   Teachers creating a "learning climate"

Although Wilson and Cameron (1996:182) suggest that experienced teachers tend to focus on the organisational and structural aspects of teaching, other studies indicate differently. Wilson and Cameron (1996:182) have found that even experienced teachers place student centred elements such as classroom climate and positive student-teacher interaction at the centre of their constructions of effective teaching. Hughes (1994:200) indicates that in Australia teachers are perceived by themselves and their students as effective in terms of their interpersonal skills, rather than their management or content expertise. Reid, Hopkins and Holly (1987:85) accentuates relationships by saying that successful management occurs in conditions where warm relationships; liking and understanding learners are apparent; and being consistent and fair are at the order of the day. In other words, teachers have to be aware of the child's world. (Duffield,1998:7) endorses this by indicating that the work of a teacher is to build understanding of how, in varied circumstances, but particularly those associated with low achievement and low self-esteem, learners perceive their lives in school with regard to learning. This is a vital area for promoting opportunities for achievement.

Teachers are also viewed as actors, their effect on learners' achievements being mediated by their influence on the learners' thinking. The latter specifically refers to the effect on student perceptions, expectations, motivations, attentional processes, attributions, memories, understanding, beliefs, attitudes, learning strategies and metacognitive processes (Cooper & McIntyre, 1996:20). These "acting" styles of teachers could be perceived as different teaching approaches in an attempt to arrive at effective learning.

2.6.3.4   Teaching approaches

The teacher is expected to be knowledgeable about, and apply different teaching approaches. The most important feature of a teaching approach is the degree to which a teacher adapts to a student or group of students, implying degrees of reading and flexing. The most suitable teaching approach for a particular situation cannot be specified in advance since its central feature lies in its flexibility.

Teachers should view their current range of teaching styles as a base from which they can develop a wider repertory. The teacher can be in a position to "read" a student to discover what the student requires, but may not be able to provide the required approach. He/she should attempt new teaching approaches with specific teaching skills. The acquiring of new teaching skills through in-service development enhances the range of learners with whom a teacher can work effectively (Dubois, 1977:51-53).

Dubois (1977:51-53) also researched differences in teaching styles in relation to difference in temperament and personality types. He reported that temperament and personality type theories allow teachers to evaluate themselves, as well as their students in ways that lead to effective learning experiences that could contribute to meeting the needs of everyone. According to these theories, people learn and teach differently, because they are different. By learning the necessary techniques, teachers will be able to recognise the strengths that their particular style brings to the teaching process, and will also learn how to communicate with people with other teaching styles. Although this might be useful information, it is not relevant to the purpose of this study and will not be elaborated on.

The relevance of the teacher in the process of effective learning, however, is an issue which needs to be addressed.

2.6.3.5   The relevance of the teacher

Learning can take place, or fail to take place independently of teaching. This means that a learner can learn a great deal without a teacher through individual study, or can learn very little despite the most intensive attention from a teacher, depending on internal variables, such as interest, purpose, attitude and attention to task. Learners are agents of their own learning. Teachers cannot do the learning for them. They can of course 'match' to internal variables, that is, to make learning possible, not guarantee it. Teachers therefore, have to be facilitators in the sense that they have to make learning possible. Once they have done this, the success of their efforts depends most crucially on what the learner decides to do next. Once we accept that learning is something learners 'do' for themselves, for their own reasons, rather than being the product of something which is done 'to' them, then we realise that this is the point where the teacher's responsibility ends. It is nevertheless important that the teacher still takes responsibility for making learning possible by presenting material appropriate to the cognitive requirements of the learner (Silcock, 1993:17).

Researchers such as Reid *et al.* (1987:352) and Sanday (1990:32) claim that teachers not only make a difference, but they do so in ways that can be altered to justify the work of trainers and advisers.

Sanday (1990:32) indicated that despite the fact that at some schools improvement projects do not work, they can succeed when teachers are sufficiently interested to make the improvements happen. The quality of teaching staff is perhaps the single most important factor. Schools with weak staff will never be as effective as schools with strong staff (Reid *et.al.*, 1987:358)

Since the teacher is a key element in the process of effective learning, a brief exposition of teaching methods that could facilitate effective learning, will now be give. .

2.6.4 Teaching methods conducive to effective learning

The importance of teacher behaviour in the classroom has been the theme of considerable research over the past 20 years, focusing on predictably successful teaching practices. The findings primarily outline fundamental or basic skills necessary to create a climate for effective learning (Stoll & Fink, 1996:127). Effective learning takes place when the learner is actively involved in the process of learning. More emphasis is placed on social interactions amongst learners than on one-way communication. "Effectiveness" depends as much on the independent actions and responsibilities of the learners as on the behaviour of the teacher (Cooper & McIntyre, 1996:5; Silcock, 1993:18; Cushner *et.al.*, 1992:113; Claxton, 1990:8; Smith & Pacheco, 1996:159).

A teaching method is also said to be effective when the learner is met on his/her level of development. Learning situations should also be created in which learners draw on what they already know as a vehicle for reaching new learning. This implies that the content and learning objectives are adjusted to accommodate students' interest and existing knowledge (Cooper & McIntyre, 1996:127; Claxton, 1990:7; Smith & Pacheco, 1996:159).

The learner is able to form relations between existing and new acquired knowledge. This means that new information should not be memorised as bits and pieces of information, but as part of a structured whole (Smith & Pacheco, 1996:159). When effective learning has taken place, the learner must be able to integrate new knowledge as part of his/her own frame of reference. Only then can knowledge become useful to solve problems (Smith & Pacheco, 1996:159; Stoll & Fink, 1996:128).

To achieve the above-mentioned objective, lessons will have to be planned carefully.

2.6.4.1   Lesson planning

According to the study of Cooper and McIntyre (1996:113) effective teaching and learning can take place when the lesson relates to the following:

o   the learners' interest;

o   the learners' knowledge and understanding;

o   the learners' motivation;

o   the learners' preferred ways of working;

o   the learners' preferred style of learning;

o   the learners' expectations; and

o   a choice of learning activities and teaching strategies, for example:

-    making the agenda for the lesson explicit;

-    recapping on previous lessons;

-    story telling techniques;

-    oral explanations combined with questions, and answers as well as notes, diagrams and pictures (visual stimuli); and

-    use of drama/role play.

Emphasis is also placed on group work (cooperative learning) as part of the lesson presentation. Various researchers (Stoll & Fink, 1996:128; Cushner et. al., 1992:30; Cooper & McIntyre, 1996:109) regard this strategy to be a powerful alternative to traditional instructional models since it has the potential to assist learners to experience success. When learners help each other to learn what they need to know, they contribute to the reaching of affective goals such as cooperation, teamwork, tolerance of others and positive self-esteem.

There seems to be a strong conviction amongst learners and teachers that effective learning and teaching is a transactional process. To conclude this chapter, attention will subsequently be focussed upon interrelationships between learners and teachers as being part of the teaching of effective learning.

2.6.4.2 The relationship between learners and teachers

Teaching and learning is a dynamic and interactive process. The teacher's behaviour in the classroom is a key factor in assisting all students to reach their potential regardless of sex, ethnicity, age, religion, language or exeptionality (Cushner et al., 1992:311; Gollnick & Chinn, 1983:310). The way in which the teacher interacts with the learners is a major determinant of the quality of education that the child receives. The teacher is expected to take major responsibility for the nature of this relationship of which communication forms an integral part (US Commission on Civil rights, 1973:3; Gordon, Duke & Meckel, 1984:35).

This relationship between learners and teachers often does has the potential to develop into a conflict situation, especially in the present cultural and economical climate in South Africa. This problem is evident since the learners don't visualise economic welfare and employment as part of their future. This view is supported by Carlson (1985:177), who comments on the fact that learners seem to have the power to determine the work-rate as well as the standards, especially in schools in a working-class neighbourhood, where they regard school as necessary only to become literate. Schools thus become a site of overt work conflict, and the learners unburden much of their general discontent upon teachers as the human representatives of the curriculum and school routine. Students however also unburden their hostility upon one another, especially along racial, ethnic and gender lines. This is also why classroom control or management, as it is known currently, are more of a concern while encounters with the subject matters seem secondary.

Often the engagement between teachers and learners resembles a pitched battle without any winners. To gain student compliance, the teachers will give up of their expectations of the quality of student's work and the pace at which it should be. Students thus use their individual and collaborative power to slow down the flow of work and alter the goals of production. By not pushing the learners too hard, conflict is avoided. In a study of delinquents, Altbach, Kelly and Weiss (1978: 67) found that very little was expected of them in terms of serious work, as teachers allowed them to get away with non-work behaviour as long as they kept classroom disruptions to the minimum. Refusal to take work seriously and refusal to compete for rewards and credentials have left the system in a state of a crisis. However, to gain the compliance of learners through the use of more authoritarian methods would only exacerbate conflict.

Glasser (1985:92) believes that even conflict can be dealt with by involving both teachers and learners. In this way learners will be involved in the process, and rewards and punishment will be replaced by cooperation. Teachers will also realise the needs of students. Since the students will be part of the process they will continuously try to improve it.

2.7 CONCLUSION

This chapter dealt with the creating of a culture of teaching and learning. The nature of a culture of teaching and learning was defined as well as a description of the causes of the collapse thereof.

Factors which influenced the restoring of a culture of teaching and learning were discussed, including the learning environment, the learner, the teacher and teaching methods inducive to effective learning.

The following chapter will focus upon the concept "Invitational Education".

3.1   INTRODUCTION

According to a 1990 survey conducted by the Carnegie Foundation (Purkey & Stanley, 1991:13) many, if not most, teachers in the United States of America would choose a different career if they were given a second chance. Counselors report "compassionate fatique", principals express "disillusionment" and learners are viewed as apathetic, passive and uninterested.

The implication is that learners are on the receiving end of education. Little attention is given to the nature of these individuals who attend the school, the structure of the school environment and the way learners feel about the school and classroom, which are often perceived as dull and interesting for learners, who are not coping with what is expected of them (Green, 1997:17). According to Purkey and Novak (1984:13) both positive and negative teacher behaviour have a powerful impact in shaping the child's self-concept (this will be dealt with in more detail in a subsequent paragraph, cf. 3.4.2). The question which arises is why some teachers behave in productive ways in terms of their learners, while others adopt destructive behaviour? Purkey and Novak (1984:13) believe it is true to teacher expectations – specifically to what is known as the "pygmalion effect". Hutslar (1981:13) echoes this : "the basic tenet of the pygmalion effect is that one gets what one expects."   In other words, the implication of the pygmalion effect is that high expectations may lead to good results.   Purkey and Novak (1984:13) specify that the perceived productive or destructive teacher behaviour results from both intentional and unintentional "invitations" transmitted to learners, which affect their success or failure in school. The findings of these studies indicate that inviting teachers are also effective

teachers. This concept of "inviting teachers" subsequently developed into a model of education which will now be dealt with in the following section.

3.2 WHAT IS INVITATIONAL EDUCATION?

Although Invitational Education is a developing approach, it has already provided a fresh conception of education – it is forming a new image of what teachers can do and what schools can become. Invitational education is a general framework for thinking and acting about what is believed to be worthwhile in schools (Purkey & Novak, 1996:2). According to Purkey and Stanley (1991:15), unlike any other model, invitational education, addresses the global nature of schools.   William Stafford (Purkey & Stanley, 1991:15) captured the essence of invitational education by indicating that "invitational education has a much wider focus of application than is typically discussed in other self-theories. It is deliberately aimed at broader goals than learners and their achievement alone. It is geared to the total development of all who interact within the school. It is concerned with more than grades, attendance and even perceptions of self. It is concerned with the skills of becoming". In other words, invitational education is a democratically oriented, perceptually anchored, self-concept approach to the educative process (Purkey & Novak, 1996:3).

Invitational Education as a theory of practice is commended by the majority of those who have put it into practice as a possible solution to many modern-day problems of education.   Claims are being made about the success some educationists have experienced.   Success in this regard means the improvement of the spiritual, psychological and physical well-being of those who have been treated invitingly – the learners. References are being made by educationists who have put this theory into practice, with regard to the beneficial effect invitational education has on the learners' selfconcept, selfperceptions, levels of achievement – in essence to the improved realisation of the learners' human potential.   Those who subscribe to this theory also testify about the personal and professional benefits they have reaped from putting the theory into practice and from actually living in according to the principles and guidelines of invitational education.   In fact, there is overwhelming evidence that Invitational Education works, that it does what it intends to do, that it is better to invite and to be invited than not to be (Kok, 1992: 87).

Invitational education is that part of education that specifically addresses the vital role of the teacher in the education/learning process. It picks up where countless other programs and models left off by providing an overarching guide for education. This guide makes explicit what has previously been implicit that the primary goal of education is to cordially summon individuals to see themselves as able, valuable, and responsible and to behave accordingly. Invitational education provides a guiding framework for a variety of educational processes, programmes, policies, places, and human activities that accord with the four basic elements of invitational education (Purkey & Stanley, 1991:16; Purkey & Novak, 1996:2).

In order to understand invitational education and teaching, one has to become familiar with its basic assumptions.

3.3 BASIC ASSUMPTIONS OF INVITATIONAL EDUCATION

Invitational Education is an approach to the education-learning process that is centered on interconnected assumptions offered to understand these myriad positive and negative signal systems that exist within the total educational environment (Kok & Swart, 1988:260).

It is a theory of practice aimed at communicating caring and appropriate messages, intended to summon forth the realisation of human potential, as well as for identifying and changing those forces in schools that could defeat and destroy potential.

Invitational Education asserts that every person and everything in and around schools either adds positive elements to, or substracts negative elements from, the process of being a beneficial presence in the lives of learners. Ideally, the aspects of people, places, policies, programs and processes should be so intentionally inviting as to create an environment in which every person is cordially summoned to develop intellectually, socially, physically, psychologically, and spiritually to his/her fullest potential (Steyn, 1993a:121; Russel, 1984:355; Kok & Swart, 1988:260)

Invitational Education is based upon the following four assumptions:

o All individuals are able, valuable and responsible and should be treated accordingly.

o Education is a cooperative activity in which process is as important as product.

o Individuals possess relatively untapped potential in all areas of human development.

o This potential can be realised through places, policies, procedures and programs that are specifically designed to facilitate human development, and through people who are intentionally inviting with themselves and others, personally and professionally (Steyn 1993a:107; Steyn 1994:54; Kok, Smith & Swart, 1992:8; Purkey & Novak 1996:3).

Since any new model of education should stem from a solid theoretical background, Invitational Education is no exception. The theories from which it was developed will now be discussed.

3.4 THE THEORETICAL FOUNDATIONS OF INVITATIONAL EDUCATION

According to Purkey and Stanley (1991:30) and Kok and Swart (1988:262), Invitational Education is based on two successive foundations, providing an overarching logical framework. These two foundations, the perceptual tradition and self-concept theory, is illustrated in figure 3.1, thus indicating the way in which the two theories support Invitational Education.
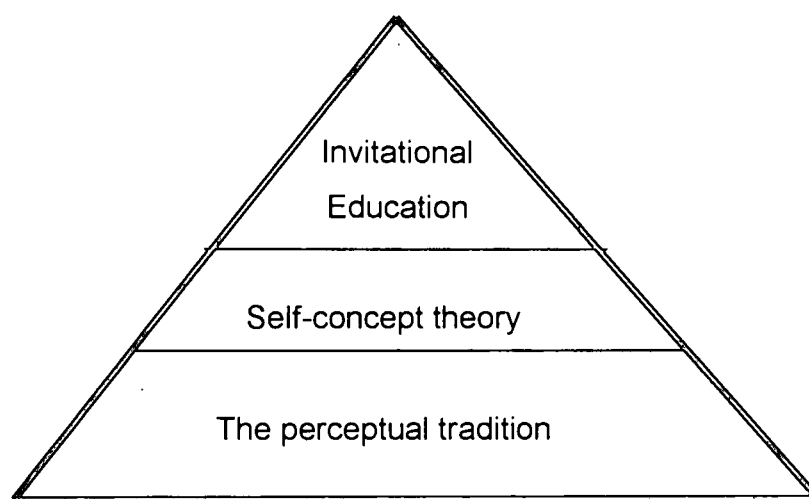
Figure 3.1 Theoretical Foundations of Invitational Education

3.4.1 The perceptual tradition

One's perceptions of oneself and the world are so real that an individual seldom pauses to doubt them. Since persons behave in terms of their personal perceptions, effective helping should start with the helper's understanding of the nature and dynamics of perceiving (Purkey & Stanley 1991:30).

At the base of Invitational Education is the perceptual tradition. This tradition maintains that human behaviour is the product of the way in which individuals view the world, themselves and others. The term perceptual refers not only to the senses, but also to meanings – the personal significance of events for the experiencing person. This perceptual process transcends sensations to include feelings, desires, purposes, explanations and aspirations.

The perceptual tradition stands in contrast to other theoretical viewpoints that depict human behaviour as basically a complex bundle of stimuli and responses or the product of a host of unconscious urges and suppressed desires. Rather than "objective" reality or "unconscious" forces, the perceptual tradition gives primary importance to each individual's perceived world. None of us live from the paradigm of objective facts, but rather according to the way in which each one of us perceive the facts, and what these facts mean to us (Purkey & Stanley 1991:31; Kok, Smith & Swart, 1992:6; Kok & Swart 1988:262).

A number of basic assumptions of the perceptual tradition have been identified by Purkey and Schmidt (1987:30).

- o There may be a pre-existent reality, but each individual can only know the part of which comprises his or her perceptual world, the world of awareness.

- o All experiences are phenomenal in character: The fact that two individuals share the same physical environment does not mean that they have the same experiences.

- o Perceptions at any given moment exist at countless levels of awareness, from the vaguest to the sharpest.

- o Because people are limited in what they can perceive, they are highly selective in what they choose to perceive.

- o What individuals choose to perceive is determined by past experiences as mediated by present purposes, perceptions, expectations, and aspirations.

- o Individuals tend to perceive only that which is relevant to their purposes and make their choices accordingly.

- o Choices are determined by perceptions, not facts. How a person acts is a function of his or her perceptual field at the moment of acting.

- o No perception can ever be fully shared or totally communicated because it is embedded in the life of the individual.

- o "Phenomenal absolutism", which means that people tend to assume that others perceive as they do. If others perceive differently, it is often thought to be because others are mistaken or because they lie.

o The perceptual field, including the perceived self, is internally organised and personally meaningful. When this organisation and meaning are threatened, emotional problems are likely to result.

o People not only perceive the world of the present, they also reflect on past experiences and imagine future ones to guide their behaviour.

o Beliefs can and do create their own social reality. People respond with feelings not only to "reality", but to their perceptions of reality.

o Reality can exist for an individual only when he or she is conscious of it and has some relationship with it.

e Communication depends on the process of acquiring greater mutual understanding of one another's phenomenal field.

These fourteen assumptions are based upon the premise that all behaviour is a function of the individual's perceptual field. A learner's (or teacher's) behaviour may make little or no sense when observed from an external viewpoint, but the same behaviour makes perfect sense when understood through the eyes of the perceiving, behaving individual.

The basic contents of the perceptual theory is thus that people behave according to the way in which they see themselves and according to the situation in which they find themselves. Every person therefore behaves in a manner that makes the most sense to him/her at a given time or a particular situation (Kok, Smith & Swart, 1992:7; Purkey & Novak 1996: 22 – 23).

The second theory upon which Invitational Education is based, namely the self-concept theory, will now be focussed upon.

3.4.2 Self-concept theory

The second corner stone of Invitational Education is the self-concept theory. After decades of neglect, self-concept is currently enjoying renewed attention from researchers. Scientists from many disciplines are discovering that self-concept gives consistency and predictability to the entire human personality.

One major figure who consistently kept sight of the importance of self-concept was Carl Rogers. In Rogers's view, the self-concept is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product developing out of interpersonal relationships. He maintained that the self strives for consistency and proposed that there is a basic human need for positive regard, both from others and from oneself. A major contribution of Rogers was his vision that in every human being there is a tendency towards self-actualisation as long as it is allowed by the environment (Hall & Lindzey,1978: 281; Purkey & Stanley, 1991: 34).

Of all perceptions, the perception of the self is the most powerful. It acts as the basic motive for human behaviour. The self-concept can be described as the sum total of all the perceptions that a person has of him/herself, where perception indicates what the person experiences and hears what other people say about him/her. Nobody is born with it. It is learned and perceived through the ways in which a person is treated by others. Other people "create" the belief one has in oneself. If somebody else believes in a person, he/she would possibly believe the same about him/herself. If a person perceives him/herself as valueless, irresponsible and unworthy, that is what he/she will believe about him/herself. What other people believe about us, is what we believe about ourselves (Kok, Smith & Swart, 1992:8; Kok & Swart,1988:262; Purkey & Novak, 1996: 26 - 27).

The vital role of self-concept as a possible causal agent in academic achievement was presented by Midkiff, Burke, Hunt and Ellison (Purkey & Stanley, 1991:35) in their research on the role of self-concept in academic attainment. They concluded that learners' post-performance self-concepts of academic attainment were

influenced primarily by their initial self-concepts of academic attainment and, to a lesser extent, by their actual academic achievement and performance.

Helmke (Purkey & Stanley,1991:35), in a study of children's self-concept of ability and mathematical achievement, found that learners with high self-concepts had expectations of success, rather than a fear of failure. They persisted longer at a task, despite boredom, lack of interest in assigned work, and mistakes made. Learners with low self-concepts were more likely to have task-irrelevant cognitions during tests that negatively influenced with their ability to perform well. Purkey and Stanley (1991: 35) reported that the connection between the self-concept of the learner and school achievement is formed as early as the first grade.

To conclude: Self-concept may be defined as the totality of a complex and dynamic system of learned beliefs that each individual holds to be true about his or her personal existence. This self-concept comes from influences at home, school and in circumstances where we have continuous feedback about themselves from others. This belief-system provides consistency in personality and predictability in behaviour. Self-concept has at least five characteristics: It is (1) organised, (2) dynamic, (3) consistent, (4) modifiable, and (5) learned. These characteristics are now discussed.

3.4.2.1   Organised

Self-concept researchers (Purkey & Stanley, 1991:36; Purkey, 1970:7; Maslow, 1956:127) agree that the self is characterised by internal harmony and orderliness. Anyone who has ever said, "Oh, I could never do that," can understand how each person strives to maintain an organisation of internal beliefs and external behaviour. Individual personality is a road map for living. Without this internal organisation and direction, human personality would be difficult to imagine. This is where people tell themselves that they are good learners, or loyal colleagues (Purkey, 1978:7; Purkey & Stanley, 1991:36).

3.4.2.2   Dynamic

A second quality of self-concept is that it is dynamic. Combs (1949:30) maintained that the maintenance, protection, and enhancement of the perceived self (one's own personal existence as viewed by the perceiving individual) are the basic conditions behind all human behaviour. For example, suppose a learner sees him- or herself as incapable of learning algebra. Because of the dynamic nature of the self, the learner creates the facts that make his or her perceptions come true. The learner does not study because he or she believes one cannot learn algebra, and subsequently fails. Paradoxically, being right, even about being a poor learner, has reward value: "See, I told you I was no good at algebra!" (Purkey & Stanley, 1991: 36; Purkey, 1978:10).

3.4.2.3   Consistent

Individuals require a certain amount of internal consistency. Without this consistency, a stable personality would be difficult to imagine. From a lifetime of analysing one's own behaviour and the reactions of others to that behaviour, each person acquires expectations about what actions are appropriate. When an individual behaves in a manner that appears inconsistent with the self, a state of discomfort develops. This discomfort, according to Festinger (Purkey & Stanley, 1991:36), occurs when one behaves in a way that is not in keeping with one's self-concept. To avoid discomfort, learners cling to their perceptions of themselves, no matter how detrimental these perceptions might be.

An example of self-concept consistency in action was provided by one of the Festinger's junior high school learners who thought of himself as a very poor learner (Purkey & Stanley,1991:36). He insisted on seeing himself as such in spite of ample evidence to the contrary. He would even sabotage his own good work to maintain his self-image as a poor learner.

3.4.2.4   Modifiable

As noted earlier, the self-concept can be described as the sum total of perceptions. It is an active and continuous flow of thoughts and feelings. In every reasonably healthy person new ideas filter into the self-concept throughout the life span, while old ideas drift away. This constant flow allows for infinite modifiability of the perceived self and relatively boundless potential for the realisation of human potential (Purkey & Stanley, 1991:37).

Sometimes the self resists change as much as possible in order to enjoy a consistent and organised world. The self will, however, change if conditions are favourable, for example if a child perceives the educative process to be meaningful and enhancing, and the degree of threat provided by school experience is not overpowering, he/she is likely to grow in self-esteem and in academic achievement (Purkey,1970:12)

3.4.2.5   Learned

An overarching assumption of self-concept theory is that people become the ways they perceive themselves as being treated. If persons feel loved, it is because they perceive the love of others. If learners feel neglected, it is because they perceive themselves as being neglected. If learners feel able or unable in the classroom, it is because of perceived classroom experiences. Learners develop confidence when they perceive their efforts to be successful whether it be answering a question correctly, or making a small step toward understanding some concept or idea, or working productively and cooperatively with others (Purkey & Novak, 1996:26 – 28; Purkey & Stanley, 1991:37).

From the above-mentioned theories, it seems that one could conclude that the basic drive of man is to get to know oneself, as well as the maintenance and enhancement of the self in order to develop to one's full potential. The development of the full potential of the individual is one of the basic assumptions of life, (cf. 3.3) which is imperative for the invitational model (Steyn 1992:21). Purkey and Strahan (1986:2) together with other researchers (Purkey & Schmidt, 1987:6; Kok, Smith & Swart,

1992:38) define four elements (in the classroom) that could be seen as the theoretical position or "stance", and creates the "route" from which a positive and productive climate could be created (Purkey & Schmidt, 1987:6, Kok, Smith & Swart 1992:38), and which enhances the self-concept.

3.5 THE FOUR BASIC ELEMENTS OF INVITATIONAL TEACHING

The four basic elements of Invitational Teaching are trust, respect, optimism and intentionality.

3.5.1 Trust

From the invitational viewpoint, teaching is a cooperative, collaborative activity, in which process is as important as product. Therefore, a basic ingredient of Invitational Education is a recognition of the interdependence of human beings. Attempting to get learners to learn subject matter without involving them in the process is a lost cause. Even if the effort to teach learners without their collaboration is successful, the energy expended is disproportionate to what is accomplished. Each learner is ultimately responsible for his or her learning (Purkey & Stanley,1991:16, Steyn,1992:21; Purkey & Novak, 1996: 50). Each learner *can* learn, *wants* to learn, and when given an optimally inviting environment, *will* learn. Given an optimally inviting world, each learner will find his or her own best way of being and becoming.

A study concerning teacher effectiveness by Bergman and Gaitskill (1990:35) found that learners ranked teachers' relationships with learners first, above professional competence and personal attributes. Teachers who show that they trust learners also help underachievers to perform better in school. Galbo (1989:151) found that teachers who had the most significant influence on learners, developed personal relationships with them, communicated at the learners' level, were understanding, showed interest and interacted frequently. He found trust to be the critical factor in learner/teacher interaction. This is underwritten by Green (1997:19) who found that in the most nurturing schools positive relationships exist between learners and teachers. Without caring relationships teachers have to rely on discipline and

classroom management techniques. However, when there is a positive relationship between the teachers and learners, learners have a reason to commit to the instructional activities and attach meaning to what happens in the classroom.

When Invitational Education is present, indications of trust are everywhere. Learners are allowed to use equipment and assist with responsibilities, supervision is low-key, and rules are few and simple. Directions inform learners what they are expected to do, not what they are forbidden to do. Teachers who practice Invitational Education give learners many opportunities to demonstrate their trustworthiness (Purkey & Stanley, 1991:17, Kok, 1993:152; Purkey & Novak, 1996:51).

3.5.2 Respect

Rogers (1969:69) focusses on respect as a basic element of invitational teaching by explaining that learners can be trusted to learn and that they enjoy learning when the teacher creates and maintains a classroom environment that communicates respect through participation in selecting and education goals. This is the case because people are regarded as able, valuable and responsible and should be treated accordingly.

An indispensable ingredient in Invitational Education is shared responsibility based on mutual respect. This respect is manifested by the teacher's caring and appropriate behavior, as well as by places, policies, programs and processes created and maintained by teachers. Respect for people and respect for property are basic elements of invitational teaching (Purkey & Stanley, 1991:18, Kok, 1993: 152; Purkey & Novak, 1996:52).

The importance of respect is also underscored by educational research. In a series of research studies, involving more than 2000 secondary and post-secondary learners, a consistently high correlation was reported amongst indicators of invitational teaching (such as trust, respect, optimism, and intentionality) and learner affective outcomes (such as attitudes toward the course, subject matter, teacher and self-as-learner). Creating a classroom environment based on mutual respect appears to be a highly effective way of encouraging learner achievement (Purkey &

Stanley, 1991:19). In their study of nonverbal behaviour of teachers, Purkey and Stanley (1991:19) found that teachers who exhibited respect for learners by starting and ending classes on time tended to have learners who viewed the class as important and therefore studied more.

On the other hand they found that nonverbal teacher behaviour that indicate lack of respect for learners (as perceived by learners) include being late for class; making little or no eye contact; speaking without expression when lecturing; looking at one's watch; and staring at books, notes, the floor, or the chalkboard. This behaviour convey a message to the learners that the teacher does not know the subject matter, does not like education, and does not care if learners learn anything. It is important in Invitational Education to communicate that learners and learning are respected.

Purkey and Stanley (1991:20) and Steyn (1992:22) suggested that teachers show respect for learners by developing an appreciation for each learner's uniqueness and intelligence. Steyn (1992:22) also emphasised the importance of using discipline, not as punishment, but as an opportunity to explore alternative behaviors that show respect for others. Bergman and Gaitskill (1990:33), in a study of characteristics of effective teachers, also found that effective teachers maintained realistic expectations, offered helpful feedback, and encouraged learners to ask questions. The same approach was advocated by Purkey and Strahan (1986:.113) in their work with "disconnected" learners.

Contrary to the above, Landfried (1989: 80) described the behaviour of teachers that demonstrated lack of respect and encouraged learners to behave irresponsibly. This behaviour included: not holding learners accountable for academic performance, giving assignments that were "too easy", allowing learners to show disrespect for the teacher and others in the classroom, and doing things for learners that they could do for themselves. Landfried (1989:80) proposed that this teacher behaviour teach learners that they can neglect deadlines, demand good grades with little effort, expect others to solve their problems, believe mediocrity is a worthwhile goal, and create low goals for themselves. Practising Invitational Education does not mean that the teacher gives up high expectations for every learner. Respect in action is

exhibited by one high school teacher who has a full-length mirror in the classroom with the caption: "Please act as good as you look."

A corollary of respecting others is asking for respect in turn. The teacher has the perfect right to expect respect from learners. When the teacher neglects to assert his or her own value and ability, it is difficult for learners not to take advantage of the situation. A major component of Invitational Education is respect for self as well as respect for others. It is firstly important to have respect for oneself, then only can one have respect for the child. Only if that happens, the child will have respect for the teacher in return.

3.5.3 Optimism

The third basic element of Invitational Teaching is that of optimism. According to this element, people possess untapped potential in all areas of human endeavour. Invitational education could not be seriously considered if optimism did not exist. No one in a school – not a teacher, learner, principal, counselor, supervisor – can choose a beneficial direction in life without hope that change for the better is possible. Optimism pre-supposes the ability to have a positive outlook on things even in the worst situation. Optimism is therefore critical in Invitational Education because teachers create the facts that make their hypotheses come true. If the teacher believes that some learners don't want to learn, they will not learn. The axiom of Invitational Education is that learners live up, or down, to the teacher's expectations. Sometimes the learner of which the teacher would least expect to be receptive can, when given the right invitation, be the most receptive one in the classroom (Purkey & Stanley,1991:22)

Research indicates that the more learners believe they will succeed if they practise and the more they sense positive regard from significant others, the higher their self-esteem is and the more they are likely to practise (Purkey, 1970: 7 – 24).

Brophy and Good (1974:23) reported that teachers tend to treat low and high achievers differently, based on their expectations of these learners' likelihood of success. Teachers give low achievers less time to answer a question and more

often criticise low achievers for failure. Teachers tend to give low achievers less eye contact, are less friendly, smile less, and give them fewer non-verbal signals of support. This teacher behavior is important since it is an indication of the teacher's level of optimism for learner achievement.

An important corollary of optimism is that everything counts. No place, policy, programme, process, or person is neutral. Everything a teacher does, as well as the way in which he or she does it, adds or detracts from success. The classroom appearance, the discipline policy, the academic programme, the organisation, the process and the actions of people all contribute to success or failure in the classroom – all of these telegraph optimism or pessimism regarding learners and their abilities (Purkey & Stanley, 1991:22).

Invitational education furthermore assumes that every learner is the world's greatest authority on something and that every learner is an expert on a number of things. It also assumes that every learner can learn, and wants to learn, and that every learner can be taught. When teachers look at nonreaders and see readers, look at nonscientists and see scientists, look at non-artists and see artists, then success is likely to be realised (Purkey & Stanley,1991:22).

The uniqueness of human beings is that no clear limits to potential have been discovered. The optimistic view of seeing people as possessing untapped potential in all areas of human endeavour determines the curricula devised, the policies established, the programmes supported, the processes encouraged, and the physical environments created and maintained.

3.5.4 Intentionality

By definition, an invitation is an intentional act designed to offer something beneficial for consideration. The more intentional the teacher is, the more accurate his or her judgments and the more decisive his or her behaviour. As Peck noted (1978:78), the person who truly loves does so because of a decision to love. Intentionality leads to direction and control in one's personal and professional life. An invitation is defined

as an intentional act designed to offer something beneficial for consideration (Kok, 1993:153).

Kok (1993:154) further found a significant relationship between the teacher's deliberate actions and learners' on-task behaviour. Learners were more likely to become involved and show attention during learning activities when they perceived teachers as clearly communicating caring about learners' success in learning, and clearly providing classroom structure and responsibility.

One additional reason for intentionality is that it helps teachers to generate alternate choices and approaches to given situations. Intentional individuals are able to develop plans, act on many possible opportunities, and evaluate the effect of these actions. It takes intentionally to consistently and dependably offer something beneficial for consideration, particularly in the face of major difficulties and apparent rejection. Intentionality thus enables people to create and maintain total environments that consistently and dependably invite the realisation of human potensial (Kok, 1993:153).

The invitation of the re-vitalisation of human potential could be conveyed in either a professional inviting manner or a disinviting manner. Kok and Swart (1988:260) defined these two mentioned modes of behaviour as part of the four different levels of functioning, namely intentionally disinviting, unintentionally disinviting, unintentionally inviting and intentionally inviting. These four levels provide an informal monitoring system for personal and professional education, learning and living. Everyone functions at each level from time to time, but it is the level at which one typically functions that determines one's life style and success or failure in one's personal and professional education, learning and living. Kok, Smith and Swart (1992:15) further points out that two of these levels of functioning could be destructive, while the other two could be supportive and encouraging.

Purkey and Stanley (1991:40) warn however, that Invitational Education is a somewhat complex: many teachers think that they already understand the concept of "inviting". They see it as simply doing nice things – sharing a smile, giving a hug, saying something nice, or buying a gift. But invitational education is far more than

giving "warm fuzzies", sharing "strokes", forming "hug stations". While these are worthwhile activities when used caringly and appropriately, they are only manifestations of a theoretical "stance" one takes. This stance for invitational education (trust, respect, optimism, and intentionality as presented in par. 3.5) determines the level of personal and professional functioning.

3.6 TEACHER BEHAVIOUR

As pointed out earlier, there are many ways to categorise teacher behaviour, but invitational education identifies four categories:

- o   intentionally disinviting;
- o   unintentionally disinviting;
- o   unintentionally inviting; and
- o   intentionally inviting;

Each of these will subsequently be discussed in more detail.

3.6.1 Intentionally disinviting

The most negative and toxic level of human functioning involves those actions, policies, programmes, places and processes that are designed to demean, dissuade, discourage, defeat, and destroy. People who function at this bottom level deliberately send messages to themselves and others that they are unworthy, incapable and irresponsible. Examples of intentionally disinviting functioning might be a teacher who is intentionally insulting, for example "you are too stupid, you won't make it in any case", or a policy that is deliberately discrimatory, friends mocking a learner who obtained high marks, or an environment that is intentionally unpleasant and unattractive (Purkey & Stanley,1991:41; Kok & Swart,1988:261; Purkey & Novak, 1996:55).

From the perspective of invitational education, there could be no excuse for people, places, procedures or programmes being driven from the intentionally disinviting

level. Very often intentionally disinviting teachers behave as they do due to low self-esteem, inadequacy or unfulfilment. Perhaps they are miserable and seek to make the lives of others miserable as well. They may have lost all hope in the value of human compassion or in their ability to affect others and situations positively. These teachers may need counselling or other assistance to deal with their hurtful existence. But irregardless whether this is due to racial prejudice, sadistic impulse, basic distrust, feelings of worthlessness, or unrequited love, there is no justification for teachers to function at the intentionally disinviting level (Purkey & Stanley, 1991:41; Kok & Swart, 1988:261; Kok, Smith & Swart, 1992:16; Purkey & Novak, 1996:56).

3.6.2 Unintentionally disinviting

People, places, policies, programmes and processes that are intentionally disinviting are rare when compared to those at the unintentionally disinviting level. Most unintentionally disinviting factors in and around classrooms are the result of a lack of stance, because there is no philosophy of trust, respect, optimism and intentionality. Policies are established, programmes designed, places arranged, and behaviour exhibited that are clearly disinviting, although such is not the intent. The teachers who typically function at the unintentionally disinviting level spend a lot of time wondering: "Why do I have such a low attendance rate?" and "Why are our achievement scores so low?" or "Why don't I enjoy my education more?" The answers may lie in the teacher's unintentionally disinviting behaviour. It might be that other people experience this behaviour as insensitive, chauvenistic or condescending. It may be the result of a simple observation such as, "anybody could do that" or "I don't have the time to explain it again", which is not intented to be harmful, yet it is (Purkey & Stanley, 1991:42; Kok & Swart, 1988:260; Purkey & Novak, 1996:57).

3.6.3 Unintentionally inviting

Teachers who typically function at the unintentionally inviting level have fallen into the habit of functioning in ways that are often effective. However, when asked to explain their philosophy of education, they find it difficult to do so. They can

describe in detail what they do, but not why. "Natural born" teachers are an example of this. They are successful in education because they exhibit many of the trusting, respecting and optimistic qualities associated with invitational education. But because they lack the fourth critical element, intentionality, they lack consistency and dependability in the actions they exhibit, the policies and programmes they establish, the processes they employ and the places where they create and maintain.

Young teachers often fall into the unintentionally inviting trap. While they are likeable, entertaining and enthusiastic, and they graduated just in time to save education, they lack intentionality regarding why they are doing what they do. The basic weakness in functioning at the unintentionally inviting level lies in the inability to identify the reasons for success or failure (Purkey & Stanley, 1991:43; Kok & Swart, 1988:261; Purkey & Novak, 1996:58). Teachers can usually tell whether something is working or not, but when something stops working, some of them are puzzled about how to start working again. Those who function at the unintentionally inviting level lack a consistent stance – a dependable position from which to operate. This need for dependability leads us to the fourth category of behaviour, namely intentionally inviting.

3.6.4 Intentionally inviting

Teachers should strive to intentionally seek an invitational character in their education. In order to reach this goal, one has to develop an understanding of the reasons for and consequences of one's own behaviour. There has to be a desire to function on a reliably invitational manner. Sometimes, teachers might strive to be intentionally invitational, but are not sure how to go about it. They might find themselves in a transitional period. Purkey and Novak (1996:58) noted that teachers who are intentionally inviting are more likely to be responsive to their learners and therefore are more readily accepted by learners. Teachers who are intentionally inviting, read "learners cues and characteristics and flex to individual learners or groups by adjusting communication accordingly. What seems to distinguish the highly adaptive teacher is the capacity to see beneath the external behavioural cues and to recognise the unique psychological qualities of each interaction" (Purkey & Novak, 1996:58). In addition to the above, the research of Wigington, Tollefson and

Rodrigues (1989:336) indicates a bonus aspect of intentionally inviting behaviour: Teachers who received higher ratings from learners were those who carefully and deliberately encouraged active learning and class participation.

In Invitational Education, everybody and everything positively adds to, or negatively subtracts from the connecting with learners. Ideally, the aspects of people, places, policies, programmes and processes should be so intentionally inviting as to create a classroom where each individual is cordially invited to develop physically, intellectually and psychologically. Those who accept the basic assumptions of invitational education not only strive to be intentionally inviting, but once there, also continue to grow and develop (Purkey & Stanley, 1991:46; Kok & Swart, 1988:261; Purkey & Novak, 1996:59).

In addition to the four types of teacher behaviour discussed, there has to be a strategy to help teachers to learn this behaviour. In invitational education, this plan of action to develop the self, is called the Four Corner Press.

3.7 THE FOUR CORNER PRESS

According to Purkey and Stanley, (1991:51) what teachers accomplish in their profession is a function of the persons they are. The highly successful teacher has learned to use himself/herself in healthy and creative ways. Invitational education offers a blueprint for optimal personhood, called the four corner press.

The term press is used in the psychological sense of events and activities that have significance for the individual (Purkey & Stanley, 1991:51). Each corner represents a vital dimension of personal and professional functioning and offers classroom teachers a realistic way of increasing their IQ (invitational quotient). The four corners are illustrated in Figure 3.2.

Being personally inviting with oneself	Being personally inviting with others
Being professionally inviting with oneself	Being professionally inviting with others

Source: Purkey and Stanley 1991:51

Figure 3.2 Four Corner Press

Invitational education reminds teachers to orchestrate their lives in each of the four corners to seek harmony and balance in education, learning, and living. Like pistons in a finely tuned automobile engine, the four corners work together to give power to the whole movement. While there are times when one of the four corners may demand special attention, the overall goal is synchronisation. Each area is vital in invitational education because each contributes to a balance between personal and professional functioning (Purkey & Stanley,1991:51). These four areas will now be discussed in more detail.

3.7.1 Being personally inviting with oneself

Educators are often overlooking their own welfare by being hardworking, dedicated and also sacrificing themselves for their "calling" as teachers. According to Purkey and Novak (1996:104) these "over-worked" teachers are more prone to stress-induced illness. To maintain an inviting stance, they have to avoid boredom and isolation as well as the principal components of burnout.

When teachers constantly sacrifice their own wants and needs to meet the demands of others, the sacrifice gradually builds resentment. Teachers have a moral obligation to their learners to take care of themselves. It is difficult to invite others, if one neglects oneself. In order to be personally inviting with oneself, one has to keep in mind that the principles of respect, optimism, trust and intentionality that are useful to invite others, also directly apply to inviting oneself. It is of the utmost importance to respect oneself and one's feelings. By doing this and by varying self-

invitiations the probability of success is increased (Purkey & Novak, 1996:105). Invitations to the self could be the following:

○ Seek silence. You require time to think, meditate, evaluate, plan – without any pressure of time.

○ Take religion seriously.

○ Take care of yourself physically. It is important to be physically active as this reduces stress.

○ Plan ahead. Take responsibility for your systems of personal support, make medium-term to long-term family, career, financial and holiday plans.

○ Spoil yourself regularly. At times you should do something pleasurable – something that you like.

○ Recharge your batteries. Intimate interactions with a family member, a trusted colleague, or a good friend on a topical or contentious issue or something that bothers you, may make you feel better and allow you to gain a better perspective and prevent burnout.

○ Live with flair. Create time for a hobby, take a number of risks, visit interesting places. The purpose is to avoid falling into a rut, and to avoid experiencing boredom.

○ Avoid blame and accusations. Try to forgive and forget as soon as possible (Purkey & Novak, 1996:104 ; Kok *et al*, 1992:76).

Another kind of personal invitation that has to be noted is that which one says about oneself. Many teachers undermine themselves by engaging in too frequent assessment and too severe judgements of themselves. What one believes about oneself, one tends to say about oneself. Self-depreciating, self-judging language that one directs at oneself will weaken us. One has to persist in believing in oneself, in one's own untapped potential.

Negative inner dialogue has a negative impact on the selfhood. One has to feed one's self-understanding with quality messages (Kok *et al.,* 1992:76; Purkey & Stanley, 1991:52).

3.7.2 Being personally inviting with others

Invitational education places a high priority on personal relationships. There is no point in being successful professionally and not succeeding in personal relationships (Purkey & Novak, 1996:106). Aspects which are important in inviting others are being geniune self-disclosure in interpersonal relationships and to develop and maintain unconditional regard for other human beings. Practical ways to be personally inviting with others are:

- Promote politeness / civility. Basic polite language and behaviour are self-explanatory. Be punctual for meetings; arrive on time. Do what you undertake to do. Care for others' time and feelings.

- Signal to others that you care. Send a card, sympathise, extend congratulations; engage in personal enquiries; offer your services where possible.

- Create a positive atmosphere. At the start of a meeting or a class – make an announcement, use light humour, refer to something important that will happen on that particular day; lodge an enquiry about someone or something.

- Enjoy refreshments with others. Create a positive atmosphere, break the tension, provide opportunities for the informal exchange of ideas, and create warmth.

- Keep things simple and relevant. Try not to exaggerate an issue, avoid adding on other issues. Listen attentively, do not interrupt; do not respond too quickly.

- Remain up to date. Make an effort to know what is the fashion, the heroes of the day, the movies, the music, the motor-cars, the colour schemes of the day(Kok et al., 1992:75 ; Purkey & Novak, 1996:108).

Another way of being personally inviting to others is to find ways to remember people's names. Where at all possible, work on a first-name basis. If one uses people's names , they become more accessible, and one is able more easily to win their trust and to demonstrate genuine appreciation (Purkey & Stanley 1991: 57)

3.7.3 Being professionally inviting with oneself

The educator who does not invite himself/herself to grow professionally runs the risk of becoming obsolete. Teachers should continually upgrade their skills and knowledge to sustain their professional standards as well as enthusiasm (Purkey & Novak, 1996:108)

One can easily fall into the rut of using the same teaching style for years since it proved to be successful. This however narrows perspective and diminishes professional vitality. Purkey and Novak (1996:108); Kok *et.al* (1992:78) and Purkey and Stanley (1991:60) agree on the following suggestions to how to be professionally inviting with oneself:

o   The improvement of formal qualifications through further study.

o   Conferences and symposiums.

o   Read. Every teacher should regularly receive at least one educational or education-orientated journal.

o   Membership of a professional organisation.

o   Personal projects. Experiment continuously with your classes and learners – so that you may initiate and experience renewal.

o   Write. It is extremely stimulating to make contributions on the basis of your own experience.

o   Make appointments. There may be persons or experts in your professional field whom you would like to meet, or with whom you would like to establish contact so that you may talk to this person about a topic of interest.

o   Look for feedback. At the end of a term, or year, or once an activity or function has been concluded – seek feedback .

3.7.4 Being professionally inviting with others

When the first three areas are accomplished, then functioning on the level of being professionally inviting to others becomes second nature. Being professionally inviting actually means to invite success at school (Purkey & Novak, 1996:118). These authors, together with Kok *et.al.* (1992:76) indicate that teachers and principals should take note of the following, in order to invite others professionally:

o *Communication.* In communication, it is extremely important to devote attention to the following aspects: Give your undivided attention when a colleague, learner or parent has something to convey to you. Concentrate so that you may note exactly what happens, or what has ceased happening, what the feelings are, how the participants argue, and the needs that are expressed. Also note what has not been said. What message is hidden behind the words? If he or she asks for advice, is recognition or approval sought, is a decision required, or is the response one of distress, despair, doubt, victory or joy? Check to see if you understand the message correctly. Provide a brief paraphrase of what you heard, or summarise the content to ensure that you received the correct message. Pose open-ended questions. These are questions that do not entail judgement, but which encourage the participant to make additional disclosures until they are certain of the full picture or the essence thereof.

o *Association.* It is necessary for school management that their colleagues and learners know that there is unity in the school. Speak in the plural, for example, our staff, our parents, our class, our team, our offices, our premises, our achievements, our rules, our efforts, and the like. Remove obstacles that make communication and relationships difficult: be available, be accessible, forget about your status, and your authority; take a stance of solidarity with your colleagues and learners – they will then accept you and recognise your status and authority with greater ease.

o *Assertiveness.* Create space for colleagues and learners so that they may express their ideas, views, feelings and values. Provide opportunities to all as far as possible so that they may accept responsibility for their behaviour and obligations.

o *Investments.* Invite colleagues, learners and parents to invest their talents, creativity and energy in common efforts that will be to the advantage of everyone who are involved with the school and in education. Pose challenges. Pose problems. Give time so that solutions may be found.

o *Competence.* Success leads to success. When you assist a colleague or learner to achieve success, you have succeeded in prompting him/her to believe in his /her own ability, value, and selfhood (Kok *et al.*, 1992:76; Purkey & Stanley, 1991: 62, Purkey & Novak, 1996:118).

To conclude: a healthy balance among the four corners is needed. Purkey and Stanley (1991:52) indicate that it is common for teachers to feel exhausted, estranged, fatigued, powerless and burnt out and to find work meaningless. Teachers who practice invitational education can, by attending to all four corners, find ways to be enlivened in their education, learning and living.

Teachers can change their behaviour in the ways which are expected from them through invitational education (cf. 3.7) However, things do not always go the way one expects or wants it to happen. To aquire respect, trust, optimism and intentionality takes a special challenge in schools today. These challenges include the need to maintain good classroom discipline.

3.8 DISCIPLINE

Teachers who practice invitational education face the need to resolve vexing conflicts, handle difficult situations, and maintain discipline, similarly to anyone else in schools or within society. The purpose of invitational education is to resolve these situations with respect for the dignity and worth of everyone involved. Invitational education has a specific approach on how to resolve conflicts at the lowest possible level and with the least amount of energy. To do this, the rule of the five so-called C's is employed. The rule is to play, whenever possible, the lowest C level first, and move upward through higher C's only when necessary. The five C's are concern, confer, consult, confront and combat. In any situation where there may be differences of opinion, where rules may be broken, or where discipline may be needed, the first thought should be: "How can I resolve this situation at the lowest possible C level?" Any teacher can escalate a situation into a conflict. It takes knowledge, effort, and intentionality to resolve a situation with the lowest C, beginning with concern (Purkey & Stanley, 1991:79; Purkey & Novak, 1996:92). Disciplinary problems which could arise, might lead to such conflict. The following are strategies to handle conflict.

3.8.1 Concern

In any situation where there is the potential for conflict, the teacher who practices invitational education asks him- or herself:

o   Is this situation really a concern? Can it safely and wisely be overlooked?

o   Will this situation solve itself without intervention?

o   Does this situation involve a matter of fairness, principles or values?

o   Is this situation a concern because of personal biases, prejudices or hand-ups?

o   Is this the proper time to be concerned with this situation?

o   Is there anything that can possibly be done about this situation?

o   Are there sufficient resources, support and information available to successfully address the situation?

⊛   Will ignoring it bring stress or create greater concern? (Purkey & Novak, 1996:92; Purkey & Stanley, 1991:79)

Often situations can be successfully addressed at this lowest level by changing the concept concerned. A silly wisecrack offered by a learner in response to a question might rather be an occasion for mutual laughter than for confrontation. When a situation is of sufficient concern, the teacher proceeds to the second C: confer.

3.8.2 Confer

To confer means to initiate an informal conversation with the learner or other person in private. The teacher could by signaling the desire for a positive interaction (a smile, using the person's name, eye contact, a handshake, some small expression of pleasure). Then state, in a non-threatening and respectful way, what the concern is, why it is a concern, and what is proposed to resolve the concern. For example, "Mary, running in the hall is dangerous. You might injure someone running. Please walk rather than run in the hallway." Or "John, coming late to class is distracting. It interrupts the class lesson. I will appreciate your promptness in coming to class". After the statement is made, follow it up immediately by asking: "Will you do this for

me?" It is important to ask for what is wanted. No one can read minds (Purkey & Novak, 1996:93).

At the conferring level, it is important to consider these questions:

o   Do both parties clearly understand what the concern is?

o   Do both parties know why the situation is a concern?

o   Is it clear what is wanted?

o   Does the concern relate to mutually established classroom goals?

o   Is there room for compromise or joint reconceptualisation of the situation?

o   Is there time to allow the parties to reflect on the concern before further actions are taken?

o   Is the concern important enough to move to a higher C, and is this necessary? (Purkey & Stanley, 1991:81 – 82; Purkey & Novak, 1996: 93).

In most situations, a one-on-one, non-threatening informal conference will successfully eliminate the concern. When conferring does not work, the third C – consult - is appropriate.

3.8.3 Consult

Consultation requires a formal discussion with the parties involved. Because this consultation usually involves talking about what has already been discussed, it requires firmness and directness. For example, "John, last week you said that you would hand in the prescribed project, yet this morning you did not. This is creating problems for you and for me". In consultation, the focus is on abiding by commitments that were made in the previous conference: "You promised me that you would hand in your project on time and I expect you to keep your word."

Questions that should be considered at the consultation stage include:

o   It is clear to all parties what is expected? Are all cards on the table?

o   Are there ways to assist the parties in abiding by previous decisions?

o   Have the consequences of not resolving the situation been considered?

While a direct and deliberate discussion may not resolve the situation, it gives clear notice of its significance.   If the situation persists, then it is time for the fourth C: confront (Purkey & Stanley, 1991:83; Purkey & Novak, 1996:95).

3.8.4 Confront

Confronting is a no-nonsense attempt to work out a difficult situation that is of major concern.   At this fourth stage, it is important again to spell out in careful detail the continuing situation.   Describe what the situation is and why it is of major concern. Point out that this situation has been addressed previously and repeatedly, and that progress has been insufficient.   Now is the time to speak of unavoidable penalties. For example: "John, if you do not hand in your project on time, I will contact your parents."   By spelling out logical consequences, everyone understands the rules of the game (Purkey & Stanley, 1991:83 ; Purkey & Novak, 1996:95)   The same authors suggest that the following questions might be asked during this fourth stage:

o   Have sincere efforts been made to resolve the situation at each of the lower levels?
o   Is there documented evidence to show earlier efforts to resolve the situation at lower levels?
o   Is there sufficient authority and power to follow through with stated penalties?
o   Will confronting help to solve the situation?

When consequences involving penalties occur, and when the rule of the five C's has been followed, all parties are likely to know that the consequences were fair and impartial – which leads to the final C: combat.

3.8.5 Combat

As used here, the word combat, is defined as struggling against, in order to reduce or eliminate the concern, as to combat inflation, to combat racism, and to combat misbehaviour. It is used as a verb rather than a noun, as in the sense of active fighting or warfare. The goal is to combat the situation, not the person (Purkey & Stanley, 1991: 84 ; Purkey & Novak, 1996:96).

The use of the word combat emphasises the seriousness of the situation. It also means that because the situation has not been resolved at lower levels, it is now time to move into the highest C.

For obvious reasons, combat is to be avoided wherever possible. At the combat level, there are likely to be winners and losers. In significant contests it is often unpredictable who will win and who will lose. Moreover, combat requires a great deal of energy that might be better used in more productive endeavours. Yet when all else fails, and the situation is of sufficient concern, then it is time to enter the arena. In preparing for combat, it is helpful to consider the following:

o Is there clear documentation that avenues other than combat were sought?
o Even at this late date, is there a way to avoid combat?
o Are sufficient support and resources available to win the contest?
o How can the winner demonstrate compassion for the loser?

At the successful conclusion of the contest, the educator should end things up with as much fairness and sympathy as possible (Purkey & Stanley, 1991:84 ; Purkey & Novak, 1996:96).

As pointed out earlier (cf. 3.5.2), respect is a basic ingredient of invitational education. Even when the most serious penalties must be leveled against a learner, the feeling should be of sadness rather than vengeful joy. It is sad when teacher and learners reach the combat stage, and any penalties are to be administered with as much respect and compassion as possible.

By solving concerns at the lowest possible level, teachers who employ invitational education save energy, reduce conflict, and avoid acrimony. Again, any teacher can go from persuasion to coercion; all it takes is raw power. The teacher who practices invitational education understands that everyone has power, no matter how little they are or what position they hold. Because power is shared, the inviting teacher always uses the lowest possible C to resolve concerns (Purkey & Stanley, 1991:84; Purkey & Novak, 1996:95).

In 1984 Purkey and Novak (1996:6) extended the scope of invitational education. Although they emphasised the fact that education was basically an inviting process, everyone and everything in and around schools were identified as signal systems that invite or disinvite success in schools. Schools were seen as functional wholes in which the parts influence the whole and the whole affects the parts. In practice, invitational education addresses the five powerful "P's" that constitute any school: Places, People, Policies, Programs and Procedures. This will now be discussed in more detail.

3.9   THE POWERFUL "P'S"

3.9.1 Places

The word "places" denotes physical environment. Moreover, the Invitational Model places man's physical environment in the focal point. Man cannot be divorced from his physical environment; in fact, the physical environment, or "educational setting", impacts on people because these settings invariably convey a "message". They embody a statement on how much care is taken of the visitors or users who decide to visit the setting. Educational settings offer an excellent starting-point for the implementation of Invitational Education because they are so conspicuous. This is a highly noticeable aspect of any school – and anyone who visits a school will immediately notice this conspicuousness. This aspect can also be modified with the greatest of ease. It is important to continuously remain acutely aware of educational settings for purposes of making improvements so that the school may become a pleasant, invitational living and work space. Compare the difference between

neglected gardens, dusty classrooms, dirty windows, peeling paint, the absence of curtains, and broken door handles on the one hand, and neat school premises, clean passages and classrooms, clean or painted walls, well-fitting curtains, clean windows, flowers in offices and staff rooms, an eye-catching main entrance, and clear directions (sign-boards), which invite visitors to the office, and indicate, in invitational language, where they should park. It is pleasant for any person to be in a beautiful and neat environment. This makes one feel good, and promotes sound, productive thinking (Purkey & Stanley, 1991:69; Kok, et al., 1992:19).

3.9.2 People

Person-orientated organisations and schools are the easiest to identify. These are schools where there is a high level of concern to meet the needs of everyone involved in them, and these needs encompass the physical, psychological, social, intellectual, and spiritual domains. These are schools where everyone who works and learns there, is regarded as important. These are schools where politeness and civility are the predominant norms – a setting where there is a general atmosphere of warmth, respect and appreciation (Purkey & Stanley, 1991:70 ; Kok et al.,1992 : 20).

In an invitational school, there is a concerted effort to be sensitive to the existence of each individual; indeed, an attempt is made to create a space in which everyone is allowed, as far as possible, to exercise control over himself or herself so that he/she may take optimal responsibility for developing his/her own potential. For this reason, it is important to recognise and engage everyone in the decisions that will affect them. In this regard, Purkey and Schmidt (1987:13) contend that "decisions that have tremendous effect on people's lives are too often made by those in authority for reasons of efficiency, effectiveness and conformity. Moreover, these decisions are often designed for the convenience of a few at the inconvenience of many". From this statement, one may deduce that an authoritarian management style is incompatible with a Model of Invitational Education. The interests of "the school" may not be placed above the human dignity of the person. The school is for the learners and the teachers who are present there. The reverse is never the case. This is a most important point. Otherwise, learners and staff may be devalued to a lesser role, compared to other interests.

Several learners leave school with a feeling of inferiority, intellectual inhibition, damaged self-confidence, low esteem of their own abilities, and with a feeling that no one cares about them. Many teachers experience "burnout" in the course of their education careers; in fact, the education profession is rated as the profession with the third-highest stress level. The use of the model for Invitational Education in schools may contribute significantly towards maintaining staff's and learners' the psychological and physical health of staff and learners. In practice, the proposed model accommodates each person's basic need for recognition, human dignity, self-realisation and a sense of responsibility (Purkey & Stanley, 1991:68; Kok et al., 1992:20).

3.9.3 Policies

People and educational settings are also influenced by rules, codes, instructions, authorisations and acts of delegating tasks that emanate from the governing body. Policy on various matters is required, and is used to handle and administer everyday matters related to the schools. Eventually, each aspect of policy – whether formal or informal – communicates a message to everyone in the school about the way in which things should be done and how each fits into the whole picture.

Sometimes a policy, however well-intentioned, may place improper limitations or handicaps on individuals or groups. Insensitive, inappropriate policies that are uncaring about people compromise their capacity to contribute either to their own welfare and progress, or the welfare and progress of others. For example, a policy stipulating that recognition is given only to certain learners, activities, teachers, groups or standards is non-invitational. For example, it is unacceptable if achievements in certain sports are rated as more important than achievements in others; or if achievements in sport are regarded as more important than achievements in the cultural domain, because then there is indeed discrimination against the value and competencies of a certain section of the learners and staff, compared to others who have the talents that are favoured. If people are sensitive to these issues, they generally find that these non-invitational policy stipulations may

without major difficulties be converted, into invitational policy stipulations that yield significant gains for the school (Purkey & Stanley, 1991:71; Kok et al., 1992:20).

3.9.4 Procedures

A procedure refers to the course of action that has to be taken for a specific action, activity or process in an organisation. These procedures are devised by management and prescribed to everyone who may be affected by them. Many procedures have indeed become customs or habits, and often very little thought is devoted to them. However, a procedure refers to the way in which people are handled, or a framework for taking action. Procedures are generally judged only in terms of whether they work or not.

Unfortunately, this cannot be the only measure. A procedure also conveys a message, and provides an indication of the impact of the deviser's (devisers') perception of the users of the procedure. Procedures that are insensitive to people's time, privacy, human dignity, competencies and sense of responsibility are in conflict with the core constructs of the Invitational Model. There are procedures that communicate the following message: *I trust you.* However, others seem to claim: *I don't trust you and I'm checking on you.* There are yet others that communicate the idea that you may make your own choice (within limits), and yet others that state: *I have already decided on your behalf, you have no choice, do as I prescribe to you.* Naturally, if users are allowed to provide an input or have access (or had access) to the rationale of a procedure, it is much easier for them to accept the procedure, or to manage the unavoidable, burdensome effect of the procedure. An example of such behaviour is where a headmaster enters a staff-room, and in the presence of everyone requests information about certain colleagues' ages, qualifications, and number of years experience, and then expects those members of staff to provide the information in the public mode of the staff-room. A more invitational procedure is to adopt a more personalised approach, requesting the information in private – or asking the affected members of staff to submit the information in writing by a certain time. These may seem to be minor events; however, each of these is important. Thoughtlessness, insensitivity or too much pressure are rarely acceptable excuses or explanations for a non-invitational approach. This kind of behaviour also reflects

negatively on a manager's management style (Kok *et al.,*1992:21; Purkey & Stanley, 1991:77).

3.9.5 Programme

Each programme, whether academic or non-academic, should be screened for non-invitational elements that are present overtly or tacitly. Sometimes, well-intentioned programmes may indeed be damaging or negative in their impact on certain persons or groups because it may be that the objectives are formulated too narrowly and a broader perspective on human needs is lost. An example of a questionable programme is when the only objective is to be victorious in inter-school competitions. The obsession with winning can easily become a blind-spot in the development of other important personal and human considerations because all resources are mobilised exclusively to achieve victory. It is possible that in this context learners, teachers and parents are compelled to make non-invitational sacrifices. Sometimes the classification of people is unavoidable when a specific programme is initiated. However, there is often great danger in programmes that label groups (Purkey & Stanley, 1991:79 ; Kok *et al.,*1992:22). Hobbs (Purkey & Schmidt, 1987: 15) sounds the following warning: "Categories and labels are powerful instruments for social regulation and control, and they often are employed for obscure, covert or hurtful purposes: to degrade people, to deny them access to opportunity, to exclude undesirables whose presence in society in some way offends, disturbs familiar customs, or demands extraordinary efforts". These events take place so easily and without their being intended or planned. However, whoever subscribes to the Invitational Model of Education, and whose intention is to apply the model in practice, will be sensitive to each and every facet of school so that nothing will happen that has a negative impact on the participants in the process – because the school is not intended to have a negative impact on anyone (Kok *et al.,*1992:22; Purkey & Stanley, 1991:79).

3.10 CONCLUSION

This chapter dealt with the principles of Invitational Education. The basic assumptions and theories on which Invitational Education is based, was discussed.

There are two basic theories, namely the perceptual tradition and self-concept theory. The characteristics of the self-concept were dealt with, since it forms an integral part of Invitational Education.

In addition, the four basic elements of Invitational Education were dealt with, as well as the manner in which teachers should behave when involved in Invitational Education. A brief look at helping teachers to aquire the necessary skills to become inviting, was given. Ways in which to handle a conflict situation followed, and in conclusion, the people, places, procedures, programmes and policies which form part of Invitational Education were discussed.

The following chapter will deal with a qualitative investigation into effective learning and teaching; an invitational approach.

A QUALITATIVE INVESTIGATION INTO EFFECTIVE LEARNING AND TEACHING: AN INVITATIONAL APPROACH

4.1. BACKGROUND

In August 1997 a research project was instructed by the Human Sciences Research Council (HSRC) as part of a wider national project, "Access to learning and teaching". The researcher was responsible for the Free State region and was assisted by one field worker. The other provinces involved were the Northern Province as well as the Western Cape.

The aim of the research project was to acquire information by means of qualitative research on aspects of and factors playing a determining role in the identification of effective teaching and learning situations which may be present at schools and would contribute to successful learning. The enabling conditions for successful learning environments vary and impact on learning in different ways. The need to identify some criteria of the enabling conditions for successful teaching and learning environments was central to the HSRC project. The theoretical background, which was drawn up in order to describe these criteria and conditions is added to this thesis as an addendum (see Addendum A). Since "effective learning and teaching" forms the backbone of this study, reference should be made to **Chapter 2** where a literature study on effective learning and teaching is reported.

At this point it is important to position this thesis within the context of the broader HSRC project. The project covered an enormous amount of factors relating to "access to learning", which would be irrelevant for the purposes of this study. The complete results of the research project should therefore be regarded as a database from which only those factors relevant to this study have been selected. Only the

particular factors relating to effective learning in an invitational setting will consequently be reported on and interpreted for the purpose of this study.

The researcher will however report on the way in which the research was done and then

o   give an overview on the results of the wider project with specific focus on the Free State Province (cf.4.7.1);

o   report in detail the responses on the relevant items taken from the data sources (cf.4.8); and

o   integrate and interpret these responses in relation to the topic of this study.

The research design was determined by the HSRC/Access to learning Project (cf. 4.5) and researchers were requested to make use of the qualitative approach. It is therefore relevant to give a brief theoretical perspective of qualitative research.

4.2   QUALITATIVE RESEARCH METHODOLOGY: A THEORETICAL PERSPECTIVE

4.2.1 What is qualitative research?

When analysing a research method the nature of the study object should be considered, as well as the methods of collecting data and data-analyses, and the method used to conduct the research (Niemann,1994:154). In the case of qualitative research, these aspects are the following:

*   The study objective is the world as defined, experienced and viewed by the participants. This means that the qualitative researcher does not necessarily study the conscious knowledge or experiences of the individual since perception forming is not a conscious activity.

*   The method of data analysis does not provide a system where collected data can be expressed in a numeric-mathematical way. This means that "natural language" is used in order to prevent certain aspects of the data to be emphasised at the expense of others.

*   During qualitative research there is constantly a reciprocal cyclical relationship between the collection of data and the analysis thereof that continually influence each other and therefore also work inter-changeable. With this method it is possible to select data of value and stop data collection when no new information with regard to the research problem can be obtained. On the other hand the collected data can even provoke the analysis of the research problem to be amended (Smaling 1994a:41 & 157; Maso 1989:158).

Qualitative research methodology is of an anti-positivistic nature whilst quantitative research is rooted in positivism (Bogdan & Biklen 1982:31; Niemann 1994:155). Anti-positivism however attempts through empathy to understand the motives behind human reactions (Niemann 1994:55).

A paradigm-shift occurred in the method and purpose of educational research (Lincoln 1986:34) when Piaget came to the conclusion that non-quantifiable quests for explanations can be valuable in the study of human development. His development of a qualitative approach, known as "genetic epistemology" (Best 1981:157), further strengthened the movement from positivism to anti-positivism or qualitative concepts and techniques (Fetterman 1988:4). Thomas Kuhn (1962:158) argues that the acceptance of new paradigms is coupled with the belief that the new ones will be able to overcome the problems of the old ones.

According to Neuman (1994:319) and Niemann (1994:155) every researcher follows a "route" when a case is investigated. While quantitative researchers follow a more linear route with specific successive steps, the route of the qualitative researcher is of a more cyclic nature. This means that qualitative researchers move in a more cyclic way through the various steps, in other words, they often move backwards or sideways before moving forwards again. With each circle or repetition, the researcher collects data, analyses it and in this way obtains new information (Niemann 1994:156). Patton (1988:190) extends on this cyclic principle and is of the opinion that the researcher can even move forwards and backwards between paradigms.

4.2.2 Objectivity

Although the interview has a number of advantages over other data collection tools, Kruger (1997:143) warns that one of the limitations of the interview is that the very adaptability gained by interpersonal situations can lead to subjectivity and possible bias. A major difference between quantitative and qualitative research is that the researcher's own subjectivity is necessary and forms a vital part of the research process (Niemann 1994:159).

Quantitative researchers are of the opinion that objectivity should be achieved by certain standardised methods (Niemann 1994:159; Smaling 1994a:49). The implication is thus that the researcher operates totally unbiased and separated from the research, which underlines the idea that the researcher can be replaced by a robot. Qualitative researchers however believe that the above-mentioned methods do not necessarily guarantee objectivity. In this regard Blumer (1969:50) states:

> *If the scholar wishes to understand the action of people, it is necessary for him to see their objects as they see them. Failure to see their objects as they see them, or a substitution of his meanings for the objects of their meanings, is the gravest kind of error that the social scientist can commit.*

The above discussion according to Niemann (1994:160), Smaling (1994a:54) and Lofland (1971:4) implies that the researcher should apply the principle of "role taking" to guard against the delusion of so-called objectivity. Role-taking is regarded as a spiritual activity through which an individual imagines him/herself in the position of another to enable him/her to understand, anticipate and interpret the behaviour or experience of the other person.

4.2.3 Reliability

According to Niemann (1994:160), in quantitative research reliability refers to the accuracy, stability, constancy and repeatability of the research. Goetz and Le Compte (1984:211) agree with this view when they define reliability as the degree to which investigations can be repeated and the same methods produce similar results.

Niemann (1994:160) subsequently distinguishes between internal and external reliability.

Internal reliability refers to the reliability during the research project. According to Smaling (1994a:81 & 82) and Niemann (1994:160) a variety of measures can be taken to facilitate reliability during qualitative research. These measures are:

Triangulation – the principle that a minimum of two methods should be applied in the research of the object. Four types of triangulation can be applied:

- Methodological triangulation: the use of more than one method to gather information.
- Theoretical triangulation: the use of more than one theoretical perspective to interpret data.
- Investigator triangulation: the use of more than one researcher or observer in the investigation.
- Data triangulation: a repetition of the investigation with the same person or with others.

Cross-examining – a way in which to determine whether casual misinterpretations infiltrated the findings of the research. This can be done by comparing the findings with those of other researchers, orally or through their written work.

Control of members – the method by which contradictions in the findings are referred back to the researchers for an explanation or a solution.

Consensus – the principle through which consensus of the findings is reached through open discussion.

Selection and training – a method through which assistant researchers, observers and interviewers are thoroughly selected and trained to ascertain that people who assist the researcher are competent.

Auditing – the process through which all information regarding the research, as well as data, surveys and notes are kept, so that the findings can be verified by independent persons.

Mechanisation – the use of audio-bands and videos to store information and computers for the processing of data.

External reliability refers to verification of the findings of the research, when the same research is undertaken by independent researchers, under the same circumstances and with the same participants (Niemann 1994:161). To increase external reliability the following should be contained in the qualitative research (Niemann 1994:162).

o   A description of

- the status of the researcher;
- relevant characteristics of the participants;
- concepts that have been used; and
- methods of research.

o   An exposition of the theoretical starting-points and arguments underlying the 'various' choices made in the research.

4.2.4 Validity

According to Goetz and Le Compte (1984:221) two questions can be asked to determine validity, namely:

Are the researchers really measuring or observing that which they think they are?

To what degree are the findings also tested or refined by other research?

To accomplish validity it is essential to strive for the elimination of systematic mistakes as well as mistakes made by chance.

According to Smaling (1994a:82–87), Campbell (1988:72), Goetz and Le Compte (1984:222 – 228) and Miles and Huberman (1984:231–243) the following measures could increase the validity of qualitative data:

- striving towards a representative investigation, *inter alia* through making use of participants who are able to supply the needed information, as well as through the systematic analysis of data;

- · to search for so-called negative or extreme data – "theory driven data collection";

- to establish a comprehensive register of data, notes, relevant actions and events, to be used during data-analysis;

- to be wary of bias and perspectives that the researcher may instill in the participants, as well as their prejudice that may influence their responses;

- to indicate whether the researcher's attitude has changed through exposure to the research;

- to give an accurate description of the research process, reasons for the choice of methods, the circumstances under which, and context within which the research was conducted;

- to indicate differences and similarities in the data; and

- to gather data until the point of theoretical saturation has been reached.

4.2.5 Data collecting methods

Several methods could be used to collect data during a qualitative research investigation. The methods could be divided into methods with interaction and methods with no interaction.

4.2.5.1 Non-interactive methods

(a)   <u>Non participating observations</u>

This type of observation, according to Niemann (1994:164) and also Goetz and Le Compte (1984:143), occurs when the researcher does not participate in the activities, but merely observes what is happening from a distance and makes a note of it. The observation may also take place with the aid of hidden cameras, tape recordings or one-way mirrors.

(b)   <u>Artifact collection</u>

This method refers to data that originates from people's sensations, experiences, knowledge, opinions and feelings of certain periods of time or cultures. These may include, *inter alia*, archival records, documents, memoirs, record books, minutes, diaries and other similar sources (Niemann,1994:165).

4.2.5.2 Interactive methods

(a)   <u>Participant observation</u>

During this type of observation, the researcher lives amongst the people to be observed as far as possible. The researchers participate in the daily activities of the concerned people and reconstruct their interactions and activities as soon as possible with the aid of field notes (Goetz & Le Compte 1984:109). The researcher should therefore grow through his/her experiences in order to be able to understand the social circumstances being studied (Jacobs, 1970:7).

(b)   <u>Interviews</u>

The qualitative interview may take on several forms but the unstructured interview is regarded as the most suitable type of interview in order to obtain valid and reliable results (Niemann, 1994:166 and Smaling, 1994a:95).

Shurink (1988:137 & 139) differentiates between the total unstructured interview, which is not preceded by a literature study, and the unstructured interview where the researcher has a loose schedule of categories based on the preceded literature study in order to direct the interview. The unstructured interview is seldom executed in isolation and mostly forms part of a broader investigating programme where the researcher already possesses a certain amount of knowledge on the subject. It is important in the latter case that no definite order of questioning should exist, but that the researcher stimulates the informer to participate spontaneously and directs the conversation in such a way that the information is relevant to the research problem (Burgess 1982:106 & 107).

Niemann (1994:166) and Smaling (1994a:95) however favours the hermeneutic approach in unstructured interviewing. This implies that the response of the informant against the background of the entirety be interpreted and reinterpreted and that the entirety again in terms of fractions be interpreted and reinterpreted. This forms the process of understanding and interpretation.

Niemann (1994:168), Smaling (1994b:34), Chadwick, Bahr and Albrecht (1984:208), Burgess (1984:7), Goetz and Le Compte (1984:127–129) suggest the following guidelines for conducting unstructured interviews:

o Each interview should be preceded by a short explanation of the purpose of the interview, the way the interview will be conducted and, if necessary, the assurance that the identity of the participant will be kept anonomous.

o The researcher should attempt to establish a good relationship with the participant from the outset.

o The questions should be expressed in a meaningful and clear way.

o Leading questions should be avoided, because this could influence the informant to answer questions in the way that the researcher expects it to be answered.

o Simple questions, in other words containing just one idea, should be used.

o   Questions preceded with "why" should rather be avoided, because it can often be experienced as ambiguous.

o   Questions of a more complex and controversial nature should preferably be asked in the middle of the interview, because by then the participant will be more relaxed and his/her interest already stimulated.

o· The researcher should be careful not to talk more than the participant.

o   The researcher should continuously make notes of all relevant information and reactions.

o   The researcher should ensure that he/she attaches the same meaning to terms and concepts as the participant.

o   The interview should be taped.

4.3   RATIONALE FOR THE USE OF A QUALITATIVE METHODOLOGY IN THIS RESEARCH

Several reasons for the use of the qualitative method are applicable.   Kruger (1997:37) gives six main reasons why this method should be used, but only those applicable to this study are noted below:

o   Qualitative research has the natural setting as the direct source of data.   The researcher is the key instrument.

According to Van Manen (1990:31) the researchers should visit the particular setting under study, because they are concerned with the context.   Bogdan and Biklen (1982:30) are also of the opinion that the actions of the participants can best be understood when they are observed in the setting in which they occur. In this study the settings to be observed were the selected schools that were identified as institutions where effective learning takes place.

o   Qualitative research is descriptive

The data collected are in the form of words, rather than numbers (Mouton & Marais 1989:7). The interview transcripts make it possible to analyse the richness as closely as possible to the form in which they are recorded and transcribed. The participants can be chosen from a diverse cultural group and responses may vary from person to person. The approach is that nothing can be trivial; that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied. In this study, different teachers from different cultures and economic background were interviewed without being afraid that they would be victimised for their straight answers, since misunderstandings could be eliminated during interviews.

•   Qualitative researchers are concerned with process rather than simply with outcomes or products.

In this study it was imperative to rather observe the process of teaching in the classroom rather than merely completing another questionnaire on why principals/teachers thought their schools were successful.

o   Small groups of respondents.

Qualitative researchers usually work with smaller samples of people in fever global settings. Qualitative samples tend to be more purposive than random (Miles & Huberman 1984:36). In this particular study, schools from different economic backgrounds were chosen with the common characteristic of being effective schools. This made it easy to search for common factors contributing to this success.

Against the background of the nature of qualitative research and its applicability to this study, a detailed description of the way in which the research was conducted in this project, will now be given.

4.4   RESEARCH FOCUS, SCOPE AND METHODS

The research focus was on particular learning environments that enable learners to learn more constructively and take control of the process of new knowledge production. It was a proactive research project in the sense that its ultimate aim was to indicate what is possible, rather than what cannot be done. The following criteria were used as a framework for the analysis:

o institutional and functional arrangements such as the availability of the school-time-table, attendance levels, extra-mural activities, teacher − learner ratio, teacher qualifications and management styles;

o learning styles, teaching strategies and teachers' knowledge;

o teacher support and development;

o learners' backgrounds;

o physical facilities, materials and transport;

o teachers' attitudes;

o support which schools receive from institutional structures and communities such as the Department of Education and governing bodies;

o relevant curricula; and

o stability and the extent to which schools have and/or are adapting to change.

Whilst incorporating all the above objectives in the project, greater emphasis was placed on the teaching and learning related aspects. These included learning styles, teaching strategies and teachers' knowledge and attitudes.

The broader research project covered three of the nine South African provinces, that is − Western Cape, Free State, and the Northern Province.   In each of these provinces six pre-selected schools, three primary and three secondary schools, were to be visited over a three-week period between 25 August and 15 September 1997. This meant that a minimum of two researchers were each to spend one week at each school for research purposes. The fieldwork took three weeks and was aimed at providing baseline information. The choice of six schools, with the research based in one school per week was meant to ensure that, as much as this phase required baseline information, which were largely to be superficial, this should not compromise

the validity of the findings. Thus each of the schools was subject to observations, interviews, and a questionnaire, notwithstanding some of the preliminary findings arising from the criteria used to select the schools. This kind of triangulation was built into the research from the beginning to further enhance the validity and reliability of the project. The extent to which the findings could be useful for a more in-depth study, and to inform policy, was also enhanced through this approach.

Criteria for identifying successful learning environments included the use of a variety of criteria and approaches to reinforce each other. Six schools per province were selected. To ensure broader representation, the selection of schools was based upon data such as exam results, drop out rates, whilst equally incorporating information gathered from the School Register of Needs on physical facilities, materials and resources. To ensure broader representation, two schools were finally chosen from the well-resourced schools category, two average-resourced schools and two poorly-resourced schools. This information was supplemented with qualitative aspects such as expert opinion arising from research and theories about quality education, and opinion which was sought from departmental district officials, school principals, teachers, learners and parents, as well as from service providers such as Non-government Organisations (NGO's). (The theoretical framework from which these aspects for effective education were taken, is added to this study as an addendum. See Addendum A) The selected schools in the Free State Province, which formed the sample for this research were as follows:

o St Andrew's School – Bloemfontein   (mainly English first language learners; English medium of instruction)
   Headmaster: Mr R Gordon
   Secondary School – Boys only
   Well-resourced school
   287 learners

• Eunice High School – Bloemfontein (mainly English first language learners; English medium of instruction)
   Headmaster: Mr P Cassar
   Girls only

Well-resourced school

545 learners

o   St Peter's Claver Primary – Kroonstad (mainly Sesotho first language learners;
    Sesotho/English medium of instruction)

    Headmistress: Sister Dorothy

    Boys and Girls

    Average resourced schools

    886 learners

o   Ekwaluseni Catholic School – Vrede (mainly Sesotho first language learners;
    Sesotho/English medium of instruction)

    Headmistress: Mrs Mathe

    Primary School (Boys and Girls)

    Poorly-resourced school

    520 learners

o   Mokitlane Primary School – Ladybrand (mainly Sesotho first language learners;
    Sesotho/English medium of instruction)

    Headmaster: Mr Nomganga

    (Boys and Girls)

    Poorly-resourced school

    1062 learners

o   Tsoseletso High School – Bloemfontein (mainly Sesotho first language learners;
    English medium of istruction)

    Headmaster: Mr Khoarai

    (Boys and Girls)

    Average resourced school

    1556 learners

The grades to be visited at the schools included grades three (std 1), five (std 3),
eight (std 6) and twelve (std 10). The rationale given for the selection of these
grades was that grade three is "the entry point", grade five is the beginning of
"English medium of instruction", grade eight is the "beginning of the secondary school

phase" and grade twelve is the "end of the school" phase (Access to Learning research project proposal:12). However, because of various constraints, researchers were not always able to monitor these particular grades and sometimes had to make use of whichever grades were available.

4.5   RESEARCH DESIGN AND THE INSTRUMENTS USED IN THE RESEARCH

The research design, conceptualisation and operationalisation were determined by the HSRC/Access to Learning Project. The HSRC/Access to learning had drawn up a questionnaire and a classroom observation and interview schedule.   Both quantitative and qualitative information had to be collected on each school.

For the sake of comparability, the same questionnaires, observation/interview schedules were to be used at all six schools.

The task was to administer the questionnaire, interview teachers and observe classes (using the schedules provided).

Initially the proposed programme for researchers was as follows:

On *Day One,* a Monday, the principal and heads of departments were asked to complete the questionnaire for collection at the end of the week and for the researchers then to shadow a specific class (std 1/grade 3, std 3/grade 5, std 6/grade 8 or std 10/grade 12) as their various lessons proceeded. In doing so, expectations were that the researchers would observe a variety of teachers and become familiar with the learning environment and the teachers at the school. The aim was to identify one teacher who was considered to be pro-active and likely to adapt to recent educational changes. All the teachers observed had to be interviewed.

Day Two entailed shadowing the teacher identified on Day One for the full day. If the teacher taught two or more subjects then at least one observation schedule had to be completed for two different subjects.

Day Three entailed following the same procedure as Day One, but shadowing a class at a different grade from which had already been shadowed (std 1, std 3, std 6 or std 10). One teacher was to be selected to be shadowed the following day. In addition the teachers had to be interviewed.

Day Four entailed shadowing the teacher identified on Day Three for the full day. If the teacher taught two or more subjects then one observation schedule was to be completed for two different subjects.

Day Five, the last day, involved rounding up exercises such as follow-up interviews as well as collecting and checking the questionnaires to ensure that all the questions had been answered.

4.6   METHODOLOGY

4.6.1 Data Sources

Data was collected from three **primary sources**: the questionnaire, the interview schedules and the observation schedule (see addendum B & C)

The Questionnaire

The questionnaire was completed by the principal or the head of department (HOD) at each school. The researcher tried to informally complete the same questionnaire at each school so that her impressions could be compared with the data collected from school officials.

Aspects covered by the questionnaire are:
- the school time-table
- classroom attendance
- punctuality
- time on task (teachers and learners)
- extra-curricular activities
- teacher/pupil ratio

o   teacher qualifications

o   teacher attitudes

o   principal's role

o   stability and change

o   teacher support and development

o   community involvement

o   learner's background

o   the relevant curriculum

The Interview Schedule

The interview schedule reflects the format of a semi-structured interview. The exact words on the schedule were not necessarily adhered to since the researcher sometimes had to use his/her own words to assist teachers who experienced difficulty with the language used in the schedule or in understanding the questions.

The Observation Schedule

Some of the details required for this schedule needed to be completed through interviews. It was noted on the schedules when data came from interviews as opposed to observations.

As **secondary sources** or *supporting data sources* notes were made on any observations on aspects not covered by the schedule which might also be of interest or could assist the project in establishing what conditions did/did not contribute towards the creation of a successful learning environment at the schools.

4.6.2 Data Collection

Data collection took place over three weeks as indicated in Table 4.1 below:

TABLE 4.1: Data Collection

SCHOOL	DATE
St Andrew's School	25 August – 29 August
Eunice High School	25 August – 29 August
St Peter's Claver Primary	1 September – 5 September
Ekwaluseni Catholic School	1 September – 5 September
Mokitlane Primary (Selosesha)	8 September –12 September
Tsoseletso High School	8 September – 12 September

Visits had been arranged at the schools by the researcher. None of the schools refused to participate in the study, and in general school principals/heads of departments and teachers were co-operative throughout the study.

Classroom Observation

On average at least three lessons were observed on Days One and Three and at least two observation schedules were completed on Days Two and Four at each school. Table 4.2 below provides a summary of the grades observed at each school:

TABLE 4.2: Grades observed

SCHOOL	GRADES OBSERVED
St Andrew's School	4 x grade 8 classes 2 x grade 9 classes 2 x grade 11 classes 2 x grade 12 classes
Eunice High School	5 x grade 8 classes 1 x grade 9 classes 3 x grade 11 classes 1 x grade 12 class
St Peter's Claver Primary	3 x grade 5 classes 3 x grade 2 classes 2 x grade 1 classes
Ekwaluseni Catholic School	4 x grade 5 classes 3 x grade 3 classes 2 x grade 1 classes
Mokitlane Primary	3 x grade 5 classes 3 x grade 2 classes 2 x grade 1 classes
Tsoseletso High School	4 x grade 8 classes 2 x grade 9 classes 2 x grade 11 classes 2 x grade 12 classes

Interviews

Interviews were conducted on a one - to - one basis. It took place during breaks and free periods after school. At least three teachers were interviewed at five of the six schools. The responses to the interview questions were noted on the schedules.

Questionnaires

Questionnaires were completed by principals and heads of departments at all six schools. The researcher made use of her own observations to expand on the questionnaires.

Other

During breaks teachers informally filled the researcher in on conditions and circumstances in the schools.

4.6.3 Limitations

The quality of data collection was limited by various constraints, in particular by the fact that arrangements to visit schools were rushed.

Classroom observations

Data collection on lesson observations was also constrained since the researcher was not always able to observe the intended grades and had to observe the grades that were available, for example matriculation examinations were in progress at one of the high schools.

Another constraint was language. Some of the Sesotho teachers, especially in the primary schools were not fluent in English, which made communication difficult.

Interviews

Language differences also hampered communication since a number of teachers were unwilling to be interviewed.

Questionnaires

The sensitivity of some of the questions made complete honesty from the side of the principals difficult.

In conclusion

Overall data collection was reasonably successful despite the fact that

⊙ some teachers indicated that they felt insecure in the face of current rationalisation; and

⊙ there were indications that some of the schools were afraid of the possibility of appearing badly.

4.6.4 Data analysis

A predominantly descriptive analysis of data was reported in order to

⊙ make comparisons between the six settings;

⊙ search for patterns emerging from the data;

⊙ consider some of the effects of the teacher's behaviour and teaching methods on the learners' learning style; and

⊙ search for factors that might facilitate effective learning.

As previously indicated (cf. 4.1) a summary of the findings of the wider project will now be reported. The original questionnaire as well as the observation and interview schedule will however be added as an addendum (see Addendum B & C) to this thesis. The complete data base is also available should it be requested for the purpose of further research.

The summary of findings of the HSRC project will subsequently be followed by a detailed report on the findings of factors that are relevant for this research (cf. 4.8).

4.7 REPORTING OF RESULTS

The findings of the wider project, as applicable to the six schools in the Free State, will be reported according to the criteria as determined by the HSRC (cf. 4.4).

4.7.1 Results of the wider project access to learning and teaching

The point of departure in this research was pro-active in the sense that it concentrated on the positive and reachable instead of noting the negative, that which was regarded as a shortcoming and generally regarded stood in the way of successful teaching and learning.

A further possible point of departure was to draw a clear distinction between "successful learning" and schools/classrooms where effective learning and teaching situations were present. The rationale behind such a point of departure was that "successful learning" is difficult to measure as well as result-bound (e.g. tests, examinations), and that the researchers' assumption was that such "successful learning" was not synonymous with "effective learning and teaching situations". As an example it can be indicated that if all the learners in a class (e.g. in grade 3) should pass, the perception exists that such results could be ascribed to a successful teacher and that successful learning thus took place (which may well be true). The possibility however also exists that the teacher has an authoritative teaching style, which leaves no room for learner participation and that the results could be attributed to rote learning. Only when this paradigm shift was made, it was easier, to explore the enabling conditions enhancing a successful teaching/learning environment, as objectively as possible.

In conclusion it has to be noted that the purpose of this project was to research "access to teaching and learning" within a multicultural context, assuming that the multicultural context can play a role in aspects such as *inter alia* learning styles/ strategies, support that schools receive, learners' backgrounds, learning time and attendance levels. The researchers were therefore disappointed that only two of the six identified schools in the Free State were "multicultural schools", both of which were also in the "well-resourced" secondary school category. The other four were traditional "black schools", one of which was a moderately-resourced secondary school situated in a town, while the other three were all primary schools situated in rural areas.

*   *Institutional and functional arrangement*

Time-table

At all six the identified schools in the Free State there was a **time-table** available, which implied an equal distribution of teaching time to all the subjects. At all the schools the principals informed researchers that a single person or committee was responsible for the drawing-up and verification of the time-tables.

Attendance of classes

The extent to which both learners and teachers attend their classes was said to be important in contributing towards effective teaching. At all six the identified schools in the Free State the willingness to learn and to enter the classrooms on the part of the learners was noteworthy. Only at one poorly-resourced primary school it became apparent from an interview with the headmistress that her only problem was (when she was appointed at the school two years previously) to get teachers into the classroom. She reported that it took her two years to get the teachers into the classrooms, "but I don't know what goes on inside the class!" All the other headmasters of poorly and moderately-resourced schools testified that after the political changes in the country their teachers were not as politically orientated as in the past, which meant that they now spent more time inside their classes. A noted grievance amongst these principals was however the extent to which teachers were still influenced by solidarity with actions that had nothing to do with teaching, but which resulted in stay-aways from school, thus wasting valuable teaching time. The well-resourced schools seemed to have no trouble in this regard.

The principals' responses also indicate that teachers spend on average 1–2 hours per day on lesson preparation and 5–6 hours per day on teaching (in the class). However only the principals of the well-resourced schools were convinced that the 5-6 hours of teaching are effective. At all the identified schools the principals were nevertheless convinced that their teachers are mostly punctual and they do not leave

the school grounds early without permission. All the principals however indicated that they were aware of schools where such activities occur daily. They expressed their concern that this would undermine the culture of learning, which they would like to establish amongst their learners and teachers. At the one school where the principal indicated that she experienced problems in getting teachers into classes. It however became apparent that the previous principal was an active political figure in the community and thus influenced learners to participate in matters that hampered the establishment of a learning culture.

Extra-mural activities

Only the two well-resourced schools indicated that extramural activities take place on an organised basis at their schools. At the moderately and poorly-resourced schools there were no signs of any sports fields, and principals informed researchers during the interviews that sporting activities mainly take place on an *ad hoc* basis between schools, but that sports coaching is performed by clubs in the community. At the two well-resourced schools where sporting activities are exercised intensively, the principals' greatest objections were that it influences study time, since many of the learners take part in two or more forms of sport and extramural activities.

Teacher/pupil ratio

At all six the schools the principals indicated that the teacher-pupil ratio is approximately 1/40. At both well-resourced schools the principals personally perceived the ratio to be too high, thus impeding the task of the teachers. Although the principals of the poorly and moderately-resourced schools were also convinced that the ratio was too high, they considered it an improvement on the past when the ratio was as high as 1/65!

Teacher qualifications

With regard to teacher qualifications, the difference between the categories of schools was apparent. At both the two well-resourced schools, as well as at **one** moderately-resourced school, there were no unqualified teachers. All the teachers

therefore possessed at least a Matric + 3 year qualification, while the most common was Matric + 4 years and increased to three Master's degrees. At one of the moderately-resourced schools (in a rural area) and both of the selected poorly-resourced schools the most common was a matric certificate and at most 2 years' training. At one of the poorly-resourced schools the principal, who had a master's degree, was the only educator with a qualification higher than matric + 2 years' training. At the three schools (with well-qualified teachers) [all secondary schools], it was noticeable that all the subject teachers were suitably qualified for their allocated tasks. At the three primary schools (mostly staffed by unqualified teachers), it was however apparent that the teachers that were shadowed (although inadequately trained) were able to teach effectively, and that successful learning took place in their classrooms.

Management styles of principals

The management styles of the specific principals appeared to play a determining role in the creation of invitational teaching environments where effective learning could take place. Judged subjectively, all six principals displayed strong leadership qualities. All of them indicated that they were strict but fair and believed in democratically involving their staff in decision-making and associating with staff, parents, learners and stakeholders in a transparent manner. From personal interviews with the identified teachers it also became apparent that they were of the opinion that the success of a school (in all areas) and the establishment of a learning culture would depend primarily on the leadership and management style of the principal. The fact that the identified principals were all well-qualified (M+5 and higher) contributes largely to the teachers being motivated to improve their qualifications. Lower qualified teachers however indicated that since they had been teaching for such a long time (up to 20 years), they did not see their way clear to study again for one or two years, but that they were very poorly paid. It is ironic that most of these established teachers mastered the didactic principles underlying effective learning on a trial and error basis. Three of the school principals (two poorly-resourced and one moderately-resourced) indicated that the support groups on their staff assisted each other and exchanged ideas on aspects which they found to contribute to effective teaching.

4.7.2 Learning styles, teaching strategies and teachers' knowledge

The learning styles, teaching strategies and teachers' knowledge of all six schools were primarily judged on the basis of the observation schedules provided by the HSRC, as well as objective observation of effective teachers through the process of shadowing.

It was consequently observed at schools and classes where a positive learning situation prevailed, that the teachers followed the progressive approach to teaching, which involved a learner-centred approach. Effective learning in all the observed classes (except one) was enhanced by a positive atmosphere. The observed teachers were particularly accessible, and a feeling of being "an askable teacher", prevailed. By applying the principles of invitational teaching, researchers were continually under the impression that these teachers, where an effective learning situation prevailed, were in control. Through this type of teaching there were continual differentiation in groups and reinforcement of right answers took place in creative ways. (This varied from verbal praise such as "a good answer!", to three quick claps to applaud a learner as an encore, or making positive comments on excellent answers when marking exercises. In the feedback session, the teacher would then ask the specific learner to answer a particular question, because "you really had a superb answer"). This had a positive effect on the learners as well as personalising teaching, thus making every learner feel special. When incorrect responses were given by learners, these teachers continually created a new learning situation through the reallocation of questions or redefining of wrong answers thus continually involving learners in the lesson.

By alternation of high order and lower order questions (to more and less gifted learners), **all** the learners were continually involved. Constant alternation was also applied and song, rhythm and other sensory diversions were frequently used to keep learners involved. The basic didactic principles of integration and the recognition of relations were used in most instances since learning material was always presented at the comprehension level of the learners and new learning material was linked to their existing knowledge. In addition, relations were also established between the

familiar world of experience of the child and the learning material, so that unfamiliar concepts would not lead to discontinuity in learning.

Continuous individualisation prevailed in the classrooms where, according to researchers, an effective learning situation was present. It is obvious that learning took place in compliance with the individual/learner's particular goals, possibilities, modus operandi, interests and potential. From personal interviews with the effective teachers it always appeared that they regarded their teaching as a calling and their learners as important. These teachers also indicated that they regarded the personalisation of the individual as of utmost importance. They are also familiar with every child and his/her circumstances and regard it as their responsibility to individually address every learner's needs and demands.

These teachers also primarily used the inductive approach as the methodological principle of divulging information to learners. They generally disclosed information by progressing step by step, proceeding from the parts to the whole, from a particular example to the generalisation, from the known to the unknown, and from the concrete to the abstract. Although this method can be applied more successfully with younger children, researchers found that it is also suitable for secondary schools. Although this method has the disadvantage that instruction takes place at a slower pace, it however appeared to guarantee lasting understanding.

Finally, with regard to teaching strategies, it was remarkable that in these effective teachers' classes there was a high level of activity. Learners continuously worked in groups and differentiation was applied throughout.

With regard to teachers' knowledge, it was noticeable that the teachers at the two well-resourced schools (both secondary schools) had good subject knowledge. This can possibly be ascribed to the fact that these teachers all have at least a M + 4 year qualification (and higher) and are employed to teach the subjects in which they had been qualified. It also appeared that without exception these teachers applied their knowledge to guide the learners to the discovery of knowledge. Questions raised by learners could thus be answered from that specific framework of knowledge. However, at the moderately and poorly-resourced school the teachers, with whom an

effective learning situation prevailed, mostly only had a matric qualification (or a maximum of 2 years training). Although their lessons were well prepared, it appeared to be generally based upon textbook knowledge. Although it was difficult to ascertain, researchers were able to observe a definite difference in the true knowledge and hand-on knowledge of these teachers. It could possibly best be described as "one step ahead knowledge", supplemented by years of teaching experience, which came to the aid of these teachers. Through trial and error some of them realised what worked for their learners and what did not. They subsequently adapted their methods accordingly. The researchers thus realised the need of these teachers for a basic training course in subject didactic skills (and not content). During personal interviews all of them also expressed the desire for such a training course (not more than 3 weeks).

4.7.3 Teacher support and development

At the two well-resourced schools the teachers and the principals indicated that they were well-qualified and well-grounded in their subjects, but they nevertheless expressed the need for more guidance as well as in-service training from the Free State Education Department. Especially with regard to Curriculum 2005, they indicated that they were in need of guidance, since they had only attended a one day seminar informing them about the new curriculum.

At poorly and moderately-resourced schools there appeared to be an urgent need for in-service training. Most in-service training to which teachers had been exposed, involved peer tutoring from older and more experienced teachers who assisted the younger and new entrees to education. With regard to the personal development of the teachers, it also appeared that peer support of teachers primarily involved the sharing of expertise and problems – It involved assistance with the interpretation of textbooks and prescribed books. The teachers also indicated that they knew little or nothing about the Curriculum 2005 initiative and that they were in the dark on the way in which it would be implemented and what implications it would have.

Summarily it can be stated that in-service teacher training is mostly initiated by the Education Department and generally consists of 1 or 2-day courses, mainly focused

on subject content. Two of the schools received additional support from the Roman Catholic Church. This, however, entailed financial compensation and not guidance in respect of in-service training.

At all six schools that were visited, the teachers indicated that they experienced no problems with in-service training institutions. Although the teachers from these schools had reasonable or easy access to training centres, two problems came to the fore here. In the first instance, most of the unqualified or under-qualified teachers (lower qualified than M+3) indicated that they were already advanced in years and had an average of 15–20 years teaching experience. They therefore do not envisage themselves returning to a training centre for two or more years to receive training. They also indicated that they did not want to study through a correspondence college for 2 or 3 years. They did however indicate that a qualification (whether a certificate or something similar) would be of inestimable value to them, even if it was only to improve on their matric qualifications.

The second problem related to the issue of no recognition for additional qualifications. Teachers (M+3 and further qualified) expressed the lack of encouragement to better their qualifications, since the Education Department no longer recognises additional qualifications for the purpose of proceeding to a higher category or for salary adjustments.

Researchers, however, found it interesting from personal interviews with teachers in whose classes an effective learning situation existed, that well qualified teachers (M+4 and higher qualifications) remain students in their subject fields and read intensively on new developments, tendencies and changes in their subject fields. Unqualified and under-qualified teachers (M+3 and lower) however, generally only read prescribed textbooks in their field of study. There is thus no question of academic profundity in the case of the last group of teachers.

4.7.4 Learners' background

With regard to the learners' background and more specifically their socio-economic status, researchers reported a discrepancy between well-resourced, moderately-

resourced and poorly-resourced schools. At the two well-resourced schools the principals indicated that approximately 80% of their learners come from middle class and higher income groups, while the opposite was observed at poorly and moderately-resourced schools. At these schools the principals indicated that approximately 80% of their learners come from below average income groups. The principals also indicated approximately the same tendency concerning the educational level of their learners' parents. At the well-resourced schools it appeared that approximately 75% of the learners' parents had higher education or post-graduate qualifications, while at the moderately and poorly-resourced schools approximately 80% of the parents' qualifications were only basic schooling (not even matric), and approximately 20% could be classified as uneducated. At the last group of schools all four principals were in agreement that poor living conditions were not conducive to learning.

The researchers also observed (from personal interviews and discussions with principals and teachers) that at the well-resourced schools good role modelling (on the part of parents for their children) take place in terms of obtaining knowledge. Although most of these parents have high qualifications and naturally encourage and assist their children in obtaining knowledge, this causes a decline of interest in the school and its activities. The parents are therefore not as involved as the principals would like them to be. At the moderately and poorly-resourced schools researchers however experienced the opposite. Although little role modelling in respect of the acquisition of knowledge was present (as a result of parents' low qualifications), it appeared that there was an active interest in the school and its activities. Without exception these principals indicated that they could depend on the co-operation of their parents. The principals ascribed this to the need of parents that their children should learn and obtain better qualifications. The teacher's role is thus regarded highly by the parents because, on the one hand, parents do not have the knowledge and skills to do this, and on the other hand, they project their educational role onto the school. It can thus be concluded that despite the learners' background, teachers play an important role in enhancing learning.

4.7.5 Physical facilities, materials and transport

At the two well-resourced schools visited by the researchers, the physical facilities and available material were naturally of a high standard. At these schools an established infrastructure existed: well-equipped classrooms, laboratories, administrative buildings, sport facilities, text books, exercise books and large well-kept sports grounds were present. In addition to being traditional Model C schools, these institutions had been long established and had rich traditions and ex-pupil involvement at their disposal.

One of the moderately-resourced schools is a new school in 2-year old buildings, situated in an urban area. Adequate physical facilities and textbooks were available. Led by an energetic, motivated and well-trained principal, this school undertook the task of laying out sports fields and gardens and is envisaged to be fully established within two years. Computer equipment and a well-qualified (academically well-grounded) staff contributed to this school's being regarded as one of the better equipped "moderately-resourced schools". All three of the above-mentioned schools are also secondary schools.

At the other moderately-resourced school and the two poorly-resourced schools, however, different conditions prevailed. All three are primary schools and situated in rural areas. Two of the schools are partially funded by the Roman Catholic Church, and although they can be regarded as better than most schools, they merely comply with minimum acceptable standards. At these schools the buildings were old, but habitable. Classrooms were hot in summer and cold in winter, because there were no ceilings. Teachers however had textbooks and stationery. Although these classes were not equipped with luxuries such as overhead projectors and posters, the basics such as adequate desks and chairs, as well as writing boards were available and in some instances effective teaching therefore also took place. In the cases where effective teaching did not take place, it could not be ascribed to the physical facilities (or lack thereof), but rather to the presence of ineffective teaching.

One of the poorly-resourced primary schools, however, did not meet the demands of minimum acceptable standards. The buildings were old and no facilities (except a telephone) existed. Many of the basic facilities, for example laboratory equipment, were broken. The fallen-down condition of the school was worsened by the fact that it was broken into almost weekly, and even classroom chairs and tables were stolen. The principal would even take the telephone home in the evenings for fear of it being stolen! Although the principal described the situation as critical, even in these conditions teachers attempted to make the best of a bad situation by continuing to teach.

As far as **transport** is concerned, learners of the two well-resourced schools either travel to the school with their parents, or in a small number of cases make use of public transport to come to school, while the rest are boarders in the hostels on the school premises. These schools experienced no problems with regard to the time when school starts, because the learners were, without exception, punctual during both winter and summer.

All four of the other schools were situated in traditionally "black" residential areas and their population consisted primarily of children from the surrounding areas. The majority of these children walk to school or make use of public transport (mostly taxis). Learners using the latter mode of transport indicated that there was not a shortage of transport to the schools, but that taxis are generally full and that they have to wait since adults get preference to get to their various places of work. This may result in them arriving late at their schools. At all four of these schools the principals nevertheless indicated that, although learners who live very close to these schools and only have to walk a short distance every morning, sometimes still arrive late. These principals also indicated that a learning culture and willingness to learn could only be created through an educational process. These principals all stated that the problem becomes worse during winter when it sometimes happens that learners only arrive at school at 10 o'clock!

4.7.6 Teachers' attitudes

The attitude of teachers towards education in general (such as mastery of subject knowledge and use of appropriate teaching skills), and towards their school, their parent community, neighbouring schools and learners in particular, is indicative of the standard of education that can be expected of a teacher.

At all six schools it was remarkable that the choice of a teacher to be shadowed on the next day, after a class had been completed, showed a high correlation with the principals' choice of effective teachers when researchers tested them about it. It thus seemed that these teachers in whose classrooms an effective learning situation prevailed had to have "something" that made them successful.

Without exception the researchers found that these teachers were very **positive** towards their learners, the learning matter (and change which goes hand in hand with this) and their school. All these teachers indicated that they regard teaching as a "calling", and that they did not want to do any other job. These views were continually reinforced by the learners' spontaneity towards particular teachers and the positive atmosphere in all these classes. Regardless of whether they were well-qualified or poorly-qualified, these teachers seemed to possess teaching skills enabling them to make lessons interesting and entertaining. In personal interviews the poorly qualified indicated that they acquired these skills through trial and error and from observing teachers whom they regard as effective.

These effective teachers also constantly indicated that they maintain a positive relationship with their parent community. Especially in the poorly-resourced and moderately-resourced schools the teachers indicated that their parent community look up to them for assistance and guidance and expect them to play a leading role. It was found that in these schools parents would like to work together with, and support the teachers. This can possibly be attributed to the fact that the parents themselves are poorly qualified and look up to teachers to give their children an education. It also appears that the majority of parents of learners in the poorly and moderately-resourced schools shift the total education of their children to the school,

which naturally puts pressure on the teachers. Disciplinary problems are especially referred to the school by the parents and they expect the principal and teachers to assist them in finding solutions. These schools regularly have open house meetings (announced by for example a newsletter) when parents come to the school to discuss community problems and try to find solutions.

The identified effective teachers furthermore indicated that they were not positively inclined towards the "bureaucrats" who presently control education in the Free State Province. Because of problems in the Free State Education Department and pending court cases investigating corruption, these teachers and principals indicated in personal interviews they felt that the bureaucrats should concentrate on "administrative tasks" and not interfere in educational matters.

To conclude: Positive attitudes towards learners, parents, the school community and learning matters appear to determine the teachers' positive attitudes in general. The opposite is however also true – where principals indicated that a negative educational climate existed, there was a high correlation with teachers who were negative towards all aspects of their profession, especially towards the learners.

4.7.7 Support schools receive from institutional structures and communities

4.7.7.1 *Support from the Department of Education*

During personal interviews at all three categories of schools (well-resourced, moderately-resourced and poorly-resourced) the teachers and principals indicated that they received little support from the Education Department, and specifically with regard to educational guidance. It was also said that things were much better during the old dispensation. One principal expressed the opinion that subject advisers and educational leaders do not come to the schools because they are afraid to do so because they are incompetent for the positions that they hold. Although the researchers cannot comment on this, the fact that support staff seldom visit schools should be noted as a disturbing tendency. In most cases schools therefore feel that they are left on their own to see to it that education does not collapse.

4.7.7.2   Support from governing bodies

At the two well-resourced schools, which were both previously Model C schools, governing bodies exist that look after the whole spectrum of school activities and accept responsibility for it.   These bodies consist of responsible and qualified professional people from the community, each one playing a particular role in the governing body, (such as legal aspects and finances). Although legally elected governing bodies exist at all the other schools (poorly and moderately-resourced), the principals indicated that without exception these governing bodies exist only in name. The reason for this is that members are not trained and mostly do not know what their roles in the governing bodies should be.   At one of the moderately-resourced schools, and also one of the poorly-resourced schools, the Roman Catholic Church played a prominent role, although it was mostly a financial one.

It would thus appear as if governing bodies (especially at the poorly and moderately-resourced schools) exist in name only, and has up to the present not exerted a determining influence on the governance of these schools. At the well-resourced schools, however, it seems that governing bodies form the basis of decision-making and responsible school governance.

4.7.8 Relevant curriculum

At all six the schools represented in the research, the curricula of the Department of Education were used. Only at the two well-resourced schools did the teachers use initiative and move beyond the syllabus as often as possible. The teachers at the moderately and poorly-resourced schools felt strongly that the curriculum should be more culture- and regionally orientated. For example, a teacher at one of the poorly-resourced schools said that they would prefer to focus on the history and geography of the Free State and its people. The learners could then identify with the content.

Two of the six schools (the poorly-resourced schools) felt that they would not know what they had in common with Curriculum 2005, because they had no knowledge about it. The other four schools pointed out that they have already implemented co-

operative learning, pupil involvement, thematic teaching and continuous assessment on an *ad hoc* basis.

Formal examinations vary from two to four examinations per year at all six identified schools.

4.7.9 Stability and change

Two of the six schools where research was done moved into new buildings in the past five years (one well-resourced school and one moderately-resourced school). Both well-resourced schools experienced major changes in terms of moving towards multicultural education and accommodating more learners in the class. The other four schools changed to be less politically inclined and more learning-centred.

All the schools were clear on the negative effect of the Department of Education on teachers' morale, especially the paralysis in the Department due to the suspension of senior executives. This brought about a pessimistic atmosphere about teaching in general. Other common changes among the six schools were that of moving towards a new form of governance, and allowing all involved at the school to experience a sense of ownership. All six principals regarded proper management as vitally important and felt that they had some kind of responsibility towards the school. One poorly-resourced school indicated the major change in its history was to get the teachers into their classrooms and to keep them there. The other poorly-resourced as well as the two moderately-resourced schools regarded the creating of a culture of learning and pride amongst learners and teachers as a major change.

All the schools seem to deal with the above-mentioned changes in a positive manner and also appointed financial managers to deal with financial issues, which became a new challenge at all schools.

The general feeling amongst principals and teachers was that they wished for a move towards a more positive and committed work ethic. Teachers felt that the "executives" (Department of Education) had to sort themselves and the problems in

the department out and stop interfering with teachers and their classrooms where they (the "executives") did not know what it was about.

Against the background of the results of the wider project, the following section will focus upon relevant factors chosen from the data base, specifically relating to factors which influence effective learning and which create an invitational climate.

4.8 RESULTS OF RELEVANT FACTORS INFLUENCING EFFECTIVE LEARNING AND CREATING AN INVITATIONAL CLIMATE AS REPORTED IN THIS STUDY

It is imperative to validate the reasoning behind the choice of items from the HSRC/Access to Learning questionnaires and observation/interview schedule to be used in this thesis as criteria for effective learning and creating an invitational climate. The factors were identified from the following information:

o   the in-depth literature study reported in Chapters 2 and 3 on "effective learning and teaching" and "invitational education";

o   the results from the HSRC/Access to learning project as reported in this chapter; and

o   individual observations by the researcher when visiting the identified schools.

The criteria used to describe the results of this study are grouped in three sections and will be reported as such (each criterium will be verified individually).

o   **FACTORS RELATING TO THE EDUCATOR**

   o   the teacher's attitude (cf. 2.6.1; 2.6.3.2; 3.6);

   o   motivation to be a teacher (cf. 2.6.3.5; 3.7); and

   o   adequate subject knowledge (cf. 2.5.3; 2.6.2.6).

o   **FACTORS RELATING TO THE LEARNER**

   o   continuous individualisation where the learner is supported and accepted at all times (cf. 2.6.2.7; 2.6.3.2; 2.6.1);

   o   continuous learner involvement (cf. 2.6.4.2); and

   o   differentiation with regards to individual ability (cf. 2.6.2.3; 2.6.3.2).

○ **FACTORS RELATING TO THE TEACHING PROCESS**

    ○ positive reinforcement enhancing the learner's self-concept as part of the process of applying discipline (cf. 2.6.1; 2.6.2.5; 3.3.2);

    ○ parental involvement and support given to the learners (cf. 2.5.3);

    ○ the use of teaching styles and strategies (cf. 2.6.3.4); and

    ○ physical structure of the environment (cf. 2.5.1; 2.6.1).

Each of the factors will be reported and commented on individually since items for each was selected either from the questionnaire or the observation/interview schedule or from both.

4.8.1 Factors relating to the educator

Factor 1: Attitude of the teacher

QUESTIONNAIRE

Teacher attitudes: How will you describe your teachers' overall attitude towards...

TABLE 4.3: Teachers' attitudes (I)

	School 1	School 2	School 3	School 4	School 5	School 6
Subjects	Positive	Positive	Positive	Positive	Positive	Moderately positive
Methods of teaching	Moderately positive	Moderately positive	Positive	Positive	Moderately positive	Moderately positive
Know-ledge	Positive	Positive	Moderately positive	Moderately positive	Moderately positive	Moderately positive
Parents	Positive	Positive	Moderately negative	Positive	Positive	Positive
Aca-demics	Positive	Positive	Moderately negative	Positive	Positive	Positive
Policy	Moderately negative	Negative	Moderately negative	Moderately positive	Positive	Moderately positive

TABLE 4.4: Teachers' attitudes (ii)
What would you ascribe your teachers' attitude to:

School 1	School 2	School 3	School 4	School 5	School 6
Great demands	High expec-tations	No reason given	Motivation from the church	Job satisfaction	Support

COMMENT

Table 4.3 reveals that overall the attitudes of teachers at all the schools towards the subjects they teach, towards their own methods of teaching and knowledge are broadly positive to moderately positive. With the exception of one school, all the teachers indicated positive feelings towards parents and academics. It is however apparent that teachers felt slightly more negative towards policy. Table 4.4 indicates that not one reason in particular is responsible for the teachers' attitudes.

OBSERVATION SCHEDULE

Of the 47 teachers' shadowed and observed, only two had a negative attitude towards teaching. One of the two had angry feelings towards the teaching circumstances and the other was only concerned about herself and intended to leave teaching soon. The majority was happy, relaxed generally positive.

Factor 2: Motivation to be a teacher

QUESTIONNAIRE

TABLE 4.5: Teachers' time distribution
How much time do teachers spend......

	School 1	School 2	School 3	School 4	School 5	School 6
On lesson preparation	n/a	n/a	1–2 hrs	1–2 hrs	1–2 hrs	3–4 hrs
In class	5–6 hrs	5–6 hrs	5–6 hrs	7 hrs	5–6 hrs	5–6 hrs
Teaching	3–4 hrs	4–5 hrs	5–6 hrs	7 hrs	5–6 hrs	4–5hrs

COMMENT

Table 4.5 reveals that teachers spend approximately 1–2 hours on lesson preparation per day, with the exception of two schools where the principals felt that it was not possible to give an indication of hours spent on preparation since it varies too much. Teachers spend 5–6 hours on average in classrooms per day and 4–6 hours actually teaching. The one principal's response of 7 hours was omitted as it was not congruent with the observation of the researcher.

INTERVIEW SCHEDULE

How do you perceive your teaching role?

The majority of the teachers interviewed indicated that their main reason for teaching was to convey knowledge. Examples are:

i)   "I have to facilitate the learning process. Traditional teaching is still part of it, but the emphasis is now on the learner's role."

ii)   "A teacher should perform many roles. A supplier of new knowledge, more importantly an interpreter of knowledge, a facilitator to acquire new knowledge."

Some of the respondents also considered the guidance role as important. Examples are:

i)   "My role is above all to make learners feel that they have a contribution to make."

ii)   "My role is to teach and to guide."

iii) "I have to be a leader."

Factor 3 : Adequate subject knowledge

QUESTIONNAIRE

TABLE 4.6: Teachers' qualifications
Indicate the number of teachers in your school whose qualification/s include..

	School 1	School 2	School 3	School 4	School 5	School 6
No matric + 2 yr diploma	0	0	3	3	6	0
Matric + 2 yr diploma	0	0	1	3	20	2
Matric + 3 yr diploma	8	8	16	8	0	15
Under-Graduate Degree	17	15	0	1	3	20
Post-Graduate Degree	2	4	0	0	1	11

COMMENT

From Table 4.6 it appears that most of the teachers are professionally qualified. Secondary school teachers are better qualified than their primary school colleagues.

OBSERVATION SCHEDULE

All the teachers observed mastered their subjects well and had a broad knowledge. Only one teacher was not qualified for the subject that she taught, but was so dedicated to what she was doing, that she was a master at her subject. One of the criteria on the observation schedule was to determine whether the teachers made a conscious effort to draw concepts from different sources and subjects together. With the exception of one teacher who was very negative, all the other did so exceptionally well.

Summary of the factors related to educators

When considering the responses in general in relation to the observations made by the researcher, the following was apparent with regard to the role of educators facilitating effective learning in the teaching process:

o   teachers are dedicated to their "calling", despite dreadful circumstances in some instances;

o   teachers' attitudes are positive and therefore are conveyed to the learners, thus motivating them;

o   teachers are friendly and happy, which make them accessible to learners. The presence of humour in the classroom thus creates a relaxing atmosphere;

o   teachers "askable" attitude makes open as well as private communication with learners possible;

o   being masters of their subjects give teachers sufficient self-confidence, which also makes it possible for teachers to be flexible rather than rigid. Lesson content can therefore be related to a much wider context. This is not dependable on qualifications only; and

- teaching is more than merely conveying knowledge. It is about guiding learners towards fulfilling their potential. This is reflected in the time and energy that go into school activities, of which teaching is one aspect.

4.8.2 Factors relating to the learners

Factor 4: Continuous individualisation

QUESTIONNAIRE

TABLE 4.7: Teacher/learner ratio

	School 1	School 2	School 3	School 4	School 5	School 6
Teacher/ Learner ratio	1 – 25	1 – 30	1 – 40	1 – 40	1 – 35	1 – 40
How do Teachers Feel about The ratio	Moderate-Ly unsatis-Fied	Moderate-ly unsatis-fied	Moderate-ly satis-fied	Moderate-ly satis-fied	Moderate-ly unsatis-fied	Unsatis-fied

TABLE 4.8: Teachers understanding the learners
To what extent would you say your teachers understand the learners?

	School 1	School 2	School 3	School 4	School 5	School 6
Large Extent	X	X	n/a	X	X	X
Less Extent						

Reason:

School 1: "There is generally a good teacher/learner rapport."

School 2: No comment.

School 3: "Too difficult to ascertain."

School 4: No comment.

School 5: "They visit their homes and get to know their parents."

School 6: "Good relationships exist."

COMMENT

Table 4.7 reveals that the average teacher/learner ratio is 1–35. Four of the six schools expressed their dissatisfaction with the situation. Table 4.8 however shows that despite the unfavourable ratio, teachers still have a good relationship/rapport with learners.

INTERVIEW SCHEDULE

What do you perceive to be the effect of class size on learning and teaching in your class?

Only one teacher indicated that she could handle larger classes. The following were problems experienced by most of the interviewed teachers (13/15) due to the big classes:

o   discipline problems;

o   heavy load for marking;

o   cannot reach the individual child; and

o   puts greater demands on the teacher.

Two of the teachers commented that the bigger classes forced the teacher to be well prepared in order to keep the learners occupied.

OBSERVATION SCHEDULE

During the observations of the researcher it was apparent that 30 of the 47 observed teachers made a special effort to become familiar with the learners' names and interests.

Factor 5 : Continuous learner involvement

INTERVIEW SCHEDULE

Does learner participation or lack of it lead to increased learning? What do you think should be the learner's role in the classroom in order to enhance learning?

Except for two teachers who responded vaguely on this question, the other 13 were unanimous in their responses that the child ought to play an active role in the class, whether through "voicing their opinions", or by taking responsibility for their learning. Examples are:

i) "Full involvement and participation in the learning process. Taking responsibility for their learning."

ii) "Some learners who read, might have information to share. The learner must be involved with the learning process. She must feel comfortable in the scope of the work as well as voice opinions."

iii) "The learners should take an active role in the classroom, either by introducing new, related information, or by offering or seeking clarification."

One teacher felt strongly that learners would only be confident to take part in discussions if teachers showed them acceptance.

OBSERVATION SCHEDULE

In response to the criteria on the observation schedule to observe whether teachers do most of the talking and whether reasoning is expected of the learners, 10 teachers fell into the trap of talking alone, but their lessons however did not allow them otherwise. The majority nevertheless expected activity, response and reasoning from the learners.

The researcher noted that in response to the question on the observation schedule, whether learners merely sit back and listen, 38 teachers noted that the learners were active in participating. In a number of primary school classes (6) learners "danced" or "sang" as part of the learning process. In 5 of the classes learners were moving around freely, to either obtain information or to assist fellow learners.

The exercises done by learners as part of the learning process ranged from exercises from textbooks to creative tasks such as searching for news clips, to writing speeches for politicians. To express this observation in numbers is difficult since it varies from time to time in a class.

Factor 6: Differentiating according to the ability of the learner.

OBSERVATION SCHEDULE

When observing the way in which the learners were grouped, it was observed that in all the primary school classes, with the exception of one, the learners were grouped according to ability. One of the teachers included one "clever" child in a group to assist with peer tutoring. The secondary school classes were arranged randomly.

When observing whether learners were encouraged to solve problems individually or with the help of the class, it was clear that all the teachers in secondary school classes, with the exception of 7 (where group work was done in the particular lessons), mastered the art of "relocating" questions answered wrongly by one learner, to other learners. In the primary school classes, questions were most often put to groups who then had to solve the problem.

INTERVIEW SCHEDULE

Every learner has certain strengths or talents. How can these be used to promote learning for his/her group or the whole class?

Thirteen of the fifteen teachers emphasised the fact that peer-tutoring is the most important tool to promote learning. In this way the learners build self-confidence and consequently become aware of their own strong points. Examples are:

i)   "When groups are compiled, strengths, talents and weaknesses must be distributed fairly. Every child has a support system within which he/she learns. By sharing knowledge, and by demanding assistance in some cases, this process has tremendous educational value."

ii)   "One must pin-point interest areas of learners – by extending these in groups one can cover so much ground – learning will only take place once interest is there."

iii)   "Using their talent/knowledge to show that the teacher is not the sole font of wisdom."

Summary of the factors relating to learners

When considering the responses together with the observations made by the researcher, the following factors seem relevant to assist learners to learn more effectively:

o   if teachers take the trouble of knowing the learners' names and interests, learners would feel that the teacher is interested in them as unique human beings, which would facilitate growth;

o   the above-mentioned is much more important, though also more difficult, in bigger classes where learners could easily feel themselves to be only "numbers";

o   when learners are involved in the learning process, they remain actively interested and are willing to participate, since their individual opinion is regarded as valuable;

o   it is important not to belittle the learner when he/she is not able to understand or respond correctly. This could be done effectively in either relocating questions to

the rest of the class without saying "it is wrong". A question such as "what do you think, class?", saves the situation for the weaker child; and

o   peer-tutoring seems to work well with learners of different abilities in one class. This contributes towards building self-confidence in all learners, since everyone has a chance to explore his/her strengths and weaknesses. Success breeds success, and the learner is willing to try again.

4.8.3 Factors relating to the process

Factor 7: Positive reinforcement enhancing the learner's self-concept as part of the process of applying discipline

OBSERVATION SCHEDULE

On the observation schedule, the criterium for discipline was to observe whether the interaction between learners and teachers was formal or informal, and whether an exciting and motivational atmosphere prevailed. It was also to be observed whether learners were rewarded for good behaviour and if constructive methods of discipline were used.

Of the 47 classes shadowed, the majority exercised the following characteristics:
o   informal interaction between learner and teacher;
o   learners knew exactly what was expected of them, which meant that strict control was not necessary;
o   good behaviour and performance was rewarded by positive reinforcement, for example "excellent try" or "great answer";
o   as a result of the relaxing and motivational atmosphere a situation prevailed where the teachers never had to shout;
o   humour prevailed as a means of communication; and
o   if a problem arose it was immediately taken care of in a constructive manner. One teacher made use of specific heroes which related to the learner's interest, in order to settle a difficult situation.

In six classes the atmosphere was that of strict control where no one dared to open his/her mouth. In four classes where group work was done, discipline was difficult to maintain, especially when group leaders were not certain what was expected of them.

Factor 8 : Parental involvement and support to the learners.

QUESTIONNAIRE

TABLE 4.9: Socio-economic class of the learners
Would you broadly indicate how many percent of your learners come from..

	School 1	School 2	School 3	School 4	School 5	School 6
Poor Families	less than 25%	less than 25%	90%	75%	75%	75%
Average Families	75%	75%	10%	25%	less than 25%	less than 25%
Rich Families	less than 25%	less than 25%	0%	0%	less than 25%	less than 25%

TABLE 4.10: Education levels and home environment
Indication of......

	School 1	School 2	School 3	School 4	School 5	School 6
Educational level of learners' parents	schooled and higher education	schooled and higher education	Uneducated and Schooled	Uneducated	uneducated	schooled
Learners' Living Conditions at Home	appropriate	appropriate	Moderately inappropriate	Moderately appropriate	moderately inappropriate	moderately inappropriate
Living conditions Being Conducive to Learning	yes	yes	No	Yes	no	no

COMMENT

When observing the responses in Table 4.3, it was apparent that the teachers of only one out of six schools felt moderately negative towards parents. From the responses in Tables 4.9 and 4.10 it seems that the parents from School 1 and 2, who are from

the higher income group, are better educated and the conditions at home are positive towards learning. In Schools 3 and 6 the parents are schooled, and moderately positive conditions for learning prevail. The situations at Schools 4 and 5 are not conducive to learning due to the fact that parents themselves have no education, which again leads to poverty and poor economical status. These children often have to work to find food and shelter.

What kind of support and encouragement do you provide to your learners?

All the principals indicated that they supported and motivated their learners by taking personal interest in them. One school has a housemaster that attends to the individual needs of day boys as well as boarders. One prinicipal said: "I show them examples of people who benefited from education."

INTERVIEW SCHEDULE

Does informing parents (about their children's performance and behaviour at school) have any effect on learning and teaching in your classroom?

Most of the teachers interviewed felt that parents were still primarily responsible for discipline and therefore had to know when there were problems at school. Many of the parents who are not educated were serious about their children being educated therefore worked well together with the teachers at school. Some examples are:
"Yes, I believe that it can be beneficial to keep parents informed, formally and informally. When there are problems, the parents can often provide backing for one's discipline and expectations. Equally, positive feedback to parents often further encourages good work. It is vitally important that parents, who have been contacted with negative information about their kids, should receive positive feedback when change occurs.'

"This depends entirely on parents commitment to the children's education."

"Invite them by writing a letter."

Factor 9 : The use of teaching styles and strategies.

OBSERVATION SCHEDULE

On the observation schedule, the following criteria had to be used for observing:

o   Does the teacher prepare for lessons?

o   What types of exercises are learners expected to complete?

o   Learning strategies.

o   Do learners read?

o   Do learners summarise what the teacher says during the lesson?

o   Do learners re-write everything that the teacher writes on the board?

o   Do they memorise lists of facts and dates and names?

o   Do learners sit back and listen throughout the lesson?

Most of the teachers never made use of "drill-work". Instead, associations were made with things from "the child's world" to remember facts. Active participation prevailed in the majority of classes and only seldom did the teacher speak alone through the entire lesson. Learners were encouraged to think creatively where the work that had been done would be applicable. This also often formed part of the exercises which had to be done. Sometimes exercises from textbooks were given for completion. In primary schools however, memorisation is still used, but then the "drilling" is done through singing or poetry. Learners were seldom required to read. In the primary schools most of the classes had interesting reading corners which could be used by the learners when their work had been completed. Reading formed part of positive encouragement for good work. Depending on the cognitive level of the learners, questions varied between low order and high order questions. Correct answers were encouraged by the clapping of hands in the primary schools or by encouragement such as "excellent try" in secondary schools. Interaction in the class was encouraged throughout.

INTERVIEW SCHEDULE

What do you think are effective teaching styles in your classroom (i.e. what methods or strategies for learning do you use in your classroom which enable learners to learn)?

The majority of teachers noted that they made use of self-discovery and thought-provoking techniques to involve the learners actively. Visible, practical and concrete explanations were used as well as praise and tangible rewards such as:
"captain of the first team", "winner of a toffee", asking a student to read his/her good answer, and "having the answer signed by the parent". One of the language teachers' response was, "language in action – where and how language is used in all aspects. Sometimes I use textbook exercises, sometimes news articles, films, debates etc." Another teacher noted, "I regard the use of humour as one of the most valuable strategies. I also use the strategy of sometimes deliberately misunderstanding or misinterpreting a learner."

Explain how your teaching strategies highlight each child's mastery of skills and understanding of content.

At this stage large numbers of learners in classes was repeatedly indicated as a problem, but since many of the teachers were of the opinion that support/group teaching worked well, this gave the learners an opportunity to gain knowledge and confidence. "Working in groups and mastering content in the group, gives each child the opportunity to *talk maths*, and that gives them confidence. *Misunderstanding* the learner, forces the learner to re-formulate his thoughts so that the full extent of their understanding becomes evident".

Teachers also stated that it was important to take the learner's ability into consideration, since different strategies will work for different learners, for example: "Some children need different levels of learning – the bright child will be encouraged to read and explore themes – others might illustrate a book".

Factor 10 : Functional arrangement of the environment

OBSERVATION SCHEDULE

The researcher had to observe the way in which the desks were arranged in the classroom, and also what the nature of environment was like.

Arrangement of desks varied from class to class depending on space and the number of learners. In the primary schools desks were primarily arranged in small circles where possible, while in the secondary school it varied between traditional rows and half-circles. The classrooms of schools in the higher income groups were colourful and painted in lovely colours. The poorly-resourced schools however had no pictures on the walls and had quite a grey appearance. Teachers remarked that the reason for this was that anything that was put up, was stolen. Teachers tried to make up for this by using beautiful books and illustrations in their lessons. One of the poorly-resourced schools had almost no desks, and learners were therefore taken outside under the trees for their lessons, to create a better environment.

Summary of the factors relating to the learning process.

From the above exposition of the factors relating to the learning process, it seems evident that the position of the teacher is in the centre of the process of facilitating the different aspects. The teacher is the one who has to:

o   continuously motivate the learner;

o   keep the lessons exciting to keep the learners' attention and to make them "want to learn";

o   keep up interaction in the class in order to facilitate effective learning;

o   positively reward the learner to keep them motivated and to build their self-concept;

o   use various strategies that are conducive to learning, while also considering individual abilities;

o   create such an atmosphere, with or without murals and pictures, to make the learners feel at home in order to maintain a positive attitude towards learning; and

o   invite the parents to the school on a regular basis, in order to make them feel part of the learning and education process.

Now that the results of the project has been reported, a summary of the most general factors that played a role in the classes where an effective teaching and learning situation prevailed, will follow.

4.9 FINDINGS

4.9.1. An atmosphere of Invitational Education prevailed. The teachers in whose classes effective learning took place, radiated the assurance that they were there in the interests of their learners, and that they would like to mean something to them, not only on an academic level, but in all spheres of life. As had been observed by the researchers, the key to building positive and realistic self-images in learners can largely be attributed to what teachers believe about themselves and their students. These beliefs not only determine the teachers' behaviour, but are transmitted to the learners and thus also influence their performance. One cannot however ignore the teacher's performance in the classroom, since the way in which the learner perceives the behaviour of the teacher, as well as the experience he/she provides, strongly impact on the learners. The following Invitational Education characteristics were prevalent, as indicated by either observations in classes or interviews with teachers:

(a) A high correlation was observed between learners' self-concept and the degree to which teachers were calm, accepting, supportive and facilitative. A negative relationship was also observed between the learners' self-concept and teachers who were threatening, grim and sarcastic (cf. 4.8.1).

(b) Teachers mentioned that every child wants to be known as a unique person, and that by holding the learner in high esteem, the teacher establishes a climate that facilitates growth (cf. 4.8.1).

(c) Teachers reported that they were of the opinion that the teachers' expectations have a significant influence on the learners' performance. This could have a significant influence on a student's confidence to accomplish tasks (cf. 4.8.2; 4.8.3).

(d) Evidence was provided that self-reliance is fostered by an environment that is well-structured and reasonably demanding, rather than unlimitedly permissive. This kind of environment is created by a teacher who provides well-defined

standards of values, demands for competence and guidance towards solutions to problems (cf. 4.8.3).

(e) Teachers reported that it is better to be honest and frank with parents about their children, in order not to create any false impressions about their children's potential and abilities (cf. 4.8.3).

(f) Teachers suggested that the most important factor in the helping relationship is that the helper serves as a model of genuineness, without keeping a "front" (cf. 4.8.1).

(g) Teachers mentioned that they assume that there is a close relationship between the learner's self-concept and the teacher's behaviour when it involves personal and private talks with learners. Good communication is of the utmost importance (cf. 4.8.1).

4.9.2 The successful teachers indicated that they regard teaching as a "calling". This is confirmed by the fact that although a large percentage of these teachers have low qualifications (M+2 and lower), there is still a willingness and need to do everything possible for their learners (within the limits of the curriculum as well as the wider context of education to see to it that learners enter life as fully actualised adults) (cf. 4.8.1).

4.9.3 The teachers demonstrated the ability to distinguish between "flexibility and rigidity". These effective teachers succeeded in "reading" every situation in the class. They distinguished when stricter discipline had to be applied and also whether the existing situation (even if it does not look very orderly) may be beneficial for successful learning (cf. 4.8.1).

4.9.4 Positive reinforcement of learners formed part of these teachers' approach throughout the lessons. Learners' correct responses to questions were generally awarded with reinforcements such as: "Good", or "Excellent", or "Just listen to that brilliant answer". This made the learners feel good. In addition, wrong answers were handled in such a way that learners were never

humiliated. This was done by means of redirection of questions, such as: "No, that is not completely correct – Sello, please help a little bit so that we can see if we can find the correct answers" (cf. 4.8.2).

4.9.5 Humour played a significant role throughout these teachers' classes. It was always humour without humiliating the child, such as laughing about something rather than laughing at the child who gave a wrong answer. Situational humour was particularly employed for positive redefinement. Humour was however never made unanimous with "making jokes", but was applied as a functional didactic principle (cf. 4.8.1).

4.9.6 At the three primary schools it was clear that play was generally employed as a didactic principle. Play, being one of the earliest means by which the individual learns to relate to reality, was prevalent in most of these classrooms. It is indeed through play that a child comes to terms with him/herself and establishes a relationship with his/her own identity. Children also have an inborn desire to play and this leads them to discover the world around them. All the teachers observed in the primary classes, utilised this inborn willingness of the child to play as an integral part of their effective methods of presentation. The great advantage of this was that passive learners changed into active participants in the teaching and learning process. Of particular interest was that in most cases teaching methods such as free activity, drill, experiments, the question-and-answer method and demonstration were based upon play as didactic form (cf. 4.8.3).

4.9.7 The principle of totality was found to be a fundamental principle. It was noted that teachers tried to incorporate all the subjects to form part of the greater whole – that is, each lesson had to be a module, a part of the syllabus. These teachers tried to relate the factual content of the lesson to the real world, as the child knows it. Teachers thus mentioned that the classroom and the environment should be seen as interrelated, each being a part of the child's total experience. They also tried to bring the learners to realise that the norms and standards prevalent at home and in the community are also considered to be important in the school (cf. 4.8.1).

4.9.8 Recognition was given throughout by these teachers of the child as a unique being. Throughout the lessons, the educational principle of recognising individual differences amongst learners was accounted for. Learners in these teachers' classes were seldom made to feel that they were only numbers. It thus appears that an effort was generally made to make every learner feel "wanted". In addition the principle of differentiation was also focused upon throughout the lessons. It was obvious that teachers addressed the different intelligence levels of the learners, and differentiation between individual learners was done through high order and lower order questions. All the learners were therefore given the opportunity to answer questions correctly and thus taste success by means of positive reinforcement (cf. 4.8.1).

4.9.9 Effective teachers never shouted or chanted at learners. It was interesting to note that where learners were boisterous or loud in the class, the teachers often spoke in a soft voice, thus forcing learners to silence their friends in order to be able to hear the learning assignment or teaching (cf. 4.8.1).

4.9.10 Discipline was maintained by these effective teachers in a consistent and democratic manner. Although discipline was a high priority throughout, it was never enforced at the expense of spontaneity. Researchers were unanimous in their impression that mutual responsibility for discipline was taken by teachers and was not left entirely up to the principal. On various occasions these teachers did, however, also mention to the researchers that certain colleagues were responsible for the lack of discipline or chaos that prevailed at particular schools. Especially at the secondary schools, teachers mentioned that certain colleagues made allowances out of fear for the learners (cf. 4.8.1; 4.8.2).

4.10 CONCLUSION

This chapter initially focused upon the research design and instruments of the HSRC/Access to Learning project in the Free State. This was followed by the

describing and defining of the research methodology which was used in the project, namely qualitative research.

A summary of the results of the wider project as applicable to the Free State was given and then the results of the factors relevant to effective learning and teaching in an invitational atmosphere were reported and interpreted. Finally a summary of the findings in this study was given, namely which factors were relevant in a situation where effective learning and teaching prevailed.

The following chapter will deal with the legal and educational requirements for the development of learning programmes.

LEGAL AND EDUCATIONAL REQUIREMENTS FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

5.1 INTRODUCTION

Since the mid – 1990's a particular model of outcomes-based education (OBE) has triggered the single most important curriculum change in the history of South African education. Until that time, South African education was characterised by a uniform and predictable curriculum policy environment. According to Jansen (1999:4) the apartheid state managed a centralised curriculum policy system, which was generally described as racist, Eurocentric, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory. The core curricula were regularly devised for all schools and were based on a "school subject" approach, and which were introduced in schools with vastly different resource environments and accordingly produced equally different consequences in these race-based resource contents (Jansen , 1999:.4).

After the 1994 elections in South Africa, changes took place in most sectors of society, and education had to adapt accordingly. It became imperative that the curriculum should be structured to reflect the values and principles of the new democratic society. Improvement of the quality of learning opportunities across the broad spectrum of education was essential and the need for a new model of education arose. After long negotiations and debates, the South African Qualifications Authority (SAQA) Act was published in October 1995, which provided in this need.

5.2   LEGAL REQUIREMENTS FOR LEARNING PROGRAMMES

The SAQA Act is primarily aimed to structure education and training in such a way that South African education could become an international role-player. The SAQA Act provided for a National Qualifications Framework (NQF) which would enable each person who enters into learning to achieve nationally recognised and internationally comparable qualifications (Olivier, 1998:1).

5.2.1   The National Qualifications Framework (NQF)

The specific objectives of the NQF include the following:

a)   creation of an integrated national framework for learning achievements;

b)   facilitating access to, and mobility and progression within education, training and career paths;

c)   enhancing the quality of education and training;

d)   accelerating the redress of past unfair discrimination in education, training and employment opportunities; and thereby

e)   contributing to the full personal development of each learner and the social and economic development of the nation in general (Republic of South Africa, 1995:n.p.).

The structure of the NQF is described in Regulation 3 of the SAQA Act (Republic of South Africa, 1998b:n.p.) and consists of eight NQF levels providing for General, Further and Higher Education and Training bands (cf.Table 5.1)

TABLE 5.1   NQF levels and general, further and higher education and training bands

NQF Level	Band	Types of qualifications and certificates
8	Higher	Doctorates and further research degrees
7	Education	Higher degrees
6	And	First degrees and higher diplomas
5	Training Band	Diplomas and occupational certificates

4	Further Education	School/College/NGO certificates (Grade 12)
3	And	School/College/NGO certificates
2	Training Band	School/College/NGO certificates

1	General Education and Training Band	Senior Phase Grades 7-9	ABET Level 4
			ABET Level 3
		Intermediate Phase Grades 4-6	
		Foundation Phase Grades 1-3	ABET Level 2
			ABET Level 1
		Pre-school Phase	

Furthermore the NQF identifies twelve organising fields, which are:

a.   Field 01:   Agriculture and Nature Conservation

b.   Field 02:   Culture and Arts

c.   Field 03:   Business, Commerce and Management Studies

d.   Field 04:   Communication Studies and Language

e.   Field 05:   Education, Training and Development

f.   Field 06:   Manufacturing, Engineering and Technology

g.   Field 07:   Human and Social Studies

h.   Field 08:   Law, Military Science and Security

i.   Field 09:   Health Sciences and Social Services

j.   Field 10:   Physical, Mathematical, Computer and Life Sciences

k.   Field 11.   Services

l.   Field 12:   Physical Planning and Construction

SAQA allocated a unique field description to each organising field and divided each organising field into sub-fields to each of which the Authority allocated a unique sub-field description.

In Regulation 12 and 20 of the SAQA Act (Republic of South Africa, 1998b:n.p.) the quality assurance infrastructures which must ensure that education and training will comply with required standards are described in detail. In summary this entailed the following:

o   National Standard Bodies (NSB's)
     There must be a NSB for each of the twelve fields of learning. Each NSB will identify sub-fields of learning in which Standard-generating Bodies (SGB) will develop unit standards and qualifications and ensure that the unit standards recommended by SGB's meet the requirements of SAQA.

⊚   Standard-generating Bodies (SGB's)

The SGB's consist of stakeholders in a specific field and are responsible, by means of delegation from SAQA, for establishing standards via education and training outcomes associated by accompanying assessment criteria.

○   Education and Training Quality Assurers (Moderation bodies) (ETQA's)

The ETQA's exist to register qualifications and to accredit providers of education and training.   They are also responsible for the moderation of education and training.   Moderation refers to the process which ensures that the outcomes as described by the NQF, are fair, reliable and valid.

These bodies, according to Regulation 4 of the SAQA Act (Republic of South Africa, 1998b:n.p.), will produce the guidelines for level descriptors contemplated in Regulation 3   (cf. 5.2.1), which will explain their process of assigning levels to standards, other components of qualifications and qualifications.   Furthermore, the coherence access fields and the facilitation of the assessment of the international comparability of standards and qualifications have to be ensured by the above-mentioned standard bodies.

For the purpose of this study (designing of a programme/module), it seems necessary to take a closer look at the Regulations of the SAQA Act with regard to the following:

*   Assignment of levels to standards and qualifications.
*   Registration of standards and qualifications on the NQF.
*   Requirements for the registration of unit standards and standards.
*   Requirements for the registration of qualifications.

5.2.2 Assignment of levels to standards and qualifications

According to Regulation 5 of the SAQA Act (Republic of South Africa, 1998b:n.p.) the assignment of levels to standards, other components of qualifications and qualifications shall occur as follows:

a. Each National Standards Body, together with each Standards Generating body, shall reach an agreement on the level of each unit standard and standard submitted, on a scale of eight levels as envisaged in Regulation 3 (cf. 5.2.1). This will take into account the way in which both the breadth and the depth of knowledge, skills and values in a specific sub-field have been advanced by learning, as well as the way in which one or more of the critical outcomes is seen to be a distinctive, although contextual part of the prescribed outcome of the unit standard concerned.

b. The proposers of unit standards-based qualifications shall construct, through appropriate rules of combination of selected unit standards registered at different levels, qualifications which have exit level outcomes. These outcomes should be a function both of the particular component standards used, and of a process of integrating the overall outcome, again considered as reflecting the extent (on a scale of 1 to 8 as described in 5.2.1) to which knowledge, skills and values in a sub-field have been acquired and the critical outcomes incorporated into the assessable performance.

c. The proposers of qualifications not based on unit standards shall construct combinations of learning outcomes which have exit level outcomes that are a function of the most advanced outcomes included and of a process of integrating the overall outcome, considered as reflecting the extent (on a scale of 1 to 8 as described in 5.2.1), to which knowledge, skills and values in a sub-field have been acquired and the critical sub-field outcomes incorporated into the assessable performance as a whole.

5.2.3 Registration of standards and qualifications on the National Qualifications Framework

Each standard and qualification which meets the requirements (cf. 5.2.4 and 5.2.5) shall be registered on the National Qualifications Framework by the Authority and each shall be identified by a unique description (Republic of South Africa, 1998b:n.p.).

5.2.4 Requirements for the registration of unit standards and standards

According to the SAQA Act (Republic of South Africa, 1998b:n.p.) a unit standard shall be formulated so as to be used as an assessor document, a learner's guide and an educator's guide for the preparation of learning material and shall consist of –

a.   a unit standard title;

b.   a logo indicating approval by the Authority;

c.   a unit standard number;

d.   a unit standard level on the National Qualifications Framework;

e.   the credit attached to the unit standard;

f.   the field and sub-field of the unit standard;

g.   the issue date;

h.   the review date;

i.   the purpose of the unit standard;

j.   the learning assumed to be in place before this unit standard is commenced;

k.   the specific outcomes to be assessed;

l.   the assessment criteria, including essential embedded knowledge;

m.   the accreditation process (including moderation) for the unit standard;

n.   the range statements as a general guide for the scope, context, and level being used for this unit standard; and

o.   a "notes" category which must include the critical outcomes, supported by the unit standard;   these outcomes should include references to essential embedded knowledge if not addressed under assessment criteria and may include other supplementary information on the unit standard.

o   Critical outcomes shall be embedded within a standard provided that where such standard forms part of a qualification, those critical outcomes not included in the standard shall be embedded in the qualification.

o   Critical outcomes include, but they are not limited to :

a.   identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;

b.   working effectively with others as a member of a team, group, organisation or community;

c.   organising and managing oneself and one's activities responsibly and effectively;

d.   collecting, analysing, organising and critically evaluating information;

e.   communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;

f.   using science and technology effectively and critically, showing responsibility towards the environment and health of others;

g.   demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation; and

h. contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:

  i. reflecting on and exploring a variety of strategies to learn more effectively;

  ii. participating as responsible citizens in the life of local, national and global communities;

  iii. being culturally and aesthetically sensitive across a range of social contexts;

  iv. exploring education and career opportunities; and

  v. developing entrepreneurial opportunities.

5.2.5 Requirements for the registration of qualifications

The SAQA Act (Republic of South Africa, 1998b:n.p.) defines a qualification to

a. represent a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning;

b. add value to the qualifying learner in terms of enrichment of the person through the:
    provision of status, recognition, credentials and licensing; enhancement or marketability and employability; and opening-up of access routes to additional education and training;

c. provide benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically

skilled/professional people and transforming and redressing legacies of inequity;

d.   comply with the objectives of the National Qualifications Framework ;

e.   have both specific and critical cross-field outcomes which promote life-long learning;

f: where applicable, be internationally comparable;

g.   incorporate integrated assessment appropriately to ensure that the purpose of the qualification is achieved, and such assessment shall use a range of formative and summative assessment methods such as portfolios, simulations, work-place assessments, written and oral examinations; and

h.   indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.

A total of 120 or more credits shall be required for registration of a qualification at levels 1 to 8, with a minimum of 72 credits being obtained at or above the level at which the qualification is registered, and the number and levels of credits constituting the balance (of 48) shall be specified. A qualification consisting of less than 120 credits may be considered if it meets the requirements, as described above.

The Authority shall register a qualification according to the type and level which shall be determined on the basis of the total number and levels of credits required in accordance with the following criteria:

a.   The Authority shall register a qualification as a National Certificate at levels 1 to 8 where it has 120 or more credits, with 72 credits at or above the level at which the certificate is registered: Provided that where the Authority has

considered and found that a qualification consisting of less than the minimum number of credits has met the necessary requirements the foregoing requirement is waived and the qualification registered as a National Certificate.

b. The Authority shall register a qualification as a National Diploma where it has a minimum of 240 credits, of which at least 72 credits shall be at level 5 or above.

c. The Authority shall register a qualification as a National First Degree where it has a minimum of 360 credits of which at least 72 credits shall be at level 6 or above.

The Authority shall upon registration describe each qualification by type, level, number of credits and a title specifying its primary purpose.

5.2.6 Additional requirements for the registration of qualifications at levels 1 to 4 and levels 5 to 8.

The SAQA Act (Republic of South Africa, 1998b:n.p.) prescribes that for registration at levels 1 to 4 the following additional requirements shall apply:

a. A minimum of 72 credits is required at or above the level at which the certificate is awarded, which shall consist of fundamental learning, of which at least 20 credits shall be from the field of Communication Studies and Language, and in addition at least 16 credits shall be from the sub-field of Mathematics including numeracy in the case of certificates at level 1.

b. A minimum of 36 credits at level 1 and 52 at levels 2 to 4 which shall be divided between the Core and Elective categories, with each qualification specifying the distribution of credits required in these categories: Provided that the range of additional credits shall be broad enough to enable learners to pursue some of their own learning interests.

c.   By the year 2002, at least 16 of the 52 credits for certificates at levels 2 to 4 shall be from the sub-fields focussing on Mathematics literacy.

In addition, for registration at levels 5 to 8 the number of credits required for Fundamental Core and Elective learning shall be specified, which number of credits shall be appropriate to the qualification for which registration is sought: Provided that the Authority may require that the reasons for the number and distribution of credits be provided.

5.2.7 Procedure for the registration of standards and qualifications

A unit standard, standard or qualification which meets the requirements for registration may be submitted for registration to the Authority by organisations generating such a unit standard, standard or qualification through the National Standards Bodies.

The Authority may register each unit standard, standard or qualification which meets the requirements for registration for a period of three years, which registration shall be renewable.

In the first calendar month of the third year of registration of a unit standard, standard or qualification the Authority shall require each National Standards Body to review each such unit standard, standard or qualification submitted to it for registration and to determine its suitability for renewal of registration: Provided that such review and determination of suitability shall be accompanied by the reasons for such renewal or otherwise and shall indicate the manner in which the criteria contained in these regulations are met.

A unit standard, standard or qualification which is registered on the National Qualifications Framework shall be public domain property.

5.2.8 Interim registration of qualifications

The Authority may, with effect from 1 July 1998 to 30 June 2003, grant interim registration to each existing qualification which has previously been approved by an agency recognised by the Authority: Provided that –

a.   each qualification is submitted to the Authority in a format approved by SAQA, before 1 July 1998, for recording;

b.   such qualification, so recorded is submitted between 1 July 1998 and 30 June 2000, in the prescribed format to one or more National Standards Body for processing;

c.   such qualification contains –

    i.   a statement of the purpose of the qualification;

    ii.   assumptions of learning already in place before the programme leading to the qualification is commenced;

    iii.   exit level outcomes;

    iv.   total credits required;

    v.   minimum credits required at specific levels or maximum credits when these exceed the minimum specified ;

    vi.   integrated assessment appropriately incorporated to ensure that the purpose of the qualification is achieved;

    vii.   articulation possibilities with related qualifications (either generic or specific arrangements for articulation);

viii   criteria for the registration of assessors; and

ix.   moderation options including the recommendation of a moderating body or bodies;

d.   no qualification may be submitted for interim registration after 30 June 2003, and the registration of qualifications in terms of this regulation shall expire on that date (Republic of South Africa,1998b:n.p.).

In order to keep track of where the learner stands with regards to earning unit standards and qualifications, a document called the **Record of Learning** will outline and list all those unit standards and qualifications, which are achieved on NQF levels. As a learner gains unit standards and qualifications by means of any delivery system this information will be registered and added to the learner's Record of Learning. The Record of Learning will be updated as a learner earns more credits (Olivier, 1998:18).

If one wants to follow the intentions imposed by the SAQA Act, the ways of devising learning programmes based on outcomes will automatically introduce new ways with regard to the curriculation process, the ways of providing education and training as well as how learning occurs. In order to arrive at these aims, one would have to make a complete paradigm shift from traditional content-based and competency-based learning towards outcomes-based learning which will subsequently be described.

5.3   EDUCATIONAL REQUIREMENTS

As previously explained (cf. 5.1), a new education system was evident in the new South African dispensation after the political changes commenced in 1994. With the implementation of the new SAQA act, it was time for a new model of education to be developed, which would incorporate the requirements of the National Qualifications Framework. In 1995, an outcomes-based approach was introduced as a possible model for education. The changing of the traditional learning system towards an outcomes-based approach was a major attempt to transform education into

becoming an international role-player. Outcomes-based learning is based on the notion that the best way to get where you want to be, is first to determine what you want to achieve. Once the end goal has been determined, strategies, techniques and other ways and means have to be put into place to achieve the goal (Olivier, 1998:20).

5.3.1 Outcomes–based Education : Background and Definition

Outcomes-based education (OBE), as a systematic approach to curriculum and school reform, is rapidly gaining attention worldwide. A growing number of states in the United States of America, such as Minnesota, Kansas and others, have mandated OBE. Efforts in OBE-orientated curriculum planning and staff development have thus proliferated. Another major influence on OBE is traditional American business, which has a long history of shaping education (ACSD 1994: n.p).

Further, one could say that outcomes-based education (OBE) is the current label given to developments in education over the last four decades. The development of this approach is not only the latest phase in the continuum of education development, but also reflects what has been happening in society at large, and industry, in particular. The developments leading to the current outcomes-based approach to education were probably first initiated by Ralph Tyler in 1949 (Genis 1997: 112). His guidelines for curriculum development included clearly formulated objectives as ways of identifying the behaviours that are to be developed in the learner. These objectives related to the area of the curriculum or life in which the behaviour is expected to be applied. In an outcomes-based approach the designed or intended outcomes are used as a basis for all curriculum processes. Curriculum developers work from these outcomes within a particular context to design programmes of learning that will help learners to achieve these outcomes (Du Toit,1999:2)

To define outcomes-based education in more detail, William Spady, widely regarded as the architect of OBE indicates that "OBE" refers to focusing and organising of everything in an education system around that which is regarded as essential for all

students to be able to do successfully at the end of the learning experience. This means starting with a clear picture of what is important for students to be able to do, then organising curriculum, instruction, and assessment to ensure that learning ultimately takes place (Spady, 1994:1). OBE thus involves the formulation of outcomes that learners need to achieve at the end of their schooling. The system of education has to be organised in such a way that it makes it possible for learners to achieve these outcomes. In the case of the South African education situation, which was essentially content-based the system will have to be restructured to accommodate an outcomes-based approach.

Killen (1997:26) further looks at Outcomes-Based Education as an approach that requires teachers and students to focus their attention and efforts on the desired end results of education. It encourages teachers to use this focus as a guide to all their instructional decision-making, in particular planning.

Boschee and Baron (1994:193) define OBE as a student-centred, result-oriented design, based on the belief that all individuals can learn. Unlike traditional schooling, which assumes that a student has been educated if he or she has taken the prescribed courses and spent a specified amount of time in the classroom, OBE calls for education agencies to determine the status, knowledge and ways of thinking that makes a person function in the world and then to adapt the curriculum and methods of instruction so that students could attain the desired outcomes.

Colleen (1993:427), views outcomes-based education as a means of providing educational success for all students. OBE also positions itself as a means of emancipating students and educators from traditional educational practices.

It seems as if OBE can be defined in many ways, but a useful definition would be to say that OBE is a learner-centred approach to education and training, which is primarily characterised by a focus on results and outputs as opposed to inputs and syllabi or curricula.

5.3.2 The nature of an outcomes-based approach in education (OBE)

OBE can be characterised as an evaluation system, a philosophy, a learning system composing outcomes, processes and assessment systems, or a model for instruction (Genis 1997:147).

OBE strives for the success of all learners provided that appropriate learning and assessment approaches are employed. OBE systems are also transparent in that sense that they clarify what learners have to achieve and the criteria against which the achievement will be determined.

The aim of OBE is to produce learners who are capable of functioning effectively in their social environment. It is an approach and strategy that places primary emphasis on the outcomes of learning. The attainment of learning, and not the time spent on learning, is therefore the focus. It is important to note that outcomes-based education is not merely about the acquisition of competence, but the demonstration thereof (Genis 1997:146).

Clarke (1997: 2) states that it is generally agreed that in order to determine whether learning has taken place, learners must have acquired knowledge, skills and attitudes that they did not previously have. These end products of the learning process are called outcomes. An education system is outcomes-based when a decision has been made about these end-products, they have been written down as statements and learning programmes and are then developed in accordance with these statements.

As a starting point OBE uses clearly defined outcomes which are written as statements of what learners should achieve through the learning process. All the activities, approaches and assessment strategies that are used in the classroom should be directed at achieving the outcomes that are relevant to a particular level.

Clarke (1997:3) provides the following diagram for an outcome based approach

Outcome statement developed to indicate
what the learner needs to achieve

A learning programme developed using
the outcome as basis. All activities
designed to bring about the desired
outcome

The learner is assessed to see if he/she
can demonstrate the outcome. The
results of the test will show either that the
learner is competent or that the learner
still needs support to be able to achieve
the outcome.

If the learner still needs support, a new
learning programme based on his/her
weaknesses is developed. If the learner is
competent, he/she can start working on
a new learning programme based on new
outcomes.

According to Kobuoe (1999:9) the main difference between OBE and the type of education currently practised in secondary schools lies in the way in which assessment is used. At the moment assessment is used to indicate how well a learner has achieved in relation to the learning content and compared with other learners. In an OBE approach, assessment is used to determine whether a learner is competent and also to determined what follow-up measures are needed.

5.3.3 Principles and features of outcomes-based education

According to Jacobs, Nqabomzi and Vakalisa (2000:104) principles are not only characteristics but also features that should be part of OBE learning programmes.

5.3.3.1 Principles of outcomes-based education

Jacobs *et al.* (2000:104-106) summarise the principles of OBE as follows:

a) *Outcomes–based*

Outcomes form the foundation of OBE. An outcome is the demonstration of a learning experience and capabilities that are derived from learning experiences.

b) *Value–orientated*

Using the critical outcomes (cf. 5.2.4) as a basis, an OBE programme should instil values such as independence, creativity, co-operation, a sense of responsibility, inquisitiveness, communicativeness, environmental-consciousness and tolerance

c) *Learner-centred*

The needs of the learners should always be put first when developing an OBE programme. There should be a shift from instruction offered by teachers to a focus on learners. This implies that learners must be far more active and

should take responsibility for their own learning. Teachers would thus take on a more facilitative role, which implies more group-work and learner self-activity.

d)   *Relevant*

When an OBE programme is planned, current and anticipated future needs of the individual, society, commerce and industry should be taken into consideration (Department of Education, 1997c:4) The tendency to teach learners knowledge which they do not use in future careers should be given up and programmes should be strongly linked to new competencies and skills required in the economy, and that are essential for citizens to lead productive and self-fulfilled lives.

e)   *Integrated*

OBE demands an integrated approach to reduce the fragmentation that occurs in modern societies. Programmes should have built-in features that equip learners to view at things in a holistic way. Teachers should attempt to organise the curriculum around multi-disciplinary approaches and to integrate subjects into broad fields.

f)   *Based on individual differences*

Learners should be able to learn at their own pace and teachers should attempt to use alternative methods to address the unique talents and limitations of learners.

g)   *Based on authentic assessment*

The assessment component of an OBE curriculum should be based upon:

- *Criterion-referenced assessment.* Learners are assessed against a set of external criteria and not by comparing one learner's performance with another.

- *Performance assessment.* Learners must be able to demonstrate that they are able to do what is expected from them in the outcomes. These actions however should not test memorisation but should focus on understanding, skills and attitudes.

- *Assessment of complex skills.* Many different skills should be assessed simultaneously and not just one skill at a time.

- *Continuos assessment.* Assessment should be based upon a whole series of performances by the learner. Assessment should therefore not rely on one or two examinations only.

h)   *Non-discriminatory*

Learning programmes should encourage the development of mutual respect for diverse religious and value systems. There should be no discrimination on the basis of race, gender, religion, age and other forms of discrimination stipulated in the constitution.

Gultig, Lubisi, Parker and Wedekind (1998:27) summarise the key principles of OBE as follows:

a)   *Clarity of focus*

Teachers should have a clear picture of the outcomes they want the learners to exhibit and the learners' success should become the top priority. Teachers must know exactly what the outcomes are, where to start, how to implement the curriculum and how assessment is going to take place.

b)   *Expanded opportunity*

What the learners learn should enable to them to be successful in the careers of their choice, but should also provide them with the skills to be self-fulfilled and productive citizens.

c)   *High expectations*

Every learner, despite any handy-cap, is valued as important and should have the opportunity to reach their his/her potential

d)   *Design down*

Design down implies that teachers begin the planning of the curriculum and teaching process where they want their pupils to end up, and then build back from there. For this reason outcomes are so important since they determine what learners should be able to do at the end of the learning process (Gultig et.al.1998:27).

In summary, OBE is built around the following principles:

- future-orientated outcomes;
- focus on the needs of the learners;
- focus on knowledge, skills and attitudes/values; and
- all learners must reach their full potential (high expectations of all learners) without discrimination.

A report complied by Du Toit (1999:3) mentions that outcomes-based education and Training (OBE) have certain features which form an integral part thereof.

5.3.3.2   Features of outcomes-based education

a)   *Competence*

Competence is one of the key features of OBE systems and is defined in a number of ways. The following represent the key components of a number of definitions found in the literature:

o   Demonstration of understanding of the knowledge underpinning performance or action and demonstration of the ability to integrate understanding of underpinning knowledge and performance or action (SAQA Quality Assurance Workshop, 1998:2)

o   SAQA's standard setting regulations refer to applied competence, which is defined as "the ability to put into practice in the relevant context, the learning outcomes acquired in obtaining a qualification" (Republic of South Africa, 1997:33).

As Nickse (quoted in Genis, 1997:121) points out, competence is a macro-concept, larger than the sum of the discrete psychomotor, intellectual and affective units. It subsumes learning outcomes and objectives. Critical thinking, for example, is essential for the acquisition of a number of competencies and would constitute one of the learning outcomes for a situation, occupation or field. Different learning outcomes in the cognitive, affective and psychomotor domains have to be integrated to produce a particular competence, since its demonstration requires situations that transcend isolated discrete contexts.

b)   *Outcomes*

Outcomes in essence are statements regarding elements of competence that specify performance that can be assessed through a variety of assessment methods, against specified criteria in particular contexts and on the basis of evidence collected (SAQA Quality Assurance Workshop, 1998:5).

According to the same source, outcomes go beyond the specification of subject content and include reference to elements such as knowledge, understanding, values, skills, affective elements, and scope, context and level of learning. Jacobs *et al.* (2000:29) adds to this by indicating that an outcome is the statement of a desired task, skill or set of behaviours that a learner should be able to demonstrate at the end of a learning experience.

The demonstration of achievement of these end-products is carried out in specified contexts, drawing on a range of elements acquired during the learning experience. Determining successful (or unsuccessful) achievement of the end-product is made against clearly articulated assessment criteria. These criteria should specify the knowledge, understanding, performance(s), action(s) and roles that a learner needs to show in order to provide evidence that outcomes, standards and competence have been achieved. The criteria should also state the level of complexity and quality of these (SAQA Quality Assurance Workshop,1998: 5).

Two types of outcomes can be distinguished, namely critical cross-field education and training outcomes and specific outcomes.

c) *Critical cross-field education and training outcomes*

Critical cross-field education and training outcomes (in short, critical outcomes) focus on the capacity to apply the knowledge, skills and attitudes in an integrated way in learning and work situations, as well as in life generally. Jacobs *et.al.*(2000:35) states that for too long learners have learnt knowledge not used once they leave school. With this in mind, educators and policy-makers of OBE designed attitudes, skills and knowledge that could be useful for the rest of the learners. These critical outcomes have characteristics such as the following:

- All teachers must adhere to the outcomes.
- The outcomes should be the starting-point of all lessons.

- They should apply to real life situations, people and problems.
- They involve long term goals and need to be pursued for many years.
- Should be taught across all learning areas and from pre-school to the highest educational level (Jacobs *et al.*, 2000:36, du Toit, 1999:6)

The critical outcomes adopted by SAQA were listed in 5.2.1.3. In the designing of modules or units, specific outcomes also have to be included.

d)   *Specific outcomes*

Specific outcomes are contextually demonstrated knowledge, skills and attitudes reflecting critical outcomes. Unit standards registered on the NQF are described terms of specific outcomes and assessment/performance criteria, together with various other administrative details. The achievement of a specific outcome leads to the award of credit. Specific outcomes are the building blocks that enable learners to achieve overall competence in a field at a given level (du Toit,1999:8).

Jacobs *et al.*, (2000:50) adds to the necessity for specific outcomes, indicating that they are the only way in which the same standards are maintained in all nine provinces, and also that learners are not negatively affected when changing from one province to another. Van der Horst and McDonald (1997:48) also indicate that teachers should be trained to write specific outcomes for specific lessons .

e)   *Standards*

The concept of standards is another feature of OBE. Standards are expressions of judgement or assessment that are arrived at through the consideration of a number of factors by people, organisations and institutions (Quality Assurance Workshop, 1998:4). These judgements are usually expressed in terms of good or bad, appropriate or inappropriate, right or

wrong, without explicitly or concretely specifying the basis for such judgements.

Standards also serve as boundaries that particularly guide the general public and learners about quality, behaviour, values, attitudes, knowledge and skills expected of them as competent citizens. Standards are a necessary feature in the sense that they assist in defining what needs to be aspired towards or achieved and also in determining that the aspiration or achievement has been reached (Quality Assurance Workshop,1998:4).

Within the NQF, units of learning are developed around defined standards, with particular credit values attached to each unit. The combination of a number of related units at a particular level will result in a qualification. Thus standards, and not the underpinning content, will determine courses, combinations of courses and ultimately the qualifications.

f)   *Curriculum*

Since standards will determine courses, combinations of courses and the qualifications, different institutions could, by implication, each compile their own curricula, and select the learning opportunities and modes of delivery of the curriculum, in order to achieve the set standards for a particular qualification. The curriculum to obtain a qualification would therefore become less fixed. In practice this may mean that every institution could decide on the way it wishes to structure a learning programme into modules (Genis, 1997: 58). Curriculum in OBE will be discussed in detail in 5.3.4.

g)   *Assessment*

Van der Horst and McDonald (1997:170) define assessment as a strategy for measuring knowledge, behaviour or performance, values or attitudes. It is thus a data-gathering strategy. The measurement or data gained from assessment should assist one to evaluate. OBE assessment emphasises the assessment of outputs and products, as opposed to inputs. In OBE

terminology, this means that emphasis is placed on outcomes. Since outcomes have to be clearly formulated, learners should understand what is to be assessed. In OBE, assessment is de-linked from institutions, learning programmes and time spent on learning. All learning aquired formally or informally, is credited.

In assessing, judgements are made against set criteria that state what a learner knows and can do as opposed to judging in terms of what other learners know and can do (SAQA Quality Assurance Workshop, 1998:8). According to Lubisi *et al.* (1997:12) it is important that decisions about what and how to assess must endorse the value of critical outcomes that have formed the base of relevant, high-quality education and training.

Before entering into a detailed discussion of OBE assessment, a view of Clarke's (1997: 6) two methods of assessment seem appropriate:

- *Criterion-referenced*: According to this method learners should be assessed against criteria that indicate if an outcome has been attained, rather than against other learners' performance – or against a customary performance norm. If a learner meets the requirements, the learner attains the outcome. If the learner does not meet the criteria, the learner has not yet attained the outcome. Re-assessment becomes an important element of assessment.

- *Skills-based*: Instead of learners reciting information, they are likely to be asked to apply, understand, modify and re-organise information or do things that produce a desired product or result.

Lubisi *et al.* (1998:13) and van der Horst and McDonald's (1997:171,172) holistic assessment of learners can be added to the above list of Clarke:

○ *Formal summative assessment:* It is similar to the year-end examinations that took place in the past, with the main purpose of ensuring that a learner is competent to attain a level or qualification.

○ *Formal continuous assessment:* A learner should be assessed in a variety of ways and contexts over a period of time. The results of these assessments should be included, together with the summative assessment results in order to determine if a learner has attained a particular level. The results of these assessments will provide useful feedback to the learner during the learning process.

○ *Informal formative assessment:* This kind of assessment is designed to monitor and encourage the learning progress, providing guidance to the learner in the form of self-assessment, and feedback through peer-assessment and teacher-assessment. This is assessment used in a developmental rather than a judgemental sense. Informal formative assessment through the use of self-assessment, peer-assessment and portfolios can be extremely useful to both the learner and the teacher. It provides feedback to the learner on areas of weakness and provides insight to the teacher into the way in which the learner mostly needs to be helped to attain a particular outcome.

OBE assessment is criterion-referenced or self-referenced, which means that assessment is viewed as making judgements about learners by measuring their work against set criteria that are independent of the work of other learners. If grading does take place, it is done in terms of whether the learners have satisfied the assessment/performance criteria. In this respect, OBE differs from traditional education where assessment is norm referenced. Norm referenced assessment is associated with the grading and ranking of learners by comparing learners, and

averaging scores or grades of learners. An important advantage of criterion referenced assessment as part of an outcomes-based approach is that recognition can be given to learning that has taken place outside of the formal education system. Recognition of prior learning is an aspect of the NQF that needs to receive specific attention in the development of guidelines on assessment (Clarke, 1997:6).

Because outcomes are clearly specified, learners know exactly what they will be assessed on. This explicitness intends to ensure openness and fairness in assessment. It also helps assessors and learners to know what assessment method and instrument could be valid and practical. Reliability is ensured since specified outcomes and their associated criteria are the basis upon which assessment is planned.

OBE also uses both formative and summative assessment. The first is used during the process of learning and teaching to guide the learner during the learning process whereas summative assessment is aimed at judging achievement. The latter is carried out when a learner is ready to do assessment. OBE therefore applies a variety of assessment methods and instruments which allow for the collection of evidence from a variety of sources.

The formulation of an assessment framework by the NQF will be within the context of OBE assessment. It will also be informed by the principles underlying the NQF such as integration, relevance, credibility, coherence, flexibility, standards, legitimacy, access, articulation, progression, portability, recognition of prior learning and guidance of learners (Republic of South Africa, 1998a:12).

5.3.4 An outcomes-based curriculum development process

Olivier (1999:35) describes learning programmes as vehicles through which curricula are implemented within delivery systems, such as schools.

A learning programme thus consists of a combination of outcomes selected from the areas of learning, which will permit the learner to progress through particular levels via appropriate combinations of the components of the delivery systems, in

accordance with the concepts of portability and flexibility. These components are the sets of learning activities in which the learner will be involved while working towards the achievement of sets or clusters of specific outcomes. These learning programmes are compiled and published as curricula.

A learning programme consists of the following elements:

o   *Critical outcomes*: Critical outcomes direct educational activities towards development of the learners within a social and economic environment. Learners should achieve to explore a variety of strategies to learn more effectively, as well as to develop entrepreneurial opportunities whilst still remaining culturally sensitive. The final product should be an active member of society (Olivier,1999:17). Critical outcomes are also discussed in detail in 5.3.3.1.

•   *Specific outcomes*: Specific outcomes describe the finer definitions of the aspects of learning. It must be noted that these outcomes are context—based and not content-based (Olivier,1999:17). Specific outcomes are also described in detail in 5.3.3.1.

o   *Assessment criteria*: Assessment criteria provide broad indicators of what evidence learners need to present, submit or provide to be assessed. Assessment criteria are therefore statements that inform teachers of the type of evidence that is required to decide whether an outcome has been achieved. Assessment criteria describe the observable actions learners should be able to perform to prove that they are moving towards the accomplishment of critical and specific outcomes (Olivier,1999:17 ; Jacobs *et al.* 2000:126).

•   *Range statements*: The range statements indicate the scope, depth, complexity and the parameters of the achievement. It is a description of the difficulty level of the learning content that should be learnt and the skills learners are expected to display with respect to a specific outcome in a specific phase (Olivier,1999: 17; Jacobs *et al.* 2000:119).

o *Performance indicators:* Performance indicators provide detailed evidence of the progress in the achievement of the knowledge, skills and processes that learners could demonstrate in order to prove progress. The performance indicators will acquaint learners on how well they are performing and what is still to be obtained in order to achieve the specific outcome. The development of performance indicators will support both the teacher and learner in the planning and assessment of the learning process, as well as the quality and quantity of progress taking place and which supports elements of action learning. Performance statements go hand-in hand with range statements, but are more specific than range statements (Olivier,1999:18 ; Jacobs *et.al.,* 2000:123).

According to Jacobs *et.al.* (2000: 108-128) five aspects have to be taken into consideration, when designing a programme or curriculum within an OBE model,:

o *Situation analysis:* Situation analysis is an examination of the contextual factors that have a bearing on the programme. An analysis of the situation is imperative to determine the context in which the curriculum design process is to take place. Factors that influence the curriculum are:

  o External factors: changes within society such as the needs of the country like for example new careers which require educated people, have implications for the curriculum.

  o Internal factors within the school and classroom also have to be considered. The curriculum has to consider the learners (age and abilities), the teacher (values, strengths, beliefs and experience), available facilities and resources (equipment, buildings and learning material) and class size.

- *Outcomes:* In curricular activities, outcomes-based education is focussed upon clearly defined outcomes which learners are expected to demonstrate when they leave school. Outcomes direct
    - selection and organisation of the learning content;
    - selection and preparation of learning programmes;
    - determination of a teaching strategy; and
    - assessment of learning programmes.

- *Learning Content:* The learning content or material is an essential component of the OBE curriculum. Learning content is approached in the OBE curriculum through the use of :
    - Learning areas: a learning area is the combination and integration of a group of kindred subjects or branches of knowledge into a single, broader study field.
    - Learning programmes: a learning programme is the vehicle through which the curriculum is implemented, and it includes sets of learning activities which the learner will be involved in when working towards the achievement of outcomes (Department of Education, 1997b:17)
    - Phase organisers: broad themes or topics prescribed by the education department to link and integrate two or more learning areas (Department of Education, 1997a:7)
    - Programme organiser: the teacher chooses a sub-theme or subtopic derived from the phase organiser when designing a unit. This unit must be suitable to be taught in more than one learning area.
    - Range statements: these are the difficulty levels of the learning content as described in 5.3.4.

- *Teaching strategies:* This includes the methods, procedures, activities and media techniques that the teacher uses, as well as learner activities. The media that the teacher will use also forms part of teaching strategies.
- *Assessment:* Assessment consists of a task or series of tasks set in order to obtain information about a learner's competence (Jacobs *et al.,* 2000:127). Assessment was addressed in full detail in 5.3.3.1.

Olivier (1999:37) gives a schematic representation of the process of curriculum design (Table 5.2) which includes the above-mentioned factors.

TABLE 5.2 Curriculum design (Olivier, 1999:37)

LEARNING PROGRAMME

RATIONALE/OUTCOME OF THE LEARNING PROGRAMME IN WHICH THE CRITICAL OUTCOMES ARE EMBEDDED FOR A SPECIFIC PHASE, E.G. FOUNDATION PHASE

The next step is to cluster comparable sized specific outcomes per learning area

Learning Programme				
Learning area 1 e.g. Outcomes 2 + 3	Learning area 2 e.g. Outcomes 2 + 4	Learning area 3 e.g. Outcomes 2 + 3	Learning area 4 e.g. Outcomes 3 + 4	Learning area 5 e.g. Outcomes 3

Develop performance indicators and assessment criteria

Outcome 1, etc.				
Performance Indicator 1 + Assessment Criteria	Performance indicator 2 + Assessment criteria	Performance Indicator 3 + Assessment Criteria	Performance indicator 4 + Assessment criteria	Performance indicator 5 + Assessment Criteria

The learning areas as indicated in Table 5.2, form the basis of the education curriculum and are as follows:

1.   Language, Literacy and Communication

2.   Human and Social Sciences

3.   Technology

4.   Mathematical Literacy, Mathematics and Mathematical Sciences

5.   Natural Sciences

6.   Arts and Culture

7.   Economic and Management Sciences

8.   Life orientation

Departing from one of the above areas of learning, the outcomes-based approach is initiated with the formulation of outcomes. From the intended outcomes, the appropriate or supportive knowledge, skills and processes are derived, as enabling objectives in order to achieve the outcomes. The next step is subsequently to plan for appropriate learning experiences that will enable learners to achieve the outcomes. These processes include critical thinking, problem-solving, application, appreciation, analysing, synthesising and evaluation of information and life skills, such as teamwork, communication and socialising. When constructing outcomes, learners will learn to formulate questions and draw on information from various fields of knowledge while utilising any available source, such as text, sketches, video material or the Internet.

Having designed a curriculum, learning has to take place. This process within OBE will now be focussed upon.

5.3.5 The outcomes-based learning process

The outcomes-based approach to learning is based on achieving outcomes – the curriculum design process, planning of education, assessment of learning and advancement of learners all form part of the process. The outcomes-based approach to learning also emphasises an integrated approach to learning. This approach consists of content, competencies and processes. Similar to an

invitational educational approach, the OBE approach to learning has a significant influence on how and what learners will learn.

Olivier (1999:38) explains that an outcome is always an achievement within a specific context, which can be demonstrated following a range of learning experiences that include supportive elements such as the acquiring of knowledge and skills, as well as ways of executing activities or tasks. Acquiring these supportive elements is only instrumental in achieving an outcome and is not an outcome in itself. Learners start to achieve an outcome once they embark on employing these supportive elements in an **interactive** way when they **prepare** for the outcome, **perform** according to the preparation, **conclude** the outcome, whilst simultaneously **interacting** and **assessing** knowledge, skills, processes, progression and the final outcome.

With the outcomes-based learning approach, learners start the learning process departing from the outcome. The achievement of the outcome begins by **preparing** how the outcome will be achieved. Preparing could include the following:

o developing a clear view on what the intended outcome should be;

• investigating the nature and extent of the problem (outcome);

o formulation of the problem;

o checking the understanding of the problem with other learners and the teacher;

• identifying the knowledge that has to be mastered and accordingly plan how, when and where it will be acquired;

• listing and sequencing the steps/tasks of the achievement process;

• establishing performance indicators. The performance indicators will indicate to the learners on how well they are performing;

○ determining assessment criteria;

○ identifying sources for information, for instance textbooks or a video;

○ identifying any other support which can be of assistance;

○ developing a time schedule;

○ identifying the members of the learning group;

○ reconciling the preparation done with the group;

○ reconciling the performance criteria and with role-players/co-learners;

● reconciling the performance indicators (proof of performance/evidence or progression) and criteria and with role-players/co-learners;

○ sequencing the activities as they will be performed; and

● other preparations as needed.

The next step is to start **performing**, that is to materialise what was planned for, while continuously **interacting** with the attributes of the preparation process, peer group(s) and the teacher or facilitator. This interaction is also seen as part of co-operative learning, which is where learners work together to ensure that all members in their group have learnt and assimilated the same content. In this way pupils learn to recognise and value their dependence upon one another (Jacobs *et al.*, 2000:191; Olivier, 1999: 38).

The above will eventually lead to the finalisation of the outcome, when all the preparations, performances and interactions that took place are **concluded** and the learners confirm that they are satisfied with the outcome.

Throughout the whole process, **assessment** continuously takes place when learners themselves, peer group(s) and the teacher or facilitator assess the quality and quantity of performance, progressing, results, knowledge, skills and the achievement of the outcome.

The challenge involved in outcomes-based learning is the rationale of achieving outcomes within a learning programme while developing within learners the capability to think, reason, criticise, deliberate, socialise and apply knowledge and skills within a specific context, rather than just acquiring it. In the outcomes-based learning approach there is a strong focus on conceptual thinking, problem-solving and insight abilities, which is coupled with strong adaptability to change and develop. This approach implies that the manner in which learning take place is as important as the way in which mastering and integrating as well as manipulating of information occur.

The objective of outcomes-based education is to enable each learner to accomplish knowledge and skills, as well as to master processes in a balanced fashion in order to accept the challenges and opportunities of the world of the future. Embarking on an outcomes-based education approach merely as a facelift, without actually employing the above methodology, which supports the system, would be detrimental to the education process and would cause the system to fail (Olivier, 1999:39).

Since OBE also places emphasis upon the role of the teacher as facilitator in the process of guiding learners towards achieving outcomes, this important issue will be dealt with.

5.3.6 What is expected of the teacher in this new role?

Outcomes are achieved when knowledge, skills and processes are used to build new constructs within specific contexts. According to Olivier (1999:40) and Killen (1997: 29) outcomes-based learning requires the following of the teacher:

- Teachers must prepare the students adequately so that they can succeed. This requires teachers to understand exactly what they want students to learn, to anticipate difficulties that students might have and then plan to minimise these difficulties. It often means that teachers must review essential prerequisites at the start of each term, and also provide additional time or assistance to those students who need it.

- Educators must help their learners to understand what they have to learn, why they should learn it (including of what use it will be to them in the future), and how they will know when they have learnt it.

- Teachers should use the most effective strategies that are learner-centered rather than educator-centered. In order to be more practise orientated, this would mean that the teacher would have to continuously communicate with learners to confirm progress and direction, based upon performance indicators.

- The teacher should assist, facilitate and guide the learners to

  - social interaction;
  - problem solving;
  - processing of information; and
  - interpretation of information.

- Teachers should be able to reconcile learning styles with the context of learning.

- Educators must provide students with sufficient opportunities to practice, using the new knowledge and skills they have gained. This should be done by propagating creativity by means of:

  - self-learning;
  - self-development;
  - cross-curricular thinking;
  - social interrelationships; and

- focusing on development of higher order thinking, communication and decision-making.

o Educators must create a positive learning environment in which learners know that they will be assisted in their learning regardless how easy or difficult they might experience the learning process.

Learners must also devise their own ways and means to achieve outcomes, apart from mastering content and skills. In outcomes-based learning, the content and processes for preparation, performance, completion, interaction and assessment phases become part of the learning process and consequently also part of what will be assessed.

To accomplish this, teachers must, according to Olivier (1999:41) and Jacobs *et al.* (2000:236), ensure that they

a) establish what is incapsulated within the intended objective or the specific outcome and envisaged goal of the learning programme;

b) establish what the outcomes require the learners to do, taking into account the phase and the range statements;

c) identify the knowledge, skills and processes, that should be demonstrated;

d) identify the learning experiences needed to achieve the outcomes;

e) plan and devise learning activities that will support the learning experiences such as discussions, dramatisation and debates;

f) determine the activities or tasks which must be executed to demonstrate evidence of learning and achievements;

g)   establish the evidence which must be demonstrated in order to evaluate the outcomes. Special attention must be given to the type, nature and extent, as well as to the amount of evidence required;

h)   determine methods of evidence collection. Methods of evidence collection entail *inter alia* tests, observations and questioning; and

i)   develop criteria to assess or judge the evidence. This assessment will be based upon the extent to which the evidence meets the required standard; and it is imperative that learners should always play an active role in the teaching and learning situation. This could only be achieved when teaching methods which facilitate active participation of the learners are used. (Olivier, 1999: 41 ; Jacobs *et.al.*, 2000: 236)

5.4   OUTCOMES-BASED EDUCATION AND INVITATIONAL EDUCATION: A SYNTHESIS

According to Genis (1997:164), the most outstanding feature of the development and implementation of outcomes-based education is the diversity in the interpretation of the terms associated with the current movement and its predecessors. The same ideas and skills appear under different terminologies and are grouped in different ways.

It seems that at this point one could compare the approach which is prescribed by SAQA for South African Schools, namely outcomes-based education and the approach underlying the training programme for teachers in this study, namely Invitational Education. The following synthesis (Table 5.3) could provide more clarity.

TABLE 5.3   SYNTHESIS

OUTCOMES-BASED APPROACH (OBE)	INVITATIONAL EDUCATION (IE)

OUTCOMES-BASED EDUCATION	INVITATIONAL EDUCATION
1. NATURE o OBE strives for the success of all learners if the learning approach is employed as prescribed. ⊛ OBE will produce learners who can function effectively in a social environment. ● OBE furnishes the learner with knowledge, skills and competence which they would not have had previously. ● Emphasis is on exit competence. ⊛ Curricula are competence-based and structured around competence standards. Modules and subjects are structured to meet the requirements of a standard. Subjects include cross-field rather than pure discipline content.	**1. NATURE** o Teachers' productive behaviour positively affect school failure or success. ● IE has broader goals than students and achievements. It is concerned with more than grades. It is concerned with skills of becoming. ⊛ Emphasis is on developing the individual to his full potential. o Curricula are competence-based and structured in such a way that every individual feels able, responsible and valuable after completing it. Subjects include all areas of human development rather than pure discipline content.

2. PRINCIPLES	2. PRINCIPLES
o OBE is outcomes-based. First it is decided what the learner must know at the end of the learning experience, and then the learning process starts.	o The process is as important as the product.
o OBE is value-orientated. This means the learner aquires independence, responsibility, communicativeness, tolerance and co-operativeness.	o All people are valuable, capable and responsible and should be treated accordingly.
o OBE is learner-centered. The needs of the learner come first.	o Education is a co-operative process and cannot be successful without the participation of those involved, including learners.
o The content of OBE is relevant to the need of the society and what employers want.	o All people possess relatively untapped potential in all areas of their lives. Everyone can improve if certain conditions are created.
o OBE is integrated. The content of subject must be interrelated.	
o Individual differences are important. Learners keep to their own pace.	
o The criteria for assessment is evaluating the learner against the criteria which had to be met, and not against other learners.	
• OBE is non-discriminatory.	

3. LEARNING PROCESS	3. LEARNING PROCESS
o OBE stands for an integrated approach to learning. o Learning is interactive. o Learners take part in formulating the problem. o Learners know exactly what is expected of them. o Learning takes place with a lot of support from teachers and fellow-learners. o Group-work form an important part of learning. • Learning is achieved via flexible modes of instruction, facilitating and self-directed learning. • Facilitation and learning is output-based. o Assessment includes a variety of modes, within and outside the formal institution.	o Learning is integrated with the perceptions of the self. o Learning is interacting with others – other people create the belief in the self. o Because, according to IE, learners' views are respected, they form part of the learning process and trust their teachers for support in the learning process. o The learning process lies in the collaborative, cooperative nature of teaching. o Learning is a cooperative activity where the process is as important as the product. Learning takes place in an invitational atmosphere where the teacher is inviting to the learners. Learners take responsibility for the learning. o Assessment includes a variety of modes, within and outside the formal institution.
4. ROLE OF THE TEACHER • The teacher must prepare the learners for success. • The teacher should explain	**4. ROLE OF THE TEACHER** • The teacher must invite the learners for success. • Teachers must see to it that

what, why and how they are going to learn.	learners take responsibility for the learning process.
○ Teachers provide the unit of learning in order to provide the learner with a credit. The learner finishes the content of the unit after mastering it, and get a credit.	○ Teachers provide the unit of learning as part of the program to assist learners in reaching their full potential with regards to that content. Learners finish the content after mastering it.
○ Teachers must follow a learner-centered approach to teaching.	○ Teachers point out the value of each individual.
○ Teachers should guide learners towards problem-solving, processing of information, interpretation of information and socialising.	○ Teachers should invite learners to find out more information and how to solve problems. Teachers have to operate democratically in order to realise the principles of IE, and therefore form part of these "actions" to facilitate learning.
● They must be able to reconcile different learning styles.	
● Teachers should guide learners to learn through self-learning, self-development, social interaction and creativity.	● Teachers must perceive education affirmatively. Learners should take example from them to be positive and to seek meaning, clarity and significance in content.
○ Teachers should create a positive learning environment.	○ By being positive and realistic about themselves, teachers should create a positive learning environment where the learner becomes part of this inviting relationship.
○ Activities should form part of the process of teaching.	

From the above-mentioned synthesis, it seems clear that Invitational teaching would be compatible with an outcomes-based training approach.

Although the focus shifts from content to competence, content is not unimportant or superfluous, neither should content and competence be seen as opposing elements. The outcomes-based approach does not imply that all existing courses and textbooks will have to be abandoned. Content would not necessarily change, but instruction should (Genis, 1997:165). It is then specifically with regard to the method of instruction, that both Invitational Education and Outcomes-based education emphasise the end-result, both in acquiring knowledge, skills and attitude, but also the fulfilling of the learners' full potential. This would lead to the development of learners who will be able to live as productive employees in society.

5.5 CONCLUSION

In this chapter the legal and educational requirements for the development of learning programmes were focussed upon. The NQF was briefly discussed; assignments of levels as well as the registration of standards and qualifications. The requirements for registration of standard units and qualifications were investigated as well as the procedure for this registration.

With regard to educational requirements, outcomes-based education was discussed in terms of its nature and principles. The development of curriculum within this approach was described as well as the learning process and the role of the teacher within OBE.

Lastly, a synthesis of outcomes-based education and Invitational Education was given in order to indicate that Invitational Education might be an appropriate method of instruction within an outcomes-based approach.

In the following chapter a program will be introduced for the development of (South African) teachers, specifically aimed at equipping them with the necessary skills to be able to apply the method of Invitational Education.

A TRAINING PROGRAMME FOR TEACHERS: MODULE ON INVITATIONAL EDUCATION

6.1   INTRODUCTION

The impact of transformation in South African Higher Education is evident in the implementation of current legislation in this regard.   The National Department of Education will in future only subsidise students that enter into accredited programmes (White Paper, April 1997:11).

Since the module designed in this thesis is going to be implemented at the University of the Orange Free State (UOFS) as part of one of their professional learning programmes, a brief look at programme development at UOFS seems evident.   This institution decided to identify programme niches, delivering appropriate/specific qualifications which could serve as basis for the development of specific modules of learning.   Modular designs are usually outcomes-based in nature.   Spady (1994:19) indicated two golden rules for outcomes-based design, viz. consistent, systematic and creative design down from significant culminating outcomes to establish the enabling outcomes on which they depend, and to replace or delete the discrete outcomes that are not significantly enabling components for culminating outcomes.   In practice, however, it was evident that the design of modules does not only happen "downwards", but simultaneously "upwards" (from enabling outcomes to significant culminating outcomes) as well. Programmes are thus instrumental in facilitating the allocation of qualifications.

At a summit (22 January 1999), top management of the University, deans, programme directors and the Director of Programme Development gathered and decided on the following criteria for the development of programme niches:

o The vision and mission of the university should be the point of departure.

o Uniqueness of all products should be a priority.

o Demand for such programmes (learners and market as well as employers are influential stakeholders).

o Financial sustainability (a continual financial sustainability plan is important).

o Meet the particular needs of learners even if it should exceed the boundaries of disciplines.

o Address generic skills.

o Requirements of occupational registration and professional associations.

o Start with the application and then move towards fundamental knowledge.

o Transformation requirements (occupations, private and civil sector).

o Functioning in a diverse community (encompassing a variety of transferable skills).

o Value should be added to the student.

o International acknowledgements.

o National needs should be taken into account and addressed if possible.

o Balance between scientific deepening and market relatedness.

o Relevancy (is the programme relevant to the needs?).

o Coherence (is the programme coherent in terms of outcomes?).

o Role/value of teaching methods and study guidance (are teaching/learning methods and study guidance/facilitation directed towards the realisation of programme outcomes?).

o Applicability of resources (human, physical and financial).

o Effectiveness (realisation of outcomes).

o Quality of programme management.

o Accomplishing ownership by personnel.

o Ethical dimension in programme for education of professional people.

o Logistic and personnel capacity to present quality programmes.

Programmes can be structured within one of three categories:

- o Pure academic programmes.

- o Professional programmes across disciplines.

- o Problem directed, e.g. Environment or development programmes

(Steyn, 1999:4).

The programme approach will dominate the curriculum scene in the new century of Higher Education in South Africa and globally. It will challenge the academics to rethink the relevance of their disciplines and the "marriage" of formative and career-orientated learning content. This will be manifested within the paradigm of Outcomes-based Higher Education. The following module, Invitational Education, forms part of the Baccalaureus Educationis Programme, and is based on a model proposed by the Director of Programmes at UOFS, and which meets the requirements of SAQA. The Baccalaureus Educationis Programme will be given in full, and was compiled by a committee of which the researcher was a member, followed by the module, Invitational Education.

6.2 PROGRAMMING PLANNING AND DEVELOPMENT
UNIVERSITY OF THE ORANGE FREE STATE

SUBMISSION OF NEW LEARNING PROGRAMME (ONE QUALIFICATION) TO THE DEPARTMENT OF EDUCATION AND THE COUNCIL ON HIGHER EDUCATION AND THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY

1.	NAME OF INSTITUTION	University of the Orange Free State
2.	NAME/TITLE, TYPE AND DESIGNATION OF QUALIFICATION (FIELD OF LEARNING)	**Title of Programme:** Education studies and education development **Name:** Baccalaureus Educationis (B.Ed). **Exit point qualifications:** ◊ Certificate in Education (CE) ◊ Diploma in Education (DE)
		Type: First degree in Education **Field:** 05:Education, training & development **Designation:** School of Education Faculty of the Humanities

3.	NQF LEVEL	6
4.	CREDITS	520
5.	PURPOSE OF QUALIFICATION	Learners should demonstrate competence as education and training practitioners for **one** of the following phases: ○ **Pre-School and Foundation Phase** ○ **Intermediate Phase** ○ **Senior Phase** ○ **Further Education and Training Phase**
6.	ENTRANCE REQUIREMENTS / ASSUMP-TIONS OF LEARNING TO BE IN PLACE	A Senior Certificate awarded by the SA Certification Council (or equivalent) with at least a university entrance pass. Learners in possession of Senior Certificates without university entrance passes, but with an M-score between 24 and 27 (see General Regulation A3 (iv)), could apply for evaluation by the University Student Counselling Service to gain provisional access to the learning programme.
7.	DURATION	4 years full-time 5200 notional learning hours
8.	EXIT LEVEL OUTCOMES	**Foundation:** Capable to reveal core knowledge regarding the science of school subjects as well as the science of education. **Practical:** Capable to reveal reflexive competencies acquired to enhance the didactics & teaching of school subjects.
9.	SPECIFIC OUTCOMES	Learners will be capable to: ○ Demonstrate the ability to design, implement, interpret and evaluate learning programmes and materials, appropriate to the specialisation for the degree. ○ Show a well-developed understanding of the knowledge, and demonstrate skills, methods and procedures relevant to the specialism. ○ Make decisions on the appropriate level, manage learning in the classroom and effectively carry out administrative duties. ○ Effectively communicate in the language of instruction. ○ Develop and apply innovative teaching methods, techniques & resources to facilitate learner-centered classroom practices towards life-long learning. ○ Mediate learning in a manner sensitive to the

		diverse needs of learners.
		o Promote and practise a critical, committed and ethical attitude towards the community in general and the school environment in particular.
		o Explain the developmental stages in learning competence, identify, evaluate and promote school readiness skills.
		o Critically analyse the foundations under-pinning education.
		o Use skills and display attitudes and values that improve relationships in family, group and community.
		o Function optimally in education system context.
		o Demonstrate knowledge and skills underpinning effective leadership.
10.	**FORMS OF INTEGRATED ASSESSMENT**	A module course mark as well as a final mark to be obtained through continuous evaluation, practicals, portfolios, assignments and examinations.
11.	**ASSESSMENT CRITERIA**	Learners will demonstrate their knowledge and skills by means of:
		o Integrating educational theory in practicals and simulated practicals.
		o Solving learning/teaching problems by means of assignments and/or group and team work sessions.
		o Compiling portfolios of fieldwork according to set standards.
		o Revealing knowledge of the theory and practice underpinning each specific outcome.

12.	ACCREDITATION BODY	◆ Council on Higher Education ◆ National Department of Education ◇ HEDCOM

13.	ARTICULATION POSSIBILITIES	Level	Qualification	

		Level	Qualification
		8	Ph.D / D.Ed (360) M.Ed (Dissertation) (256) M-Ed (Script) (128) M.Ed (Coursework) (128) Post Graduate Diploma in Education (PGDE) (128)
		7	B.Ed (Hons) (128)
		6	Post-Graduate Certificate in Education (PGCE) 120+ credits Advanced Certificate in education: ACE 120+ credits Baccalaureus Educationis (B.Ed.) 480+ credits First degrees (360 ct)

Access to B.Ed Honours

14.	COMPLIANCE WITH REQUIREMENTS OF REGULATION 8 The table below measures the proposed qualification against Regulation 8(1), which states that a qualification shall:	
	8(1)(a):...represent a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.	Learners complying with the outcomes stated in 9 will possess the competence of expert training and education practitioners for the Pre-school and Foundation **or** Intermediate **or** Senior **or** Further Education and Training phase of the school.
	8(1)(b):...add value to the qualifying learner in terms of enrichment of the person through the provision of status, recognition, credentials and licensing, enhancement of marketability and employability, and opening-up of access routes to additional education and training	After an integrated professional degree in education (B. Ed.) the learner will be prepared to embark on a course of study leading to a Honours Degree in education.
	8(1)(c):...provide benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people	Benefits society by contributing to the economy through their commitment to education and their practitioner's skills in teaching and learning.

	and transforming and addressing legacies of inequity	
	8(1)(d)....comply with the objectives of the National Qualifications Framework contained in section 2 of the Act. These are to:	
	(a) create an integrated national framework for learning achievements	a) The qualification complies with the NQF and the Norms and Standards for Educators, 1998, ensuring an integrated approach to the training of teachers.
	(b) facilitate access to, and mobility and progression within education, training and career paths	b) Access is provided if candidates are in possession of an endorsed senior certificate by the South African Certification Board.
	(c) enhance the quality of education and training	c) This qualification equips learners to play a leading role as practitioners in education and training.
	(d) accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby	d) Disadvantaged learners are given the opportunity to enter into a practitioner's diploma (240 credits) in teaching and learning.
	(e) contribute to the full personal development of the learner and the social and economic development of the learner and the social and economic development of the nation at large	e) The critical outcomes of a practitioner's course in education and training formed the basis of designing this course. The development of an educational practitioner therefore forms the core content of this course.
	8(1)(f):...be internationally comparable, where applicable	The qualification is comparable to international counterparts.
	8(1)(g):...incorporate integrated assessment appropriately to ensure that the purpose of the qualification is achieved, and such assessment shall use a range of formative and summative assessment methods such as portfolios, simulations, work-place assessments, written and oral examinations	An integrated assessment approach is followed in order to accomplish the specific outcomes as stated in 9.
	8(1)(h):.. Indicate in the rules governing the award of the qualification that it may be achieved in whole or part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.	Learners should comply with the set entrance requirement (6) and adhere to the expected standard of performance (10 & 11). The modular system leaves learners with the opportunity to accumulate credits over a longer period of time.
	THE REQUIREMENTS OF REGULATION 8(2)	
	A total of 120 (one hundred and twenty) or more credits shall be required for registration of a qualification at levels 1 to 8, with a minimum of 72 (seventy-two)credits **Being obtained at or above the level at which the qualification**	192 credits on level 5 328 credits on level 6

	is registered, and the	
	Number and level of credits constituting the balance (of forty-eight) shall be specified: Provided that a qualification consisting of less than 120 credits may be considered if it meets the requirements in regulation 8(1) and complies with the objectives of the National Qualifications Framework contained in section 2 of the Act.	
15.	**COMPLIANCE WITH REGULATION 9(2) (SAQA)**	
	See attachments to document: o **Pre-School and Foundation Phases:** *ADDENDUM EE* o **Intermediate Phase:** *ADDENDUM FF* o **Senior Phase and Further Education and Training Phase:** *ADDENDUM GG*	
16.	**YEAR OF INTRODUCTION**	2001
17.	**ENVISAGED STUDENT ENROLMENT FOR FIVE YEARS**	200 per year
18.	**QUALIFICATIONS AND RESEARCH ACHIEVEMENTS OF PERSONNEL INVOLVED IN THE PROPOSED PROGRAMME**	Personnel from five departments in the School of Education will mainly facilitate the different modules. They will be complemented by staff members from relevant departments in other field of study, such as natural sciences, social sciences, art, music, mathematics, languages etc. In addition, the personnel of the Bloemfontein College of Education will assist the departments with the facilitation of the modules. The majority of the personnel involved hold Docorate Degrees in their respective fields of specialisation. They have also distinguished themselves as compotent instructional and research leaders in various fields nationally and internationally and have earned recognition in a variety of sectors.
19.	**IMPLICATIONS IN TERMS OF PERSONNEL, EQUIPMENT AND FINANCIAL LIABILITIES**	Sufficient personnel, physical and financial resources

20.	CURRENT PROVISION AT OTHER INSTITUTIONS (UNIVERSITIES AND TECHNIKONS)	Other Universities regulated by the profession (COTEP)
21.	DATE OF APPROVAL BY SENATE	
22.	NAME OF AUTHORIZED PERSON DOING SUBMISSION (REGISTRAR)	
23.	SIGNATURE	

ADDENDUM EE

15.	COMPLIANCE WITH REGULATION 9(2) (SAQA)		
	B. Ed.	**Core**	**Elective**
	Pre-School and Foundation Phases		
	Instructional Science	16	
	Psychology of Education	16	
	Social Work	8	
	Philosophy of Education.	16	
	Management & Leadership	16	
	Language/Literacy	96	
	Computer Literacy	8	
	Religious Education	8	
	Elective subjects from learning programmes		96
	Early Childhood Studies		56
	Foundation Phase Studies		48
	Technology		32
	Elementary Economics		8
	Environment, Physical and Health Education		16
	Mathematics and Numeracy Education		64
	Life Skills Education		16
	Total	**184**	**336**
	Grand Total: 520		

ADDENDUM FF

15.	COMPLIANCE WITH REGULATION 9(2) (SAQA)		
	B.Ed.	**Core**	**Elective**
	Intermediate Phase		
	Instructional Science	16	
	Psychology of Education	16	
	Sociology of Education	8	
	Philosophy of Education.	16	
	Management & Leadership	16	
	Language/Literacy	96	
	Religious Education	8	
	Computer Literacy	8	
	Elective Subjects from learning programmes		96
	Mathematics		64
	Natural Science		32
	Technology		32
	Human & Social Sciences/Management/Economics		32
	Arts and Culture/Life Orientation		24
	Speech and Drama, Music, Dance, Art		32
	Environment, Physical & Health Education		16
	Inclusive Education		8
	Total	**184**	**336**
	Grand Total: 520		

ADDENDUM GG

15.	COMPLIANCE WITH REGULATION 9(2) (SAQA)		
	B. Ed.	**Core**	**Elective**
	Senior Phase and Further Education and Training Phase		
	Instructional Science	32	
	Psychology of Education	32	
	Sociology of Education	16	
	Philosophy of Education	32	
	Management & Leadership	32	
	History of Education	8	
	Teaching Practice	16	
	Language Proficiency and Communication	32	
	Life Orientation	16	
	Religious Education	16	
	Learning area Education		64
	Elective subjects from learning areas		224
	Total	**232**	**288**
	Grand Total: 520		

As indicated previously (cf. 6.1), programmes are compiled from different modules which follow on one another . The specific programme of which the module in this thesis forms a part, consists of different fields of study from which learners could choose to prepare them to teach in one or more of the following school phases:

o Pre-school and Foundation Phase

o Intermediate Phase

⊚ Senior Phase

o Further Education and Training Phase

The module, Invitational Education, forms part of the training programme for prospective teachers in the Senior, as well as of the Further Education and Training Phase and will be presented to learners in their third year of study. To place Invitational Education into the broader context of the Educational Psychology and other modules, the content of the programme is as follows:

BACCALAUREUS EDUCATIONIS: Psychology of Education Modules
SENIOR PHASE/FURTHER EDUCATION AND TRAINING PHASE

YEAR	MODULES	
1	Situation analysis and interpretation of outcomes	EDS 112
	Teaching methods	EDM 112
2	Intelligence, interest, attention and memory	EPI 112
	Motivation	EPM 112
	Learning and Study methods	ESM 122
	Developmental phases of the learner	EHD 122
3	Career orientation, selfactualisation and relationship skills	ELX 112
	Social problems: at risk children	EFT 122
	Invitational Education	**ESI 122**
4	Multicultural Education	EMG 112
	Professionalism	EJI 122
	Classroom Management	ECS 122

Each module could consist of various units. The reasoning behind the units used in the module on Invitational Education is as follows:

6.3   MODULE ON INVITATIONAL EDUCATION : DIVISION INTO UNITS

The mission statement of the International Alliance of Invitational Education reads as follows:

"Because the International Alliance for Invitational Education is dedicated to democratic principles, its mission is to enhance life-long learning, promote positive change in organizations, cultivate the personal and professional growth and satisfaction of educators and allied professional, and enrich the lives of human beings personally and professionally" (Purkey, Internet). From this quotation it is clear that Invitational Education encompasses different components, which ultimately forms part of the process of leading people to reach their full potential. Kok's (1988:264-265) approach to the training of teachers is divided into three headings, namely:

o The teacher's perception:

All learners should be viewed as able, responsible and valuable. The teacher should see him/herself in a positive light.

o The teacher's attitude:

Attitude in defined in terms of the teacher showing respect, trust, optimism and intentionality.

o The teacher's behaviour:

This section focuses on the teacher's behaviour of inviting him/herself and others personally and professionally in a positive manner.

Against the background of the literature study in this thesis (cf. Chapters 2 and 3), the mission statement of Purkey (Internet), and the divisions of Kok (1988:265), the researcher concluded that teachers in training should possess at least a sound knowledge on the grounding principles of Invitational Education, with the accent on the development of self-concept. Armed with this knowledge on ways in which to lead learners to feel able and valuable, students should also learn how their own behaviour influences the process of learning. Lastly, this process takes place in an environment that should "invite" learners to learn. From here, the researcher then arrives at the following three condensed divisions, namely:

o Perceptions, which form the grounding principles of Invitational Education. Here the sub-divisions are perceiving learners as able, valuable responsible, viewing oneself positively and perceiving education affirmatively.

o Behavior that entails the teacher's behavior such as trust, respect, optimism, intentionality and the handling of conflict (discipline).

o Environment (schools) where learning has to take place effectively. Factors that influence learners as well as teachers, are taken into consideration.

The final structure of the module, Invitational Education, as part of the Baccalaureus Educationis Programme, follows in the subsequent section:

QUALIFICATION : BACCALAUREUS EDUCATIONIS (B.ED) EDUCATION STUDIES AND EDUCATION DEVELOPMENT
MODULE:

CODE AND TITLE OF MODULE: ESI 122, INVITATIONAL EDUCATION

NQF-LEVEL: 6 - **ORGANISING FIELD/SUB FIELD:** 05 - Education Training and Development

DISCIPLINE, PROGRAMME DOMICILIUM OF THE MODULE: EDUCATIONAL STUDIES AND EDUCATION DEVELOPMENT

CREDITS: 8   **NOTIONAL LEARNING HOURS:** 80

PRE REQUISITE LEARNING: SENIOR CERTIFICATE WITH UNIVERSITY PASS OR EQUIVALENT;M-SCORE 24-27

F		

Indicate with cross

Purpose (Overall outcome) of the module: (It correlates with one or more of the specific learning outcomes of the specific qualification)	Specific learning outcomes of the module (which also reflect the critical outcomes):	Assessment standards (e.g. A training programme developed according to set standards):	Methods of assessment
Learners will be competent in demonstrating knowledge of a healthy and invitational learning environment and to create an effective and positive learning and teaching culture for the sake of maximal development of learners	Learners will be able to: UNIT 1 1. Obtain knowledge and skills regarding the basic assumptions and principles of Invitational Education. 2.Demonstrate the ability to, without discrimination, lead learners to feel able, valuable and respected in order to reach their full potential. UNIT 2 3.Apply effective conflict handling skills and apply the knowledge obtained to create an environment where effective learning can take place. UNIT 3 4. Obtain reflexive skills in the establishment of an invitational classroom climate.	Learners will be assessed against the achievement of stated outcomes that have been formulated and disseminated to the learners at the beginning of the module. They will demonstrate their competencies by: 1. class simulation 2. role-playing 3. learner profiles compiled from relevant skills and competencies	1. Written forms of assessment 2. Written reports 3. Self-assessment exercises 4. Questionnaires 5. Group or teamwork sessions 6. Simulated learning/teaching situations 7. Tests 8. Examinations

Content (learning areas)/statements to describe the range, depth and scope of the content:	Learning modes	Notional hours	Quality control (including moderation)	Forms of learner support
UNIT 1 1. Exposition and explanation of the basic assumptions of Invitational Education and the realising of the self-concept **UNIT 2** 2. Indicate the different aspects of teacher behaviour, which creates an inviting atmosphere in the classroom 3. Learning the different steps in the process of handling conflict, which forms part of the disciplinary process. **UNIT 3** 4. Exposition and explanation of different aspects that are imperative to create a culture of learning, and a learning environment that facilitates effective learning.	Resource-based self study	70 hours	Internal moderation	o Individual and group consultations o Peer support o Learner support seminars
	Contact facilitation	4 hours		
	Group discussions	4 hours		
	Formal assessment	2 hours		
		80 hours		

Date for submission to Faculty Programme Committee:_____

Date for submission to Faculty Council : _____

Date for next revision: _____

Signatures:

Lecturer:_____Date:_____

Departmental head:_____ _____

Programme manager:_____Dean/Assignee:_____Datum:_____

Bloom's Taxonomy of Educational objectives was used for the preparation of the study guide for the module Invitational Education. The Taxonomy will now be explained:

6.4 THE TAXONOMY OF EDUCATIONAL OBJECTIVES

Bloom's taxonomy is aimed at providing for the classification of educational objectives for the use of teachers and researchers, in order to ascertain whether their students understand or internalise knowledge (Bloom 1956:1). Bloom also argued that since the determination of classes and their titles are in some ways arbitrary, there could be numerous ways of dividing and naming domains of educational outcomes. He therefore made use of the following guiding principles:

o The major distinctions between classes should reflect the distinctions teachers make with regard to student behaviour.

o The taxonomy should be logically developed and internally consistent.

o The taxonomy should be consistent with the present understanding of psychological phenomena.

o The classification should be purely descriptive, within which every type of educational goal can be represented in a relatively neutral way (Bloom 1956:14).

In the development of the taxonomy, Bloom (1956:16) first limited himself to those objectives commonly referred to as knowledge, intellectual abilities and intellectual skills, which he called the cognitive domain. This area also included behaviour such as remembering, reasoning, problem-solving, concept formation and creative thinking. He also came to the conclusion that one could adopt the Gestalt point of view that complex behaviour is more than the sum of the simpler behaviours, or that one might view the complex behaviour as being completely analysable into simpler components. Regardless of which way one would approach this matter, the taxonomy had to be organised from simple to complex categories of behaviour. The six major classes Bloom ultimately derived at, are:

o knowledge;

o comprehension;

o application;

o analysis;

o synthesis; and

o evaluation (Bloom 1956:18).

The six categories of Bloom's Taxonomy (1956) will now be dealt with:

6.4.1 Knowledge

Knowledge mainly involves the processes of remembering as well as the recalling of patterns and structures. It implies the bringing to mind of what one has learnt, for evaluation purposes.

6.4.1.1 *Knowledge of specifics*

Here the emphasis is on concrete symbols and specific bits of information.

6.4.1.2 *Knowledge of terminology*

Knowledge of the referents for specific symbols.

6.4.1.3 *Knowledge of specific facts*

This may include specific facts such as dates, events, persons and places.

6.4.1.4 *Knowledge of ways and means of dealing with specifics*

Organising, studying, judging and criticising are included in this category.

6.4.1.5   *Knowledge of conventions*

Knowledge of characteristic ways of presenting ideas and facts.

6.4.1.6   *Knowledge of trends and sequences*

In this category, time is important. This involves knowledge of the processes and directions of phenomena with respect to time.

6.4.1.7   *Knowledge of classifications and categories*

Here the knowledge of classification, classes and divisions of a specific subject field is important.

6.4.1.8   *Knowledge of criteria*

Criteria against which facts, opinions and principles are tested.

6.4.1.9   *Knowledge of methodology*

Knowledge of different methods of inquiry, techniques and procedures in a particular subject field.

6.4.1.10   *Knowledge of the universal and abstractions in a field.*

The major schemes and patterns by which phenomena and ideas are organised.

6.4.1.11   *Knowledge of principles and generalisations*

These principles are used to explain, describe or predict the most appropriate action or direction to be taken.

6.4.1.12   Knowledge of theories and structures

Knowledge of the body of principles, together with their interrelations that gives one a clear view of a complex field or problem (Bloom,1956:201-204).

6.4.2 Comprehension : intellectual abilities and skills

6.4.2.1   Comprehension

This is the lowest form of understanding, only sufficient to make communication between two people possible.

6.4.2.2   Translation

Here care is taken to translate one language or form of communication into another.

6.4.2.3   Interpretation

Interpretation involves a reordering or rearrangement of material.

6.4.2.4   Extrapolation

The extension of trends beyond the given data to determine implications, consequences and/or effects that are in accordance with the conditions as described in the original communication (Bloom, 1956:204,205).

6.4.3 Application

To use and select a concept (abstraction) in an appropriate situation. The abstractions may be in the form of general ideas, rules of procedures, or

generalised methods. The abstractions may also be technical principles, ideas, and theories that must be remembered and applied, eg:

o Application of the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

o The ability to predict the probable effect of a change in a factor on a biological situation precisely at equilibrium.

6.4.4 Analysis

The "dissecting" of communication into its basic elements in order to see the relations between the ideas expressed.

6.4.4.1   Analysis of elements

Identification of the elements included in communication.

6.4.4.2   Analysis of relationships

Here one has to look at the interactions between elements in communication.

6.4.4.3   Analysis of organisational principles

Communication is held together by organisation and systematic arrangement (Bloom 1956:205,206).

6.4.5 Synthesis

The putting together of elements and parts so as to form a whole.

6.4.5.1   Production of a unique communication

Ideas, feelings and experiences are conveyed by a speaker.

6.4.5.2   Production of a plan or proposed set of operations

Here a plan is devised to satisfy the requirements of the task.

6.4.5.3   Derivation of a set of abstract relations

Here one looks at a set of abstract relations to classify or explain particular ideas (Bloom 1956:206).

6.4.6 Evaluation

Material and methods for given purposes have to be judged on their value. Quantitative and qualitative judgements about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the learner or those given to him/her.

6.4.6.1   Judgements in terms of internal evidence

Logical accuracy, consistency in communication is evaluated, eg:

o   Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation or proof.

o   The ability to indicate logical fallacies in arguments.

6.4.6.2   Judgements in terms of external criteria

Evaluation of material with reference to selected criteria, eg:

o   The comparison of major theories, generalisations, and facts about particular cultures.

o   Judging by external standards, the ability to compare a work with the highest known standards in its field - especially with other works of recognised excellence (Bloom 1956:207).

The **STUDY GUIDE** for the module **INVITATIONAL EDUCATION** will be presented in the following section.

6.5 **STUDY GUIDE FOR MODULE: INVITATIONAL EDUCATION**
P 209 to 244.

ESI 122

INVITATIONAL EDUCATION

DEPARTMENT PSYCHOLOGY OF EDUCATION

SCHOOL OF EDUCATION

INDEX

Introduction
Purpose
Learning outcomes
Lay-out of the module
Assessment

Unit 1- Grounding principles of Invitational Education
Basic assumptions : viewing learners as able
                              Perceiving students as valuable
                              Seeing students as responsible
                              Viewing oneself positively
                              Perceiving education affirmatively
Self-concept : Organised
                Dynamic
                Consistent
                Modifiable
                Learned

Unit 2- Teacher behaviour and discipline
Trust
Respect
Optimism
Intentionality

Discipline : concern
                confer
                consult
                confront
                combat

Unit 3- Effective learning
      Culture of learning
      Learning environment
      Learners
      Teachers

INVITATIONAL EDUCATION

INTRODUCTION

Education is fundamentally an imaginative act of hope. This hope generates an educational vision and suggests creative means of attainment. Without this, educators become mere technicians and functionaries in a bureaucratic system. In a democratic social order, there is hope that the educative process can enable all involved to participate in the process of continual self-realisation and in the self-rule of their society. For this to happen, we clearly need a hopeful, action-based approach to education. Invitational Education is such an approach.

In this module you will learn about the principles and practical applications of this approach. (Adapted: Purkey and Novak 1996:1).

PURPOSE

The purpose of this module is to equip candidate educators with the basic knowledge and skills to create an inviting classroom atmosphere in which all learners could reach their full potential, thus feeling able, valuable and responsible, participating in the learning process, and therefore facilitating effective learning.

LEARNING OUTCOMES

The candidate educator will be able to demonstrate

o knowledge and skills regarding the basic assumptions and principles of invitational teaching;

- ○ reflexive skills in the establishment of an invitational classroom climate, the effective way of handling conflict, creating an environment where effective learning can take place; and

- ○ the ability to, without discrimination, lead learners to feel able, valuable and responsible in order to reach their full potential.

THE LEARNING OUTCOMES OF THIS MODULE WILL BE REACHED BY APPLYING BLOOM'S HIERARCHY

	Learners will have to be able to demonstrate
KNOWLEDGE	The theory and principles underlying Invitational Education
CONCEPTUALISATION	Insight into the various invitational education concepts
ANALYSIS	The ability to analyse the information in order to apply it to practical classroom situations
APPLICATION	Reflexive competence to apply theory to practice in order to create an invitational learning atmosphere in order to facilitate effective learning
SYNTHESIS	The ability to integrate all the knowledge and skills to form a complete life orientation, which is invitational to the personal self as well as to the professional self.
ASSESSMENT	Invitational education knowledge and skills by means of a variety of methods of assessment

LAY-OUT OF THIS MODULE

THIS MODULE WILL CONSIST OF THE FOLLOWING UNITS:

UNIT 1: Grounding principles of Invitational Education: Basic assumptions of Invitational Education, theories of self-concept and perceptions.

UNIT 2: Teacher behaviour in Invitational Education: Trust, Respect, Optimism, Intentionality, Discipline.

UNIT 3:   Creating an inviting classroom environment to facilitate effective learning: Learning styles, aspects influencing effective learning.

ASSESSMENT

o   You will have to be able to demonstrate your knowledge regarding Invitational Education and to apply it to practical class and life situations. This assessment will be done by means of

- Written forms of assessment
- Written reports
- Self-assessment exercises
- Questionnaires
- Group- or teamwork sessions
- Simulated learning/teaching situations

o   Written assessment that will take place at scheduled occasions will be done in the same format as those in the study guide and will be based upon the knowledge and skills addressed in this module.

SOURCES

The sources to be consulted throughout this study guide consist of the following:

o   Chapter 2 in this thesis : **CREATING A CULTURE OF TEACHING AND LEARNING**

o   Chapter 3 in this thesis : **INVITATIONAL EDUCATION**

In the study guide, references are made to the relevant pages to be consulted. Learners may also make use of any other sources in addition to the prescribed ones.

UNIT 1 : GROUNDING PRINCIPLES OF INVITATIONAL EDUCATION

1.1 INTRODUCTION

KNOWLEDGE AND SKILLS ARE NECESSARY FOR THE FACILITATING OF LEARNING IN AN INVITING MANNER

1.2 KNOWLEDGE AND CONCEPTUALISATION

GROUNDING PRINCIPLES OF INVITATIONAL EDUCATION

BASIC ASSUMPTIONS : TEACHERS' PERCEPTIONS

VIEWING LEARNERS AS ABLE
PERCEIVING STUDENTS AS VALUABLE
SEEING STUDENTS AS RESPONSIBLE
VIEWING ONESELF POSITIVELY
PERCEIVING EDUCATION AFFIRMATIVELY

SELF-CONCEPT

ORGANISED
DYNAMIC
CONSISTENT
MODIFIABLE
LEARNED

KNOWLEDGE AND CONCEPTS	ACTIVITY
VIEWING LEARNERS AS ABLE	Read the following quotation and write down the resemblance between that and the concept of "viewing students as able"
Consult: Chapter 3: 57-67	"Where I come from, we have great universities. When students graduate, they have two things you need. A diploma and a degree. There, then, is your diploma-" He handed the scarecrow a rolled up parchment-" and your degree. You are now a Th.D.- Doctor of Thinkology." The scarecrow took the diploma, and frowned. Then he looked up and smiled a huge smile! "Gosh", he cried," I think I can think!" (The Wizard of Oz. From the Metro-Goldwyn-Mayer film 1939). _____

PERCEIVING LEARNERS AS VALUABLE	Teacher: "Would you like me to refer to you as Black or Afro-American?"
Consult: Chapter 3: 57-67	Student: "I think I would like to be referred to as Joanne" (Purkey and Novak 1996:43).
	Write down what the above dialogue means in terms of perceiving learners as valuable.
	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
SEEING LEARNERS AS RESPONSIBLE	"Human beings are not born once and for all on the day their mothers give birth to them........life obliges them over and over again to give birth to themselves (Gabriel Garcia Marquez, Love of the Time of Cholera 1988:165).
Consult: Chapter 3: 57-67	Describe in terms of Invitational Education, why it is so important to see learners as responsible.
	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

MAXINE HASN'T PERFORMED TOO WELL THIS YEAR.

WELL, SHE'S HAD QUITE A LOT ON HER PLATE...

WHAT WITH HER ANTARCTIC TRIP...

AND THE PUBLICATION OF HER PRIZE WINNING NOVELLA.

...immeasurable values...

VIEWING ONESELF POSITIVELY	"I to myself am dearer than a friend." (William Shakespeare, Two Gentlemen of Verona, Act II. Sc vi).
Consult: Chapter 3: 57-67	
	Describe the implications of the teacher viewing him/herself positively. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
PERCEIVING EDUCATION AFFIRMATIVELY	"The result of the educative process is the capacity for further education" (John Dewey, Democracy and Education (1916:79).
Consult: Chapter 3: 57-67	
	What is the result (in the classroom) of a teacher perceiving education in an affirmative manner? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

SELF-CONCEPT	"All behaviour is a function of the individual's perceptual field."
Consult: Chapter 3: 62-67	Write down briefly the assumptions of the perceptual field.
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	Name the five characteristics of the self-concept
	o _____
	o _____
	o _____
	o _____
	o _____

1.3 ANALYSIS AND APPLICATION

1.3.1 PERCEPTIONS

The following exercise is a group exercise with the following goals:

o   To increase perception of the self.

- To provide an opportunity to share personal perceptions.

- To provide an opportunity to receive feedback on perceived behaviour.

TIME REQUIRED: 2 HOURS

MATERIALS

- A collection of objects – at least twice as many objects as participants – of varying size, weight, composition, tactile sensation and colour.

- A container large enough to accommodate all the objects so that the participant may not see the objects.

PROCESS

The group members sit in a circle. Each participant goes through the objects in the container and chooses one that he/she could identify with. As soon as all the participants return to their original position they each explore their object and their identification with it. Each participant shares verbally with the group their identification with their object. They are encouraged to speak in the first person for example: "I am rough in some places and smooth in others". In order to emphasise the activity involves self-description rather than object-description. The members give one another feedback on similarities/dissimilarities with their own object images (Pfeiffer and Jones1977 vol vi :7).

AFTER COMPLETING THE EXERCISE, ANSWER THE FOLLOWING QUESTIONS:

- What was the most positive experience for you in this exercise?

_____

_____

_____

- What was the most negative experience for you in this exercise?

_____

_____

_____

- After this exercise, indicate your awareness of the influence of perceptions in behaviour.

1.3.2 SELF-CONCEPT/SELF-DISCLOSURE

The following exercise is a group exercise in order to

o introduce the concept of the Johari Window; and

o permit participants to get to know themselves and to let others know them.

TIME REQUIRED: 2 HOURS

MATERIALS

o Copies of the Johari Window Self-knowledge and Recording Sheet for all the participants.

o Copies of the Johari Window Feedback Sheet for all.

o Pencils.

PROCESS

Participants complete part 1 of the Johari Window Self-Knowledge and Recording Sheet.

After that they all fill out the Johari Window Feedback sheet. The fascilitator collects the Feedback Sheets and reads them aloud anonymously. Participants record perceptions held of them on the Self-Knowledge and Recording sheet, which they keep. This proveds data on the Area II, the blind area, and permits the participants to test whether he/she has actually revealed any hidden data about him/herself.

JOHARI WINDOW CONCEPT

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	Area of free activity (public self)	Blind area ("bad breath area")
NOT KNOWN TO OTHERS	Avoided or hidden area (private self)	Area of unknown

JOHARI WINDOW SELF-KNOWLEDGE AND RECORDING SHEET

INSTRUCTIONS

o List in the left column below, the major assets and liabilities of your personality. Then place a check mark in front of those aspects that you have revealed so far.

o When the facilitator collects the feedback sheets and reads them out aloud, use the right column of this sheet to record perceptions of you held by other participants.

ASSETS Self-perceptions	ASSETS Other's perceptions
LIABILITIES Self-perceptions	**LIABILITIES** Other's perceptions

JOHARI WINDOW FEEDBACK SHEET   (Pfeiffer and Jones 1974 vol I :67)

INSTRUCTIONS

o Write your impressions of the major assets and liabilities of other group members, including yourself, in the spaces below. These will be read aloud anonymously as feedback.

Participant	Assets	Liabilities
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

o Write down anything about your self-disclosure that made you feel able, valuable and responsible.

_____
_____
_____
_____
_____

o Write down the feelings you experienced during the feed-back session with regard to:
   o Feeling able _____
   o Feeling valuable_____
   o Feeling responsible_____
   o Feeling positive towards the self_____
   o Feeling positive towards teaching_____

1.4   SYNTHESIS

1.4.1 Read through the following case study, and with all the knowledge gained in Unit 1, describe what ,according to you, were the factors influencing the learner to become a happy and fulfilled adult.

"I am 21 and a painting major. When I was in sixth grade, I had already failed twice. I was used to hearing how useless I was and that I was destined to become a "bum". One day I was sick and tired of my daily environment and suggested a mural design for our school. My teacher was so pleased, she ordered the paint, ladder, even

best paintings I've ever done. I completed school successfully and look forward to a career as an artist" (Adapted from Purkey and Novak 1996:43).

1.4.2 With a particular learner in mind, compile a plan to go about to motivate this unmotivated learner to succeed by using the principles of invitational teaching you have learnt in Unit 1 (4-5 pages)

UNIT 2 : TEACHER BEHAVIOUR IN INVITATIONAL EDUCATION: TRUST, RESPECT, OPTIMISM, INTENTIONALITY and DISCIPLINE

2.1 INTRODUCTION

The four basic elements of invitational teaching are trust, respect, optimism and intentionality. These elements give the teacher a consistent "stance", which provides a reliable internal compass that points to the true north of teaching: a therapeutic way of relating with oneself and others, personally and professionally (Purkey and Stanley 1991:16).

2.2   KNOWLEDGE AND CONCEPTUALISATION

TEACHER BEHAVIOUR

TRUST
RESPECT
OPTIMISM
INTENTIONALITY ———▷ intentionally disinviting
unintentionally disinviting
unintentionally inviting
intentionally inviting

personally inviting with oneself
personally inviting with others
professionally inviting with oneself
professionally inviting with others

DISCIPLINE

CONCERN ———▷ CONFER ——▷ CONSULT -▷ CONFRONT ———▷ COMBAT

KNOWLEDGE AND CONCEPTS	ACTIVITY
TRUST	How does "trust" manifest in a classroom situation?
Consult: Chapter 3: par 3.5.1	

RESPECT	Give examples of ways in which a teacher can show "respect" to his/her learners in the classroom
Consult: Chapter 3: par 3.5.2	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

OPTIMISM	"Optimism is critical in invitational teaching because teachers create the facts that make their hypotheses come true."
Consult: Chapter 3: par 3.5.3	Discuss this statement in terms of "optimism" as a teacher's stance.
	_____ _____ _____ _____ _____ _____ _____ _____ _____
INTENTONALITY	"Intentional individuals are able to develop plans, act on many possible opportunities, and evaluate the effect of these actions."
Consult: Chapter 3: par 3.5.4	Name the four kinds of intentional behaviour that a teacher could project, with two examples of each kind.
	o _____ o _____ o _____ o _____
	Now describe the effect of each behaviour on the learner. o _____ o _____ o _____ o _____

THE FOUR CORNER PRESS	Name the "four corners" of invitational teaching.
Consult: Chapter 3: 74-85	o _____
	o _____
	o _____
	o _____
	Give two examples of each of the corners of the "four corner press".
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____

DISCIPLINE	What is the purpose of invitational teaching in resolving conflict in the classroom?
Consult: Chapter 3: 85-92	_____ _____ _____
	Name the five C's in resolving conflict. o _____ o _____ o _____ o _____ o _____
	Write down the four most important questions the teacher has to ask him/herself in each stage of the five C's. o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____

2.3 ANALYSIS AND APPLICATION

2.3.1 TRUST

This is a group exercise with the following aims:

o to increase understanding of physical, intellectual and emotional trust;

o to explore how the trust level existing in the group affects the openness of discussion; and

o· to provide an opportunity for group members to give each other feedback on trust.

TIME REQUIRED 2 HOURS

MATERIALS

o Enough slips of paper for each member (8-12)

o One "affirmation of trust sheet" for each member

o Pencil

PROCESS

Each member removes a shoe and puts it next to the shoes of the other members. Then each member selects five statements from the Affirmation of Trust sheet that best describe his/her trust in another member of the group: to write the other member's name, the numbers of the applicable statements and his/her own signature on a slip of paper and deposits it into that person's shoe. After the exercise, each member takes out the slips from his/her own shoe and reads the trust put in him by others.

AFFIRMATION OF TRUST SHEET

1. I would trust you to share your happiness with me.
2. I would trust you to hold my money.
3. I would trust you to take care of my children.
4. I would hope that you would tell me how others perceive me.

5.   I would trust you te help me if I was incapacitated in some way.

6.   I would hope that you would give me help if I need it.

7.   I would trust you to keep me an appointment with me.

8.   I would hope that you would tell me if I am phony.

9.   I would trust you to be honest with me.

10.   I would trust you not to gossip about me in my absence.

11.   I would trust you enough to tell you about those I love.

12.   I would trust you to be an excellent companion for a trip abroad.

13.   I would trust you to be executor of my estate.

14.   I would trust you to drive my car.

15.   I would trust you to pay back money I might loan you.

16.   I would trust you to live in and take care of my house.

17.   I would trust you to complete any task given to you.

18.   I would hope that you would freely give me friendship.

19.   I would seek your advice on interpersonal relationship.

20.   I would share my creations with you.

21.   I would trust you with my life.

22.   I would trust that what you say is based on facts and not fabrication.

23.   I would trust your view on political matters.

24.   I would trust you enough to share my feelings towards you.

(Pfeiffer and Jones 1977 vol vi:110).

Answer the following questions:

o   What have you learnt about yourself concerning "trust"?

_____

_____

o   Was trust established through the exercise?

_____

_____

○ If your answer in (b) was affirmative, what difference did it make in you interpersonal relationships with others?

_____

_____

_____

_____

2.3.2 INVITING – DISINVITING

PLEASE RESPOND TO THE FOLLOWING STATEMENTS ACCORDING TO FREQUENCY OF OCCURRENCE. Please give a number corresponding to the following continuum:

Always (1) ; Very Often (2) ; Often (3) ; Occasionally (4); Seldom (5) ; Very Seldom (6) ; Never (7)

1. I plan time for enjoyable activities with others-------------

2. I condemn myself when I think I did something wrong--------

3. I critisize others when I think it is needed.------------

4. I congratulate others on their successes------------

5. I neglect my own needs----------

6. I forgive others for their transgressions-----------

7. I tell myself when I think I've done something stupid----------

8. I am quick to recognise my own value-------------

9. I am impressed by the abilities of other people-----------

10. I critisize myself when I think it is needed-------------

11. I plan time for enjoyable activities with myself-------------

12. I neglect the needs of other people---------------

13. I congratulate myself on my successes----------

14. I am insensitive to my own needs--------

15. I am quick to recognise the value of other people-------

16. I tell others when I think they have done something stupid--------

17. I am insensitive to the needs of other people---------

18. I forgive myself for my transgressions-------------

19. I condemn others when I think they did something wrong--------

20. I am impressed with my own abilities

SCORE: **INVITING TO THE SELF (8, 11, 13, 18, 20)** : LESS THAN (24)

DISINVITING TO THE SELF (2, 5, 7, 10, 14,) : MORE THAN (24)

INVITING TO OTHERS (1, 4, 6, 9, 15,) : LESS THAN (24)

DISINVITING TO OTHERS (3, 12, 16, 17, 19) : MORE THAN (24)

(Wiemer and Purkey 1994:25-31).

○ What have you realised about your own behaviour towards yourself?----------------

----

○ What have you realised about your own behaviour towards others?-------------------

----

○ What could you possibly do to better yourself and the situation?----------------------

----

2.3.3 CONFLICT

COMPLETE THE FOLLOWING SELF-ASSESSMENT EXERCISE REGARDING HOW YOU HANDLE CONFLICT. INDICATE YOUR ANSWER BY MARKING THE APPROPRIATE ANSWER WITH AN X

IN A CONFLICT SITUATION YOU.....

	YES	NO
become emotionally involved		
become destructive towards the other person		
make invalid conclusions		
build on the person's positive characteristics		
overreact		
involve other inappropriate matters		
look for a mutual solution		
accommodate the other person's needs		
avoid the situation through silence		
intellectualise		
start doing some introspection		
take a "poor-me stance"		
try to reach consensus		

...the reasoning behind it...

How do you as a teacher handle conflict at present?How does your way of discipline differ from that of the principles on discipline in invitational teaching?_____

_____

_____

_____

_____

o What is your short-term goals in terms of dealing with discipline in your class?

_____

_____

_____

2.4 SYNTHESIS

2.4.1 Read through the following case study and give a description of what happened between Keith and his teacher in terms of what you have learnt in this unit.

Keith was one of those students "whose reputation preceded him" to the high school. His elementary teachers passed along horror stories of his escapades: the day he inked his hands to leave a trail of blueprints along the white walls of his third grade classroom, the time in fourth grade when he used his scissors to "trim" the hair of a girl seated in front of him, his record number of trips to the principal's office in fifth grade. According to records, his previous teachers had tried everything from conferring, consulting and confronting to detention, demerits and deterrent, all to no avail.

When the sixth grade teacher learnt that Keith would be one of his students in the fall, he began to plan for success. Several weeks before the new school year he sent a card to all his incoming students (including a special note to Keith) welcoming them to his class. Next, he studied Keith's records and found not only an abundance of referrals but also a number of indications of academic potential.

On the first day of class, students were asked to complete autobiographical inventories describing their interests. Keith listed "pets" and "reading" among his

likes. When Keith interrupted class discussion with, "Hey, did you hear about the guy who tried to dry his hat in the microwave?" the teacher waved off his comment and moved closer to him. His second disruption was greeted by the teacher with "we will talk about this after class".

During the private conference the teacher explained his expectations for the class and asked Keith to talk about his expectations as well. During the conference the teacher also asked Keith to help him set up a class aquarium. After the aquarium was operating, the teacher encouraged Keith to join several students as tutors in a treading program for younger students. Keith acted up from time to time, but the teacher's efforts were successful in improving the learner's behaviour (Adapted from Purkey and Stanley 1991:27).

2.4.2

Take any "difficult" learner in your class and write down his/her present behaviour. From what you have learnt in this unit, write down a detailed plan how you would go about changing your own as well as the learner's behaviour (4-5 pages).

UNIT 3 : CREATING AN INVITING CLASSROOM ENVIRONMENT TO FACILITATE EFFECTIVE LEARNING : ASPECTS INFLUENCING EFFECTIVE LEARNING

3.1 INTRODUCTION

The project of "transforming" an education system is the project of changing the vast webs of practices which constitute it. Given the size and complexity of the system it is most unlikely that one can transform it by the wholesale attempt to replace all current practices with new practices (Morrow1999:43). To create a culture of learning is a joint attempt by teachers and learners.

...controls upset the relationship between professional and client...

3.2   KNOWLEDGE AND CONCEPTUALISATION

EFFECTIVE LEARNING

↓

CULTURE OF LEARNING

LEARNING ENVIRONMENT   **LEARNERS**   **TEACHERS**

KNOWLEDGE AND CONCEPTS	ACTIVITY

CULTURE OF LEARNING .
 	
 Consult: Chapter 2: 19-28
	Which factors influence the culture of learning?
	
	 o _____
	 o _____
	 o _____
	 o _____
	 o _____
	
	 In your own words, write which role each one of these factors has to play in creating a culture of learning.
	
	 o _____
	    _____
	 o _____
	    _____
	 o _____
	    _____
	 o _____

LEARNING ENVIRONMENT	Which characteristics are attributed to a nurturing learning environment?
Consult: Chapter 2: 28-34	o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____ o _____

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LEARNERS	Name the factors that have an influence on the learner in the school situation.
Consult: Chapter 2: 34-46	○ _____
	○ _____
	○ _____
	○ _____
	○ _____
	○ _____
	○ _____
	Define the difference between the holistic and the surface approach of learning.
	_____
	_____
	_____
	_____
	_____
	In the process of getting learners motivated, which are given as the four main sources for educational aspirations?
	○ _____
	○ _____
	○ _____
	○ _____
	The transformation process for transforming the content knowledge for the purpose of teaching is divided into four sub-processes. Name them.
	○ _____
	○ _____
	○ _____
	○ _____

THE TEACHER	What are the characteristics of an effective teacher?
Consult: Chapter 2: 46-55	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	o _____
	What are the key issues in teachers' notions of differences amongst pupils?
	o _____
	_____
	o _____
	_____
	o _____
	_____
	o _____
	_____
	o _____
	_____
	How could a teacher create a "learning climate"?
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	Who takes the major responsibility for the nature of the relationship between teacher and learner?
	_____
	_____
	_____
	_____
	_____

3.3   ANALYSIS AND APPLICATION

HERE ARE TWENTY PHRASES THAT INDICATE YOUR VERBAL BEHAVIOUR TOWARDS THE LEARNER. INDICATE WITH A ☑ WHICH ONES YOU SAY OFTEN:

POSITIVE (INVITING) COMMENTS

Thanks very much
Congratulations
How can I help?
Tell me about it
I appreciate your help
I understand
We missed you
I like that idea
I think you can
You are unique
That's even better
How are things going?
I'd like your opinion
What do you think?
I am impressed
That's okay
Please come in
I've always got time for you
I think you can do it
Please tell me more

NEGATIVE (DISINVITING) COMMENTS

Keep out!
Use your head
It won't work
You can't do that
I don't care what you do
Don't be so stupid
Who do you think you are?
Why didn't you stay home?
They don't have the ability
You can't be that dumb
You ought to know better
You must do as I say
How could you?
Shape up or ship out
Anybody can do that
You'll never make it
Get lost
So what?
Forget it
Shut up

(Adapted from Purkey and Novak 1996:194).

Add to the list any other comments you can think of, either positive (inviting) or negative (disinviting) that you might use every day.

POSITIVE VERBAL COMMENTS

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

NEGATIVE VERBAL COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____
_____

The following twenty phrases describe teacher behaviour which could either invite learning or disinvite learning. Indicate with a ☑ which behaviour suits your doing.

Inviting Teacher Behaviour	Disinviting Teacher Behaviour
Smiling	Interrupting
Asking for an opinion	Looking at your watch
Listening carefully	Yawning in someone's face
Shaking hands	Scowling and frowning
Being on time	Slamming a door
Nodding affirmation	Using ridicule
Sharing lunch together	Turning your back on someone
Sharing an experience	Cutting people short
Accepting praise	Making fun of a person
Offering to help	Looking away from someone
Yielding interest	Hitting someone
Learning names	Being obscene
Extending an apology	Throwing paper on the ground
Waiting your turn	Tapping a pencil
Planting a flower	Breaking a promise
Extending a hand	Forgetting an important date
Congratulating	Using sarcasm
Remembering birthdays	Mimicking
Expressing regret	Sneering
Giving thumb's up sign	Being late

(Adapted from Purkey and Novak, 1996:195)
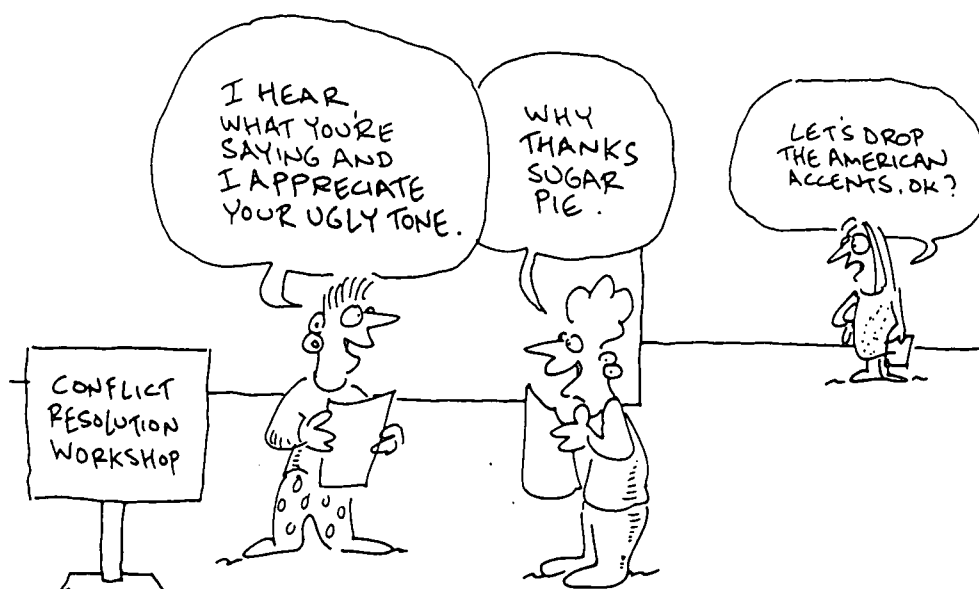
Add to the list any behaviour you might have a habit of doing, whether it is inviting to learning or disinviting (negative).

INVITING TEACHER BEHAVIOUR   DISINVITING TEACHER BEHAVIOUR

o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____
o   _____   _____

Here are twenty positive (inviting) qualities to the physical environment of the school, as well as twenty negative (disinviting) qualities which could either enhance an effective and positive learning climate or work towards a negative learning climate which would not facilitate effective learning.

Indicate with a ✓ which of these qualities are present in your school.

POSITIVE (INVITING) QUALITIES   NEGATIVE   (DISINVITING) QUALITIES

o   Fresh paint   Dark corridors
o   Pleasant smells   Bad smells
o   Living plants   Dingy colors
o   Soft lightning   Full trash cans
o   Lots of books   Hard lightning
o   Fresh air   Insects
o   Flowers on the desk   Excessive noise
o   Soft music   Smoke-filled room
o   Attractive pictures   Bare walls
o   Comfortable temperatures   Leftover food
o   Birthday cake   Full ashtrays
o   Books and magazines   Bare light bulb
o   Sunny room   Stack out-of-date materials
o   This morning's paper   Dead plants
o   Holiday tree   Dingy curtains
o   Birthday card   Cold room
o   Positively worded signs   Peeling paint and plaster
o   Clean aromas   Nothing to read
o   Clean windows   Sticky floors
o   Clear floors   Broken windows

(Adapted from Purkey and Novak 1996:196).

Write down any qualities in your physical environment at school which might facilitate effective learning or maybe not:

POSITIVE (INVITING) QUALITIES   NEGATIVE (DISINVITNG) QUALITIES

- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____
- o _____   _____

3.4 APPLICATION

Creating a positive learning climate to facilitate effective learning is dependent upon various factors. Make a detailed analysis of a school close to you (or your own school) in terms of all the aspects you have learnt in this unit. After making a "diagnosis" on the present prevalent culture of learning, give a detailed description of how you would go about changing this school to become an invitational school where effective learning could take place (6-8 pages).

END OF MODULE

6.6   CONCLUSION

In this chapter the development of a training programme was discussed. At first the outlay of the programme was presented in the format as submitted to and approved by SAQA and the Council on Higher Education. The process of module development was discussed, as well as the taxonomy of educational objectives. Lastly the complete module, as designed for the training of teachers in Invitational Education, was given.

The last and final chapter will deal with the summary of the thesis, the conclusions as well as recommendations made for further research.

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

The main aim of this study was to develop a programme for teachers training which would equip them with the necessary skills in order to facilitate effective learning. In order to do so, it was necessary at first to determine which factors influenced effective learning and teaching and then to identify a model of education in which to facilitate this process. This was done through a literature study as well as an empirical study, the summary of which is given in the following section.

7.2 SUMMARY

Chapter 1 outlined the background of the study. The poor matric results in South Africa raised many questions amongst educationists on why this situation prevailed. Apart from other factors, the main reasons for the collapse of a culture of learning seemed to be poor administration as well as teachers being unmotivated. It also appears that high absenteeism as well as unprofessional behaviour amongst teachers are recurring phenomena. Educationists believe that teachers need re-education since many of them never had positive role-models during their own years of schooling (cf.1.1).

In Chapter 1 the similarities between some of the findings of the project, "Access to learning", undertaken by the HSRC and the researcher, and Invitational Education, were shown. From here, some crucial questions arose

o What does effective learning entail?

o What are the fundamentals of Invitational Education?

o What are the criteria for a programme for teachers within the National Qualifications framework?

o What would the nature of a programme be that is directed at the training of teachers to facilitate effective learning? (cf.1.2)

These questions were thoroughly examined in the following chapters.

In chapter two the factors that were responsible for the collapse, as well as the re-building of a culture of learning and teaching in South Africa were examined. At first, learning was defined as something that brings about change in behaviour and as a process where new skills are learnt in a cumulative process (cf. 2.2) Extremely important in this regard is the new paradigm which represents a shift towards a learner-centered approach, where learners are not only equipped with problem-solving skills and technological literacy, but also with skills to be responsible and to acquire a positive attitude (cf. 2.3).

Causes for the collapse of a culture of teaching and learning were examined. These included factors such as the infrastructure of education, where there is inadequate electricity, water and security (cf. 2.5.1), and a lack of discipline manifesting in absenteeism, late-coming and gangsterism (cf. 2.5.2). Other identified factors were poor relationships between principals, teachers and learners, relating to poor management appointing "radical" teachers (cf. 2.5.3; 2.5.4), as well as problems with the Department of Education, who are amongst other things, responsible for unbearable teacher-learner ratios (cf. 2.5.5).

The restoring of a culture of teaching and learning depends on numerous factors of which the following three are the most important:

o The first factor is a learning environment where learners need to feel they are valuable and their individual needs are taken care of. It is also important to try to keep the learner-teacher ratio to a minimum where every learner could feel special (cf. 2.6.1; 2.6.1.1).

o The second factor relates to the learners themselves where the teacher has to consider the learners' individual learning styles (cf. 2.6.2.2), their cognitive abilities (cf. 2.6.2.3), their motivation to learn which is enhanced by a good self-concept. Learners need to feel a sense of pride, sense of identity and a sense of confidence in order to learn effectively (cf. 2.6.2.4; 2.6.2.5). The content of the curriculum has to be tailored to fit the needs of the learners (cf. 2.6.2.6) and learners need to know what is expected of them. Too high or too low expectations can cause the same damage in terms of the way in which learners feel themselves successful or not (cf. 2.6.2.7).

o The third and last factor contributing to a culture of teaching and learning relates to the teachers themselves. Teachers should be open, friendly and compassionate and through various positive statements and reinforcement create an inviting climate for learning (cf. 2.6.3.1; 2.6.3.3). Teachers should never forget that they are still the most important factor in a school that ought to create an atmosphere within which learning should take place. Their planning of lessons should always consider the background and interest of the learners. Keeping the learners actively involved helps to keep the relationship between learners and teacher positive (cf. 2.6.3.5; 2.6.4.1; 2.6.4.2).

In Chapter three the educational model, Invitational Education was discussed. The aim of Invitational Education is to make all people feel able, responsible and valuable. Through the process, which is just as important as the product, all people should be able to reach their full potential (cf. 3.3). Invitational Education is based upon two theories, namely the perceptual and self-concept theories. Both of these theories advocate that one's self-image depends on the perceptions of others of oneself. The perceptions one has of oneself is equally

important (cf. 3.4.1; 3.4.2). The basic elements of Invitational Education are trust, respect, optimism and intentionality. These four elements help to create an inviting environment that leads the learner to better performance and to the reaching of his/her own potential (cf. 3.5.1-3.5.4).

Teachers' behaviour however still seems to be the most important aspect in order to keep the learners' attention and to motivate them to learn. Teachers can either behave intentionally inviting or intentionally disinviting. The latter would mean that the teacher would go out of his/her way to be mean to the learner. The teacher could also be unintentionally inviting or disinviting. Many teachers are not aware of the way in which they either motivate or disencourage learners through their own behaviour (cf. 3.6). The intentionally inviting behaviour has to be learnt in some way. Teachers could be trained by using the Four Corner Press. Here teachers are taught how they can be good to themselves and others in their personal lives, as well as in their professional lives (cf. 3.7).

Invitational Education does not guarantee a problem-free school. Therefore teachers are also trained in the skills of handling conflict. This is done by means of a five point plan, which is called the five C's. The C's stand for concern, confer, consult, confront and combat. What it entails is that teachers should be alert for any problems, but first contemplate the seriousness of the issue and whether it cannot be solved through proper communication before reverting to "combat" (cf. 3.8.1-3.8.5). Lastly, Invitational Education is a process which involves not only the place (schools) or the people (teachers and learners), but also the policies (for example rules) as well as the programmes (curricula). All of these should be inviting in nature and inducive to learning and teaching. Lastly, action (procedures) has to be taken to get the process moving towards Invitational Education (cf. 3.9.1-3.9.5).

Chapter four dealt with the research design and instruments used. A qualitative research methodology was used and the focus, scope and methods of the

research reported. At first the wider project of the HSRC, "Access to learning" was discussed, as well as the findings reported (cf. 4.7.1). These results were used as a data-base for this research. Relevant factors, such as factors influencing effective learning as well as factors creating an inviting learning climate, were chosen for this study. These were categorised in the following sections: factors relating to the educator, the learner and the process (cf. 4.8.1-4.8.3). The results were then reported in detail.

The legal and educational requirements for designing a programme were examined in Chapter five. The National Qualifications Framework was described (cf. 5.2.1) and special attention was given to the assignment of levels and the registration of standards and qualifications (cf. 5.2.2; 5.2.3). Since Outcomes-Based Education (OBE) is currently the educational model to be implemented in South African schools, the nature and principles of OBE were focused upon (cf. 5.3.2; 5.3.3), as well as the curriculum design and learning process to be followed (cf. 5.3.4; 5.3.5). Special attention was given to the role of the teacher with regard to the new educational model. It was also evident that one of the most important factors was that the teacher had to create a positive learning climate (cf. 5.3.6). Lastly, a synthesis of Outcomes-based and Invitational Education was given. The conclusion drawn from this was that Invitational Education was an ideal approach to realise the goals of Outcomes-based education (cf.5.4).

Before the final module on Invitational Education was focused upon in Chapter six, the entire process of programme design at the University if the Orange Free State was highlighted. The original programme, of which the module, Invitational Education forms a part, was laid out, as well as the units into which it would be divided (cf. 6.2; 6.3). The module was designed according to the model of Bloom, which inevitably had to be explained (cf. 6.4). This was followed by the proposed module, Invitational Education, which would enable teachers to understand the principles of Invitational Education, as well as ways in which the

learners should be treated, and their own behaviour as teachers within the Invitational approach(cf.6.5).

Hence the findings of this research will be discussed in accordance with the research questions asked and the aims that were put forward in Chapter 1 (cf. 1.2; 1.3).

7.3 FINDINGS

7.3.1 Findings with regard to the first aim of this thesis: What entails effective learning?

Effective learning is a process conducive to learning: where the learner gains new knowledge and also reaches his/her full potential, whilst the teacher teaches in such a manner that it motivates learners to learn (cf. chapter 2). Learning per se is the change in behaviour that results from activity, observation or training (cf. 2.2). This change cannot occur if a culture of learning and teaching does not exist. Causes for the collapse of a culture of teaching and learning in South Africa are factors such as the inadequate infrastucture, lack of discipline, poor relationships between principal, students and teachers, lack of proper management and inadequate communication from the Department of Education (cf. 2.5.1-2.5.5).

Restoring of a culture of teaching and learning is imperative in order for effective learning to take place. Here, factors relating to the learning environment is important to facilitate learning, for example a better teacher-pupil ratio than the present 50:1 in African schools in South Africa (cf. 2.6.1.1). With regard to the learners, their individual cognitive abilities, learning styles and individual background must be taken into consideration during the learning process (cf. 2.6.2.1-2.6.2.3). Learners will only be able to learn effectively when they are motivated by a positive teacher who also helps them to build a positive self-

concept (cf. 2.6.2.4; 2.6.2.5). In the process of learning, the designing of the curriculum must be tailored to the learners' needs (cf. 2.6.2.6). The teacher's expectations of the learner causes the learner to be motivated (or not) in order to learn effectively (cf. 2.6.2.7).

Lastly, the teacher's teaching style, but above all his/her attitude towards teaching and the learners, greatly influence the learning process. Teachers should be aware of the needs of learners, as well occupy themselves with creating a positive learning climate (cf. 2.6.3.1-2.6.2.4). These factors contribute to the restoring of a culture of teaching and learning, which is conducive to effective learning.

7.3.2 Findings with regard to the second aim of this thesis: what are the fundamentals of Invitational Education?

Invitational Education is an approach to teaching, intended to create the type of learning climate in which all people could realise their human potential. It also aims at identifying and changing forces in schools that could undermine and destroy this potential. Invitational Education is based upon the assumptions that all individuals are able, valuable and responsible and should be treated accordingly. Education is a cooperative activity in which the process is as important as the product, based on the assumption that all individuals have untapped potential which could be realised through the right process (cf. 3.3).

Invitational Education is further based upon the perceptual tradition as well as the self-concept theory. Both theories explain that all individual behaviour is determined by past experiences and directed by other people's expectations of them, as well as the way in which people perceive them. Important to this thesis, is the premise that self-concept is an important causal agent in academic achievement (cf. 3.4.1; 3.4.2).

Invitational teaching is further based on four assumptions namely;

o   the respect that a teacher has for him/herself as well as for the learner;

o   the condition that teachers should trust their learners in order for them to gain self-confidence, which will lead them to find their own best way of learning and reaching their potential;

o   the conviction that Invitational Education cannot take place if optimism is not present, which means that teachers should believe in what they are doing. Only then will learners feel "invited" to study; and

o   the idea that learners will show some interest in learning activities when teachers clearly communicate their belief in the learners' success in learning, and also provide classroom structure and responsibility (cf. 3.5.1-3.5.4).

Teachers, in order to create an inviting atmosphere for learning, should intentionally project inviting behaviour. This implies that they would have to be more responsive to their learners and therefore more readily accepted by the learners (cf. 3.6.4). In order to show intentionally inviting behaviour, teachers must be taught to become personally inviting with themselves and others, as well as professionally inviting with themselves and others. By doing so, they will ensure that they will not "burn out" or become discouraged in their calling (cf. 3.7.1-3.7.4).

Discipline however still forms part of Invitational Education. The procedures for installing discipline in a school are divided into five steps. Firstly, one should be concerned whether something is wrong, then confer, which means to have an informal conversation with the learner in question. If necessary, formal discussions could follow and only then should the problem be confronted. Only if the problem is not solved after these steps, combat comes into action. The aim is to combat the situation, not the person (cf. 3.8.1-3.8.5).

The last of the principles of Invitational Education refers to the process through which it comes into action. The people involved should be part of the process by

seeing to it that the policies and programmes also underwrite the principles of creating an inviting place for learning, called school (cf. 3.9.1-3.9.5).

7.3.3 Findings with regard to the third aim of this thesis : what are the criteria for a training programme for teachers in the context of the new South Africa, according to the National Qualifications Framework?

The answer to this question can be found in two categories, namely the legal requirements and the educational requirements.

7.3.3.1 Legal requirements

The South African Qualifications Authority (SAQA) provided for a National Qualifications Framework (NQF). The aim of the NQF is to enable all individuals who enter into learning to achieve nationally recognised and internationally comparable qualifications (cf. 5.2). There are eight levels of training which are divided into three bands, namely, general education and training, further education and training and higher education and training. All units (which form part of a programme) should adhere to the standards prescribed by the NQF for the chosen level in terms of the depth of knowledge, skills and values. Each unit has to represent a chosen sub-field, from one of the twelve fields prescribed by the NQF (cf. 5.2.1).

Each unit has to consist of critical and elective outcomes (cf. 5.2.3), which should meet the requirements of the overall outcomes as defined by the NQF. This would ensure that there will be mobility in terms of moving from one institution to another for studying purposes, or that an individual would be able to exit at a particular level, and move on to another level at a later stage. The specific requirements for the standards and qualifications are set out in SAQA regulations (cf. 5.2.3-5.2.7).

7.3.3.2 Educational requirements

The proposed model for education by the Department of Education, is the Outcomes-based approach. This is a learner-centered approach where the process is determined by learning outcomes. These learning outcomes are determined by the needs of both learners and employers (cf. 5.3.1), and should be in line with the requirements set by the NQF (cf. 7.3.3.1).

A programme that is outcomes-based, should adhere to the following principles (cf. 5.3.3):

o It should instill values such as independence and responsibility.

o It should focus upon the needs of the learners.

o Current and future needs of the individual and society should be taken into consideration when designing the curriculum.

o The curriculum should integrate subjects into broad fields.

o The programme should be non-discriminatory.

o Assessment should take place by judging what the learner knows, and not against what other learners know.

7.3.4 Findings with regard to the final aim of this thesis: what would a programme look like which is directed at the training of teachers in the necessary skills to create a culture of learning and to facilitate effective learning?

The programme which is designed in this thesis, is composed of factors relating to effective teaching in an invitational manner, as determined through empirical research as well as a literature study. It will be reported in the following two sections:

7.3.4.1   Factors determined through empirical research relating to effective learning

The factors determining effective learning can be divided into three categories, namely those factors relating to the **teacher**, the **learner** and the **learning process.**

o *Factors relating to the teacher* include the teacher's **attitude,** which influences the learner's attitude directly. If the teacher is positive towards the school, the teaching process and the learner, the learner will respond more readily to what the teacher expects of him/her. Learners respond more positively towards their work if teachers respect them as individuals. If teachers are **motivated** to teach, they are more friendly and happy, which makes them more "askable" to the learners. Lastly, if the teachers are **masters of their subjects**, they feel more confident, which they project onto the learners. Self-confidence builds a better self-image, which again enhances academic achievement (cf. 4.8; 4.8.1).

o *Factors relating to the learner* include the extent to which the learner feels **accepted** and supported by the teacher. A "simple" thing such as knowing learners' names and interests, make them feel special and unique and thus facilitates learning. If learners are **involved** in the learning process, they remain interested. Lastly, it is imperative to accommodate **individual abilities** in the classroom. When too much is expected of a learner, he/she gets disheartened and loses interest. The opposite is also true. If a teacher believes in the potential of the learners it motivates them not to disappoint the teacher (cf. 4.8; 4.8.2).

o *Factors relating to the process* include the building of the learner's self-concept by making use of **positive reinforcement**. This kind of behaviour invites the learner to try again when he/she has made a mistake. Together

with a informal **teaching style** where humour is used often, the atmosphere becomes motivating and relaxing. Seldom would it therefore be necessary for the teacher to shout at the class.   **Parental involvement** in the teaching and learning process lends itself to a situation where learners feel that people really care about their development.   Lastly, the **physical environment** (the school) also influences the learners' motivation to learn (cf. 4.8; 4.8.3).

7.3.4.2   Factors determined through the literature study regarding aspects that influence learning, as well as principles in Invitational Education that enhances the learning process.

The factors as determined by the literature study, are divided into three categories:

o   *Perceptions which form the grounding principles of Invitational Education.* It is important to make the learners feel able, valuable and responsible. It is also important for the teacher to perceive him/herself positively and education affirmatively (cf. 3.3; 3.4).

o   *Teachers' behaviour* has to project that they trust and respect themselves and the learners. They should project optimism and see teaching as their "calling". Teachers should "invite" learners intentionally to participate in the learning process, but should also be personally and professionally inviting to themselves. Conflict should always be handled in a constructive manner (cf. 3.5-3.8).

o   *The environment in which teaching takes place influences the learning process.* **Learners** should feel important, due to the fact that their needs are regarded as important in the process and classes are inviting to learning. **Teachers** should be friendly, sympathetic, warm and open to their learners' needs. They should accommodate different learners by planning their

lessons in creative ways. In the **learning process** learners should be involved right from the start. Criteria according to which curriculum is designed should be tailored to their needs, stretching right to where they are actively involved in problem-solving and peer-tutoring (cf. 2.6.2-2.6.4).

All the factors mentioned in 7.3.4.1-7.3.4.2 were incorporated in the programme designed to train teachers to facilitate effective learning through Invitational education.

7.4   RECOMMENDATIONS

A thorough examination of factors influencing effective learning through both empirical research and the literature study, point towards the following recommendations :

o *Learners' responsibility*

Learners should become aware of a learning culture. They should begin to accept responsibility for their own actions. Particularly in the secondary schools, learners should be made aware that unrealistic claims are not educationally accountable. They should also be made aware of the fact that they are still participants and not the rulers in the learning situation.

o *Teachers' accountability*

Teachers should know that they are responsible for the transfer of knowledge in the most effective way. They should always see to it that they are well equipped to effectively teach by attending information sessions, workshops, seminars and also through the improvement of their own qualifications by further study. In further education they should focus upon

o   knowledge with reference to the child's world of experience and development;

o   knowledge aimed at subject content;

o   brushing up and practicing of didactic methods of transfer;

o   knowledge in respect of ways in which learning takes place, especially regarding the multicultural field.   In this regard teachers must be given training in respect of the various learning strategies that learners can follow, as well as the various learning styles of different cultures; and

o   potential development of the teacher him/herself.   In this instance the person's development must be considered which, can lead to personality growth. One would have to deal with obtaining characteristics that would assist the teacher towards developing into an approachable educator.

o   *Discipline*

It appeared that at schools and classes where good discipline exists, the least problems occurred.   Discipline in this context includes learners and teachers, but teachers should be trained to execute discipline in a constructive manner.

o   *Principal's leadership*

Good effective leadership and the consequent application of basic management functions on the side of the principal and management body, has to form the foundation on which a successful school functions.   This could be nurtured through effective communication, for example, newsletters and parental involvement in all aspects of the teaching process.

○ *Support systems from authorities*

When the provincial education department functions effectively and an efficient basis is provided to the schools and teachers, effective education can be exercised. This will lead to schools and teachers giving their attention to the creation of a learning culture, which will be to the advantage of all the role-players.

7.5 CONCLUDING REMARKS

To conclude: In order to create the conducive environment within which effective teaching and learning could take place, a wide variety of factors have to be taken into consideration. All these factors however lead to the conclusion that **effective learning is dependent upon effective teaching.** Teachers in South Africa should be nurtured and trained in order to do the most important job effectively, namely, guiding the youth of the country to become worthy citizens with sufficient self-confidence to adhere to the needs of society. Only then would society reap the benefits of a good education.

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ACCESS TO LEARNING: THEORETICAL BACKGROUND

1. THEORETICAL FRAMEWORK

1.1 LEARNING

It has often been stated that education reforms succeed or fail at classroom level. This is the place where learning and teaching take place. Thus resource allocation, school leadership, climate of the school, and institutions not having the ability to change, are factors capable of contributing either positively or negatively to learning. In the same breath, class size, student-teacher ratio, and the curriculum development process, are some of the realities likely to demand more from schools.

It is against this background that this research focused on learning and the different fragments of the learning context and tried to get a handle on what this learning is all about. What within and environment would enable learning to take place, what conditions are necessary for such learning to take place, what processes are necessary to enhance such learning, and what outcomes might ensure that learning has taken place. Thus central to these questions is how to ensure that the enabling conditions for successful learning environments, which enhance quality access, become the norm.

The project defined learning as the acquisition of knowledge. Such knowledge entails information, skills, and appropriate values and attitudes. The information, values and attitudes, are shaped and perceived by what society describes as appropriate.

It would provide an impoverished definition to talk about learning and the learner without taking into account other participants in the learning process. These participants might include a teacher an/or parent, who can facilitate learning through mediation and teaching. This nonetheless does not mean that learning cannot take place without teaching and mediation. Formal teaching, as the practice of organising learning systematically, is an invaluable resource in learning and can generate successful learning.

In view of the above definition of learning, the need to explore the enabling conditions for a successful learning environment arose both in terms of broader school-based aspects, and classroom dynamics.

1.2   SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT

One of the most recent thrusts in school reform is the growing call for effective schools. The research on effective schools grew as a response to the research findings of Coleman et al. (1966), Jencks et al. (1972) and others, which alleged that schools made little difference to student achievement because of the pervasive influence of family background characteristics (Holmes, 1989). Subsequent research seeking to refute this conclusion, identified schools which scored particularly high or low in relation to their socio-economic status. The schools that scored high became known as effective schools (Reynolds, et al., 1994). Proponents of effective schools identify exemplary schools that they believe are effective based on criteria they establish, and describe the characteristics of these schools that make them effective.

Edmonds (1981) located effective schools in the most economically-deprived communities in the USA. He defined effective schools as those which are "sufficiently powerful to raise otherwise mediocre pupils to levels of instructional effectiveness they might not ordinarily have thought they could aspire to". This author classified those schools as effective if they demonstrated the ability to deliver basic school skills to all students, regardless of race or socio-economic status for at least three consecutive years. The five characteristics of effective schools identified by Edmonds are:

*   Style of leadership.
*   Instructional emphasis.
*   Climate.
*   Implied expectations derived from teacher.
*   Presence and use of and response to standard instruments for increasing pupil progress.

Bossert et al (1982) identified essentially the same characteristics of effective schools as did Edmonds. Bosset listed the following:

* School climate conducive to learning, free of disciplinary problems and vandalism.
* A school-wide emphasis on basic skills instructions.
* Expectations among teachers that all students can achieve.
* Clear instructional objectives for monitoring and assessing students' performance.

One of the key difference between effective and ineffective schools is the instructional climate discussed in the literature (Rutter et al., 1979). Effective schools are seen as having environment that foster academic success on the part of student. This is one the major focus for this project.

Proponents of effective schools have developed a list of positive characteristics that make schools "effective". The approach they adopted has been to establish certain effective criteria, to identify schools that meet these criteria, and then observe the processes within the schools to demonstrate the operation of an effective school in a qualitative manner.

A large international body of research has examined the question of what makes a school effective. In most studies, the definition of an effective school is on the lines given by Peter Mortimore: "a school in which students progress further than might be expected from a consideration of intake" (1988, p.210). Mortimore (1988) did find that schools do make a difference in promoting students' learning and development. the most promising models of school effectiveness are the ones that consider the actual learning process of individual learners and then to consider surrounding conditions which facilitate this process. The effective schools research has been concerned with identifying types of schools and conditions of schooling which are successful at attaining desired goals, often stated as desired student outcomes (Smith, et al. 1997, p.2). From this work, a core of findings consistently emerges relating to school organisation and classroom practices which have a positive impact on pupils progress, and the findings are confirmed by teachers own perceptions of effective management practice.

The school improvement literature on the other hand has been concerned with educational change – the process of improving schools (Smith et al., 1997). The findings of school effectiveness research do not provide an instant recipe to transform schools. They provide a "vision of a more desirable place for schools to be but little insight as to how best to make the journey to that place. This is the central objective of "school improvement" (Smith et al.,

1997, p.2). School improvement is essentially about strategies and underlying processes of change.

Criticisms have been levelled at the school effectiveness literature. For example, Purkey and Smith (1983) faulted the effective schools literature on the following grounds: (1) research on effective schools utilised small and narrow samples that severely limited their generalizability; (2) only one study was longitudinal, preventing conclusions being drawn concerning the staying power of effective schools over time; (3) there is a tendency for studies in effective schools to compare exceptionally bad schools (negative outliers) with exceptionally good schools (positive outliers); this approach risks missing those characteristics that differentiate the majority of average schools from both extremes. They suggested that research into educational innovation should look more at school organisation and school culture, as did the study by Sarason (1971). The work of O'Toole (1981) on workplace culture is seen as having provided a useful framework for examining the effectiveness of schools. Selby (1983) noted that the "ethos" of a school or any learning environment has a significant influence on the quality and quantity of learning that takes place in that school or learning environment.

Recent thinking on educational reform views the school as the centre of any efforts that will make any real difference in teaching and learning. This means that schools must have a significant say in reform efforts.

The link between disadvantage and educational performance has so far proved too difficult for policy-makers at a national level to break. However, many individual schools in disadvantaged areas have been able to do so, through having vision, providing a challenge ot all pupils whatever their perceived capabilities, and by pursuing particular policies and practices. An investigation in the United Kingdom by the National Commission on Education (1996) which looked at schools in disadvantaged areas, focusing on features, problems, strategies and initiatives of 11 schools that succeeded inspite of their circumstances, elucidates mechanisms for spreading good practice used in the study. Of importance to this study is how disadvantaged schools also produced good results inspite of few resources. Their study indicates that disadvantaged schools can also work hard to produce good quality education. The types of schools identified in this project include: mixed and girls' schools, Asian, ethnically mixed, Roman Catholic, and community schools.

Despite all of these differences, what all the schools have in common is proven experience of overcoming difficult circumstances. All aspects of school policy that were examined included development planning, teaching methods, classroom organisation and the extent and nature of external support. This project also analysed the process of improvement in the school, who was involved in setting objectives, what initiatives were taken and what is needed to maintain and improve present achievements.

In the USA compensatory education strategies were based on specific assumptions regarding the causes of chronic under-achievement among minority children. The basic thrust of compensatory education was identification of deficiencies in basic skills such as reading and writing and the provision of remedial assistance of slower children. Many educators and psychologists felt that compensatory education was not responsive to the demand for successful and meaningful education of large numbers of school children.

In South Africa, similar studies have begun to emerge. A study headed by Mark Potterton and Pam Christie (1997) identified and studied schools that were able to survive where other schools nearby showed signs of crisis and failure. One of the main findings of this study is the point that most of the schools studied viewed teaching and learning as their primary purpose and the major focus of their attention. Various other similar studies are also taking place in South Africa.

The success of a school hinges on various interrelated factors, some of which include the following:

*   **Institutional and functional arrangements**

As far as the institutional arrangements are concerned one of the critical areas is the school's timetable. A successful learning environment would ideally have a timetable in place and functioning. The extend to which the timetable enhances the teaching and learning of the various subjects without any major clashes, the extent to which teachers have been involved in designing it, and how specific subjects have been allocated certain slots in the timetable tell us something about the school. In the same breath, the degrees of innovation evident in the timetable are helpful in assuming how the school copes or stands a better chance of coping with educational changes.

The extent to which both pupils and teachers attent their classes is equally important. An understanding of attendance in a row (consecutive attendance) provides a picture of the extent to which the general culture of learning and teaching is prevalent in a school. In the same breath, punctuality of both teachers and pupils and their presence during official school hours can be an important indicator. Equally, the mere presence of both teachers and pupils on time at school is no guarantee for actual teaching and learning. Thus the aspect of time-on-task comes to mind in this regard, which looks more at the time that teachers actually spend teaching in their respective classrooms and subjects. These dimensions become even crucial when one looks at what the South African literature says on the culture of learning and teaching in schools. Studies such as those by Maja (1993 and 1995) and Jansen (1995) point to the finding that both teachers and pupils tend to arrive at school hours after the school day officially commences, and leave long before the school day ends. "Teachers, even though they may be physically present, are seldom in the classroom, or, when they are in their rooms, they are seldom found teaching" (Jansen, 1995).

The kinds of extra-curricular activities taking place and how they are planned can enhance or hinder the learning environment. Thus an understanding of the extent to which these activities tamper with normal and scheduled lessons and the extent to which this happens is also critical.

The second aspect to highlight looks at the functional arrangements. Teacher-pupil ratio and the impact, if any, it has on achievement is the debate that has provided no clear-cut dichotomy. Much as the literature is conflicting in this regard, it can nonetheless be assumed that a school with around thirty pupils per class and per teacher stands a better chance of succeeding than a school with hundred pupils per class and teacher. On the other hand, it does not mean that a school with hundred pupils per class is destined to failure. The Japanese experience is a typical example in this regard as "...Japanese do not regard large classes as an issue for quality instruction; ...their class sizes are partially representative of their corporatist and group culture" (Sedibe, NBI 1997). Various other environmental aspects and their inter-relatedness can put a school with large class size above the ones with lesser pupils. Such a school would thus constitute, in view of its circumstances, a successful learning invironment. Teacher qualifications and the placement of teachers (subject allocation) are equally important factors in this regard. The extent to which teachers teach subjects that they are

well qualified for can be an indication, though not automatic, of how well they master their lessons.

The principals' management style and their leadership at schools can also be a critical factor when looking at the enabling conditions for successful learning environments. This is one area which the literature has consistently identified as one of the most crucial factors determining the success or failure of a school. Thus the extent to which the principal of the school is committed, the extent to which s\he involves various stakeholders in the running of the school, how s\he supports and encourages the teaching staff and pupils, and his/her level of education are just some of the aspects to be looked at in this regard.

*   **Teacher support and development**

The availability of both Pre-set and In-set initiatives in the vicinity of the schools' environment can have an effect on learning. As far as in-service teacher training is concerned, it would be informative to look at the provision of in-service training. The main providers in this regard are non-government organisations, government, and professional associations such as subject associations and teacher unions. How long such training has or is taking place and how well or badly it is being administered are some of the critical factors. In-set initiatives differ from whole school initiatives to the subject specific ones. The length and depth of such initiatives are equally diverse, so is the quality of the training being offered. These varieties, which extend from one day workshops to ongoing training and support, need to be taken into account when one assesses the extent to which In-set initiatives enhance learning. Pre-service institutions are also important. The availability of reputable and/or recognised colleges and universities can impact on teacher qualifications. This has a spin-off effect on the learning environment since the more teachers have the basic qualifications, the likely such teachers will master their subject matter, and the more possible it is for them to be exposed to various theories of teaching and learning.

Teachers' personal development separate from organised training can also have an effect on the learning environment. The extent to which teachers read on their own, both for the subjects that they teach and education and societal issues in general, can impact on their teaching and pupils' learning. Teachers who are generally well read and who consult extensively on their subject specific matters tand a better chance of mastering their subjects,

understanding knowledge production more broadly, and inculcating a variety of methods in their teaching. Equally important is a learning environment which incorporates peer \ teacher support, whether it be per school or region. Teachers who share their problems and expertise are likely to position themselves advantageously within the broader education realm.

*   Learners' background

Pupils come from different backgrounds when coming to school, which can vary from the most disadvantaged to the most advantaged. This is likely to impact on their ability and the extent to which they can take full advantage of responsibility in the learning process. However some demographic characteristics tend to place certain students more at risk for school failure. For example, in the United States it was found that differences in the social background of the students accounted for 82% of the differences in student achievement (Reimers, 1992).

Based on the above assumptions the study identifies the parents' educational background, their occupation and expectations as critical in determining the pupils' learning opportunities. Pupils from well educated families, whose parents occupy middle to upper level positions, have role models to set their goals against. Equally, such parents tend to expect good performance from their children and usually provide the necessary support from home. Though on the other hand poorly educated parents tend to have the same aspirations from their children, these are usually not reinforced by support mechanisms abundant in well to do families. Thus pupils' family responsibilities from the two homes will differ, and so will the extent to which such responsibilities provide a conducive learning environment. By the same token, the living conditions for the well to do differ from those of the poor. Thus the overall socio-economic status of the child has an impact on the extent to which s\he exercises the agency part in the learning process. This is likely to also impact on the age at which the child qualifies for a particular standard.

*   Physical facilities and materials

When debating the enabling conditions for a successful learning environment, one of the key and easily identifiable indicators in this regard is the schools' physical facilites and materials. Thus it was in this field that the present government launched the school refurbishment

programme as one of its first programmes under the RDP funded culture of learning campaign. Thus for purpose of this study, the school building (structure), availability of the library, science laboratory, hall, toilets and other physical resources examined in the recently published School Register of Needs, will be looked at in view of the over all school performance. Equally important are materials such as desks and chalkboards, and learning resources such as textbooks and exercise books. In looking at these factors, based on the study's proactive nature (see aims and objectives), the availability or lack of these key resources will be understood in relation to the schools' strategies to cope within the limitations. Thus in this manner, even schools which are the most disadvantaged but where learning is taking place will be visited. On the other hand, as part of the criteria for an enabling environment, an identification of some minimum standard to enhance learning and teaching will be an added dimension.

The other important aspect which has also been looked at in the School Register of Needs is transport. The extent to which pupils come to school can be influenced by the distance they have to travel and the availability of transport, rather than simply a lack of will. Thus when looking at aspects such as punctuality and class attendance, these need to be placed within the context of distance and availability of transport in some instances. This has largely been more relevant for the rural and farm schools, though in the last five years it began to also affect pupils from the townships who have enrolled with the ex-Model C schools.

* **Teachers' attitudes**

Quality education as measured by pupil academic achievement, is partly a function of teacher quality. Teacher quality in turn is a function of the teacher's mastery of subject matter, knowledge and use of appropriate teaching skills, the acquisition of professional attitudes (Tatto et al, 1992) as well as his/her knowledge/understanding of the learner. The teachers' attitudes towards learners, parents, academics, bureaucrats, policy and knowledge affects their morale, and this in turn has an impact on teaching and learning. The literature on the culture of learning and education quality indicates that teachers tend to blame others for the lack of quality education (Maja, 1995). The three most important barriers to teaching and learning that teachers tend to identify are parents, learners, and bureaucrats. Ironically, these are the most important stakeholders in education both in South Africa and internationally. It is against this background that it becomes important for purposes of this study to understand

the extent to which teachers' attitudes in this regard affects the learning environment. In the same breath, teachers' attitudes towards knowledge and policy will impact on the extent to which they interact with these aspects and thus ultimately imporve their teaching.

* **Support schools receive from institutional structures and communities**

Schools do not function in a vacuum. They are guided by the education departments in various ways whilst on the other hand they are located within communities for whom they are meant. It is therefor inevitable that at various points they will have to interact with these structures. The extent to which the department interacts with the school, that is, the kind of interaction, how often and how long such interaction takes place if any, are some of the important facets in this regard.

Equally important is the extent to which the community within which the school finds itself involved in the affairs of the school, both in the negative and positive sense. Ownership of the school cuts across these features and largely informs the involvement of both the community and government. This aspect is critical as pointed out that, "A sense of ownership needs to be inculcated in local communities so that at the end of the day communities regard school buildings as their own properties, and therefore develop rather than destroy them" (Maja, 1995). It is in this spirit that the South African Schools Act puts emphasis and clarifies in detail the role that a governing body plays in the governance of a school. Thus as part of the Presidential Educational Initiative, school governance (election and training of governing bodies), received priority since the beginning of 1997. Thus for purposes of this project, the extent to which these structures are beginning to make a difference, if any, will be informative.

* **Relevant curriculum**

The systematic organisation of knowledge, which in defining learning at the beginning of this section was identified as one critical contribution by teachers on learning, is normally encapsulated in the curriculum. Not only is the content of the curriculum that is taught important, but also the way (hidden curriculum) in which it is taught, essential in achieving the aim of education. The NEPI report (1993: 109) stresses the fact that curriculum models are more than just a form of systematised knowledge: "Curriculum models cannot simply be

viewed in technical terms, but need to be understood within their political and social contests". the current curricula in South African schools may still discriminate against students, girls and children from rural areas. The "hidden curriculum" as a way of expressing values can invluence how children will understand and cherish the values underpinning the basic principles of nation building. Bergh and Berkhout (1994) notes how the current debates regarding educational policy and change are ignoring the existence of the "hidden curriculum". For example, the present curriculum leaves girls worse off in comparison to boys (RDP, 1994). The curriculum that prevails in our school system still relegates certain subjects like Domestic Science to girls. Subjects like mathematics and sciences are seen as belonging to the male domain. The curriculum also does not prepare students, especially those from the rural settings for an information and technology society.

Thus the extent to which teachers decide on what and how to teach has an impact on learning. This usually influences the way in whcy the assess their pupils. and whether they emphasise mental manual or not. The medium of instruction within the curriculum also affects the extent to which both teachers and pupils are at ease with the language, which has an effect on the language used in the classroom – whether it be simple English or some form of codeswitching.

Almost linked to issue of the timetable is assessment. The school's assessment arrangements can give an indication of how successful the learning environment is. How often the exams are written, what form such exams take, can be some of the determining factors. This however does not mean that a school with many scheduled exams constitutes a successful learning environment. The question is whether such exams are meaningful to the extent thay they enhance learning, and are well planned within the overall timetable of the school.

*   Stability and change

What becomes evident as one goes through all these facets regarding an enabling environment for learning, is the fact that built into them is the aspect of change in our society and education in particular, and the extent to which schools are coping with the newly found expectations. Education reform demands add to the already difficult nature of teaching by requiring that academic tasks be rendered more true to discipline; That they require more reasoning and understanding from students; that they connect subject matter to other aspects

of life, and that they incorporate more and more diverse students (Kennedy, 1992). These new demands are being placed on schools to improve and derive more meaning and quality from their teaching and learning, whilst on the other hand these demands are not being equalled by massive resources to enhance their achievement. In view of various other priorities that the new government is facing, it is unlikely in the short to medium, or even long term, that resources will be pumped into education en-mass. Thus the extent to which schools proactively tackle issues of race, culture, religion, work ethic and transitional settlements, to mention some, will determine the extent to which learning environment is enhanced.

1.3   CLASSROOM DYNAMICS

How does change in teaching practice occur? Teachers' practice have been tempered by experiences in the demaning environment of the classroom. Teachers use what has worked in the complex culture of the classroom (Bolster, 1983; Fullan, 1985) and it takes time for these practices to change. Change does not take place immediately after the introduction of an innovation. Significant changes will generally be accompanied by anxiety and uncertainty. Support, technical and personal, must be provided for teachers during the change process. Thepressure exerted through interaction with peers and technical and administrative leaders impacts on the success of an innovation (Fullan, 1985).

Teachers' beliefs and attitudes must evolve if an innovation is to have a lasting effect. This evolution in teachers' beliefs and attitudes will come only after teachers recognise the effect on student behaviours. When the teacher sees students' achievement, interest in class work, and confidence improve, change in teachers' beliefs and attitudes is likely to occur (Fullan, 1985).

Many factors impact on the success of a reform being integrated into a teacher's classroom practices. First, the teacher must be willing to undertake the implementation of a reform and be involved in the planning of the training (Fullan, 1985). Second, the teacher must be able to recognise the alternatives that are available throughout the change process and decide which should be integrated into classroom practice. Third, the teacher must have a basic understanding of the principles behind the change and value the innovation enough to put forth the additional effort that may be required for implementation.

During the 1970s, numerous research studies examined the "direct instruction" approach to teaching. This strategy attempts to identify the specific teacher behaviours that produce student learning. Leinhardt, Zigmond, and Colley (1981) examined the behaviours and characteristics of teachers that lead to high rates of engagement in reading activities by students. Their research question was simply: What do teachers do that enables students to do things that help them learn?

These authors found that the teacher behaviours that contributed markedly to student attention and engagement were teacher instruction, reinforcement, and "cognitive press". According to these authors, "Instructional behaviours included model presentations, explanations, feedback, cueing and monitoring". Consistent with the rest of the study, teaching was measured by how much time teachers spent performing these instructional activities. A second important teacher behaviour was reinforcement of student learning. This was measured by counting the number of reinforcements, that is, praises, acknowledgements, etc. received by each child daily.

The measure of "cognitive press" assessed how fully the teacher was supporting and encouraging student orientation to academic material. Time on task has proven to be as simple and pragmatic way to raise academic achievement, improve the instructional leadership of principals, and provide teachers with techniques for more effective instruction.

The pupils' learning styles and the teachers' teaching strategies are almost inseparable. This is equally an area in which it will be difficult to assess without concentrating more on how meaningful a particular teaching and learning style is practised and the extent to which it seems to enhance learning. The literature points us largely in two separate directions. One approach con be loosely termed the 'progressive' approach, and the other the 'traditional approach'. In the progressive approach, which largely forms part of the new curriculum in this country, the learner is the focal point. Thus one finds talk of learner-centredness, group work, pair work, communicative language teaching, and task oriented teaching to mention but a few. In the traditional approach, which has dominated South African Education for many years, one finds talk of teacher-centredness, drilling, changing, chorusing, and memorising. This study does not intend to prejudge any of the two approaches. Rather the focus will be on how or which aspects of these approaches enhance learning.

The teachers' understanding of what knowledge is and their treatment of such knowledge is also important. In the same light, their knowledge of the learners and how they expect them to interact with knowledge, which will largely be informed by the two approaches alluded to above, will be essential. The teachers' knowledge of the act of teaching and specifically, the role that teaching plays in the acquisition of knowledge can enhance or hinder learning. Thus a teachers' concern with his/her own teaching above the learning of the pupils is unlikely to be an enabling environment.

Hollins (1987) has proposed that the following conditions should be present in schools to help black students achieve.

* The process and content of the learning should be related in a meaningful way and should be familiar to the learner.

* The content should be communicated in a way that is acceptable and comprehensible to the learner.

* The learner should be provided adequate time to access, process, and apply the content.

* An affective environment ought to be such that the learner feels comfortable and support so that she/he will take the risks necessary for learning.

Cognitive research has identified other key instructional variables. Shade (1986) states that teachers need to:

* Communicate the objectives of the lesson. Students need to be told what they will learn, how they will learn it, the behaviour needed for mastery, and how new learning is related to prior learning.

* Establish routines and structures in the classroom.

*   Use a variety of approaches: e.g., discussion, inquiry, concept development, peer tutoring.

*   Make presentations more oriented toward active involvement.

*   Include the culture of the students as much as possible my incorporating pupils' interest, experience, and language.

*   Make the material relevant to the learner. When new learning is linked to what the student already knows, success is more likely.

*   Plan activities so students have a high rate of success. Students develop a better self-concept when their existing abilites are emphasised rather than their inadequacies. Teachers should estimate where the student is and build on that base.

Thus in the same manner that school-based dynamics represent a complex set, classroom dynamics on the other hand have their own set of complex dynamics. Much as both can impact on each other, they are nonetheless not interdependent.

INTERVIEW-OBSERVATION SCHEDULE

SCHOOL NAME:

GRADE:

SUBJECT:

NUMBER OF PUPILS:

PROVINCE - AREA:

DATE:

THINGS TO OBSERVE

Section 1.1 Describe the structural arrangements in the classroom - are the desks placed in rows or are they grouped, or paired. Are the tables round or halved?

Section 1.2 How are the students grouped or paired (e.g. in terms of ability or any other criteria used?)

□ □ ■

Section 2.1 Teaching methods \ techniques:

Chorussing of content?	Contests \ Competition: quiz programmes, student playing teacher?
	Viewing and listening to films, radio programmes?
Lecturing of content?	Teacher doing the talking most of the time?
	Teacher constantly writing on the board?
Drilling of concepts?	No reasoning expected of the pupils?
	Teacher-directed learning?
Dramatisation?	Use of teaching aids? How are they being used?
Debates?	How does the teacher use examples? Are they
Discussions?	textbook dependent or creative and independent of the text
Playing games?	Question and answer - what kinds of questions are asked?
Designing?	(Factual with one correct answer? Do they
Colouring of	require any thinking? Are they textbook based?
pictures?	Do they show insight? Are they open for debate.
Drawing maps	discussion and different interpretations)?

Is the teacher's plan for the day worked out logically?

Is it routine to repeat facts until habits are established?

Are lessons integrated i.e. is learning structured across the curriculum?

Is the acquisition of information by pupils evaluated by the teacher in terms of individual differences of mental ability, emotional maturity and social adaptation?

Use of textbooks - does the teacher use one or different textbooks during the lesson? (Does the teacher never depart from the organization of the material as it is presented in the textbook, or does the teacher refer to the textbook as a resource and support material? Are alternative sources used in place of the textbook?)

Does the lesson provide ample opportunity for creativity and the development of artistic abilities?

Does the teacher make a conscious effort to draw together concepts from different sources and subjects?

Does the teacher play a facilitative role?

Does the teacher provide for individual differences in pupils?

Does the teacher encourage pupils to use their imagination?

Do teachers support one another during teaching

(e.g through team teaching or by aiding the individual

teacher)?

. ▫ ▫ ▫

Section 2.2 Teachers' knowledge - the extent to which his/her subject mastery is adequate, inadequate or excellent? The extent to which the teacher is informed broadly about education and general societal issues, has access to knowledge, ideas, information and resources?

Section 2.3 Teacher's attitudes - does the teacher seem to be happy with his\her profession? Is s\he happy with his\her subject\s?

□ □ ▣

Section 2.4 Lesson Preparation;

Does the teacher prepare for lessons? How does the teacher prepare for the lessons? Does the teacher demonstrate during the lesson that he/she has organized the information properly?

Section 3.1   What types of exercises/task(s) are students expected to complete in their exercise books\workbooks (e.g. are they textbook based?, do they demand memorization, instill creativity, encourage original thinking and / or pupil involvement in conceptualizing the tasks?

Section 3.2 Learning Strategies (i.e. how do pupils learn?) for example;

Are the pupils listening to the teacher and observing her/his demonstrations?

Do the pupils read (How? Do they volunteer? Are they enthusiastic?)

Do the pupils summarize what the teacher says during the lesson?

Do the pupils re-write everything that the teacher writes on the board?

Do they memorize lists of facts, dates, and names?

Do the pupils sit back and listen to the teacher throughout the lesson?

Do the pupils have freedom of movement? (i.e. can they move around and consult other students?

Do the pupils actively participate in the lessons (i.e do they ask questions and participate in solving problems and answering questions)?

Do the pupils read or consult a variety of books?

Are the pupils encouraged to solve problems individually with the help of the entire class?

Are the pupils encouraged to develop critical thinking abilities?

■ ▣ ▣

Section 3.3 Pupils ability to apply knowledge i.e. the extent to which pupils can relate information to everyday life.

Section 3.4 Learning outcomes (for example)

to what extent do they acquire information?

to what extent do they comprehend?

to what extent do they reason?

to what extent do they analyse?

to what extent do they discuss issues?

to what extent do they interpret information?

to what extent do they synthesize

▪ ▫ ▫

Section 4.1 Teacher / Pupil interaction in the classroom;

Formal vs informal / disciplined/ Is there rigid/firm/strict control? Is discipline consistently practised in the classroom? exciting / motivational and encouraging. Are pupils rewarded for good behaviour?

Methods of discipline (i.e. negative reinforcement): corporal punishment, and/or other types of (negative discipline) punishment e.g. detention used. Are any other methods of discipline used e.g. constructive methods ?

□ □ □

Section 4.2 Teachers' and Pupils' language use:

English only or a Vernacular language (or more thatn one) or Afrikaans? Do they mix languages\ does code-switching occur (indicate whether it is planned or random and the extent to which it seems to enhance or inhibit an understanding of concepts)

INTERVIEW SCHEDULE

The interview schedule should not be understood as separate from the observation schedule. Most of the areas identified in the observation schedule might warrant follow-up discussions with the teachers. Such issues must be raised as part of the interview, but clearly indicated as such i.e. interview.

1. Does pupil participation or lack of it lead to increased learning?

What do you think should be the pupil's role in the classroom in order to enhance learning ?

----

2. How do you think a teacher can ensure that meaningful learning takes place?

----

3. What do you perceive to be your role when teaching ?

----

4.   What do you think are effective teaching styles in your classroom (i.e. what methods or strategies for learning do you use in your classroom which enable pupils to learn) ?

----

5.   Explain how your teaching strategies highlight each child's mastery of skills and understanding of content.

----

6.   Every pupil has certain strengths or talents. How can these be used to promote learning for his/her group or the whole class ?

----

7.   Does informing parents (about their children's performance and behaviour at school) have any effect on learning and teaching in your classroom ?

----

8.   What do you perceive to be the advantage of the in-service training that you have so far been exposed to ?

----

9.   What effect does your assessment practise have on learning ?

----

10.   What experience or role have you played in the design of your current school curriculum - any room for innovation?

----

11.   Do you know anything about the Curriculum 2005 initiative ?

----

12.   Indicate specifically how you think Curriculum 2005 will impact on your teaching ?

----

13.   What do you perceive to be the effect of class size on learning and teaching in your class ?

----

14.   Any other comments ?

HUMAN SCIENCES RESEARCH COUNCIL

Access to Learning Project

August – September 1997

SCHOOLS' QUESTIONNAIRE FOR COMPLETION BY THE PRINCIPAL AND HEADS OF DEPARTMENTS

Please CIRCLE the correct answer, e.g. | Yes | (1) | | No | 2 |

School timetable:

1. Does the school have a standard timetable? | Yes | 1 | | No | 2 |

2. Who designed the timetable?

Principal	1	Principal & HoDs	2	HoDs	3	Principals/HoDs/Teachers	4	Other	5

3. What process was followed in designing the timetable?

_____

4. To what extent is the timetable being adhered to?

Always	1	Often	2	Sometimes	3	Never	4

5. What are the reasons for subject distribution per number of periods?

_____

6. Are the any subjects clashes in the timetable? | Yes | 1 | | No | 2 |

7. To what extent does the timetable accommodate innovation and change? (explain how)

_____

_____

_____

Class attendance:

1. How many lessons does your school day comprise of

2. Provide the average number of lessons teachers attend per day

3. Provide the average number of lessons pupils attend per day

Punctuality:

1. At what time does your school day officially begin?

06h30	1	06h45	2	07h00	3	07h15	4	07h30	5	07h45	6	08h00	7

2. What is the total number of teachers at your school

3. How many of your teachers arrive;

   i)   before the official school time?

   ii)   30 minutes after the official school time?

   iii)   an hour or more after the official school time?

4. How often do these (Question 3) happen in a school week?

1	2	3	4	5

5. What is the total number of pupils in your school

6. Roughly how many of the pupils arrive;

   a)   before the official school time?

   b)   30 minutes after the official school time?

   c)   an hour or more after the official school time?

7. At what time does your school day officially end?

13h00	1	13h30	2	14h00	3	14h30	4	15h00	5	15h30	6	16h00	7	16h30	8	17h00	9

8. How many of the teachers at your school depart;

   a)   at lunch time or before?

   b)   30 minutes before the school is officially out?

   d)   an hour or more after the official school day?

9. Of the total number of pupils at your school roughly how many of them depart;

   a)   at lunch time or before?

   b)   30 minutes before the school is officially out?

   c)   an hour or more after the official school day?

3

Time on task: (teachers and pupils)

1.   How much of lesson preparation time do teachers spend?

1-2 hrs	1	3-4 hrs	2	5-6 hrs	3	7+	4

2.   Of the total number of hours teachers spend at school, how many hours do they spend in class?

1-2 hrs	1	3-4 hrs	2	5-6 hrs	3	7+	4

3.   Of the total number of hours pupils spend at school, roughly how many hours do they spend in class?

1-2 hrs	1	3-4 hrs	2	5-6 hrs	3	7+	4

4.   How much time do teachers spend teaching?

1-2 hrs	1	3-4 hrs	2	5-6 hrs	3	7+	4

5.   How much time to pupils spend learning?

1-2 hrs	1	3-4 hrs	2	5-6 hrs	3	7+	4

Extra-curricular activities:

1.   From the list provided, tick those extracurricular activities available in your school:

Soccer	1	Netball	2	Rugby	3	Basket ball	4	Cricket	5	Boxing	6
Soft ball	7	Tennis	8	Swimming	9	Golf	10	Athletics	11	Other	

2.   When do these activities take place? (Circle both the day and time box)

Monday	1	Tuesday	2	Wednesday	3	Thursday	4	Friday	5

08h00-11h00	1	11h00-14h00	2	14h00-17h00	3

3.   Who plans and manages these activities?

Principal	1	HoDs	2	Teachers	3	Pupils	4

4.   Provide an average percentage of pupils taking part in these activities.

25%	1	50%	2	75%	3	100%	4

5.   To what extent are teachers involved in these activities?

Always	1	Often	2	Sometimes	3	Never	4

6.   How often do these activities clash with the school timetable?

Always	1	Often	2	Sometimes	3	Never	4

Teacher / Pupil ratio:

1.   What is the teacher/pupil ratio of the school?

1-20	1	1-25	2	1-30	3	1-35	4	1-40	5
1-45	6	1-50	7	1-60	8	1-70	9	1-80	10
1-100+	11								

2.   How do teachers generally feel about the ratio?

Satisfied	1	Moderately satisfied	2	Moderately unsatisfied	3	Unsatisfied	4

3.   Does the ration have any effect on learning and teaching in the school? (Explain)

_____

_____

_____

_____

_____

Teacher qualifications:

1.   Indicate the number of teachers in your school whose qualification/s include:

No matric + 2yr diploma			Matric + 2 yr diploma			Matric + 3 yr diploma		
Undergraduate degree (eg. BA Ed, BA, B Com etc)					Post-graduate degree			

2. Are your teachers currently enrolled and studying with any institution?

| Yes | 1 | | No | 2 |

If so indicate courses/degrees enrolled for.

_____

_____

_____

3. Have there been any In-service teacher training institutions/NGOs working in your school?

| Yes | 1 | | No | 2 |

4. What kind of In-service teacher training institutions are or have worked in your school?

name of NGO   _____

duration   _____

type   _____

focus of the training provided   _____

5. How many teachers teach subjects that they were not trained for? | | |

6. To what extent are the teachers at ease with their respective subjects? (Explain)

_____

_____

_____

_____

Teacher attitudes:

1. How would you describe your teachers' overall attitude towards the subjects they teach:

| Positive | 1 | Moderately positive | 2 | Moderately negative | 3 | Negative | 4 |

2. How would you describe your teachers' overall attitude towards the methods of teaching that they follow:

| Positive | 1 | Moderately positive | 2 | Moderately negative | 3 | Negative | 4 |

3. How would you describe your teachers overall attitude towards knowledge broadly?

Positive	1	Moderately positive	2	Moderately negative	3	Negative	4

4. Mention any diversions from the overall picture provided in questions 1 to 3, and the possible reasons thereof?

_____

_____

_____

5. What would you ascribe your teachers overall attitude to? (give reasons)

_____

_____

_____

6. To what extent would you say your teachers understand their learners? (mention any specific examples to illustrate your point).

Large extent	1	Less extent	2

_____

_____

_____

7. How would you describe your teachers attitudes towards:

Parents:	Positive	1	Moderately positive	2	Moderately negative	3	Negative	4
Academic:	Positive	1	Moderately positive	2	Moderately negative	3	Negative	4
Bureaucrats:	Positive	1	Moderately positive	2	Moderately negative	3	Negative	4
Policy:	Positive	1	Moderately positive	2	Moderately negative	3	Negative	4

Principal's role:

1. To what extent are you dis/encourage by recent education initiatives and why?

_____

_____

_____

_____

_____

_____

2. How would you compare your enthusiasm when first appointed into the school's management structure to today? (in the event of changes, wherether negative or positive, indicate the contributing factors)

_____

_____

_____

_____

3. How often do you consult with your staff before deciding on issues?

Always	1	Often	2	Some times	3	Never	4

4. How often do you consider suggestions from your staff?

Always	1	Often	2	Some times	3	Never	4

5. Provide an indication of the percentage of decisions made in 1997 that were based on staff input?

25%	1	50%	2	75%	3	100%	4

6. What support mechanisms have you initiated in support of your teaching staff for their teaching responsibilities?

_____

_____

_____

7. What support mechanisms have you initiated in support of your teaching staff for their personal development?

_____

_____

_____

8. What kind of support and encouragement do you provide to your pupils?

_____

_____

_____

Stability and changes:

1. Has your school ever gone through any major educational changes since its inception? (Circle appropriate box/es)

Teaching methods	1	- governance	2	- school policy	3	- other	

2. Provide details according to the items ticked above.

_____

_____

_____

3. What kind of instructional changes has your school gone through in the past three years (i.e. 1994 – 1997)?

_____

_____

_____

4. To what extent have changes in education generally influenced the functioning of your school? Mention the influence in more specific terms e.g. increased/decreased commitment etc.

_____

_____

_____

5. Give an indication of how these influence have been.

Positive	1	Moderately positive	2	Moderately negative	3	Negative	4

6. Based on your answer in question 4 and 5, indicate the potential your school has to adapt to any additional education changes such as the Curriculum 2005 initiative. (Provide details)

_____

_____

_____

_____

_____

_____

7. How have the changes alluded to above influenced the teachers attitudes towards their teaching responsibilities and field of work in the broad sense?

| Positive | 1 | Moderately positive | 2 | Moderately negative | 3 | Negative | 4 |

8. Mention any other changes that your school has experienced in the last five years i.e. race, culture, religion etc.?

_____

_____

_____

9. Explain how the school dealt with these challenges?

_____

_____

_____

_____

10. Looking back, would you say your school dealt with these challenges successfully?

| Yes | 1 | No | 2 |

Teacher support and development:

1. Which is/are the nearest tertiary institution/s which provide any kind of pre-service teacher training?

_____

2. Roughly how many kilometers away from the school are these institution/s?

_____

3. Which institutions/organisations have in the pas five years provided any kind of in-service teacher training/workshops to the school?

_____

4. What kind of training/workshops have these institutions/organisations provided? (mention subjects and/or focus)

| Whole school | 1 | Subject specific | 2 |

_____

_____

_____

5.   For how long was the training provided?

_____

6.   Has there been any follow-up after the initial training (e.g. monitoring)? – provide details of the extent of follow-up/monitoring.

_____

_____

_____

7. · To what extent has the training/workshops influenced the functioning of the school i.e. what changes have they brought into the school?

_____

_____

_____

8.   To what extent are the teachers in your school involved in any personal development such as reading to enhance their subject teaching expertise or teaching method or knowledge more broadly?

Always	1	Often	2	Some times	3	Never	4

9.   To what extent are teachers at your school exchanging ideas amongst each other (peer support).

Always	1	Often	2	Some times	3	Never	4

10.   To what extent is teacher interaction structures/formal or unstructured/informal? (explain)

_____

_____

_____

11.   Where such interaction takes place, is it restricted to:

Specific teachers?	1	Subjects?	2	The school?	3	Region?	4

12.   How frequent does the department of education interact with the school?

Always	1	Often	2	Some times	3	Never	4

13.   What form does the interaction normally take?

Memos	1	Meetings	2	Workshops	3	Other	

Community involvement:

1. What is the extent of involvement of the local community in the affairs of the school? Be specific.

Always	1	Often	2	Some times	3	Never	4

2. Does your school have an official governing body? | Yes | 1 | | No | 2 |

3. What role/contribution/effect has the governing body so far had on the school?

_____

_____

_____

_____

Learners' background:

1. Would you broadly indicate how many percent of your learners come from

	25%	1	50%	2	75%	3	100%	4
Poor families?	25%	1	50%	2	75%	3	100%	4
Average/middle class families	25%	1	50%	2	75%	3	100%	4
Rich families?	25%	1	50%	2	75%	3	100%	4

2. Would you broadly indicate the average educational level of your learners' parents?

Uneducated	1	Schooled	2	Higher Education	3	Post-graduate	4	Other	...

3. What kind of responsibilities does your average learner has at home?

Cattle herding	1	Cooking	2	Household cleaning	3	Baby sitting	4	None	5
Other	...								

4. How would you generally describe your learners living conditions at home

Appropriate	1	Moderately appropriate	2	Moderately inappropriate	3	Inappropriate	4

5. Would you regard such living conditions as being conducive to learning?

| Yes | 1 | | No | 2 |

Relevant curriculum:

1. Which curriculum does your school follow? E.g. DoE, Intergrated Studies.

   _____

2. If your not following the national departments curriculum at all or have modified it to some extent, explain these modifications.

   _____

   _____

   _____

3. Where the school is following its own modified curriculum, what role did teachers play in these process?

Highly involved	1	Involved	2	Less involved	3	Not involved	4

4. Which principles in the Curriculum 2005 initiative would you say your teachers are already familiar with?

   _____

   _____

   _____

5. To what extent do the teachers practice these principles in their classrooms?

Always	1	Often	2	Sometimes	3	Never	4

6. Which assessment practices are common in the school and indicate their frequency (eg. Monthly, weekly etc.)

   _____

   _____

   _____

7. How often does your school write internal examinations?

Weekly	1	Monthly	2	Quarterly	3	Yearly	4

8. Give a brief explanation of how these exams are structured.

_____

_____

_____

Any other comments:

_____

_____

_____

_____

_____