

TRANSCRIPT	CODE	MEMO
<p data-bbox="215 499 527 531">Jane's follow -up interview</p> <p data-bbox="185 562 326 594">25-04-2006</p> <p data-bbox="185 789 553 1881"> Jack: Thank you madam for giving me an opportunity to do a follow up interview after my classroom observation session with you. Er...you know it was very, very...er... you know the classroom session was very enlightening and I learned quite a bit about what happens in a Foundation Phase class. To follow from our first conversation...you know I just want to remind you that the whole study is about outcomes - based assessment in the Foundation Phase and is it a true reflection of the learner and the performance of the learner. What I found is that five hours I spent, the approximate five hours that I spent in your classroom...er I didn't come across any kind of...you didn't do any kind of assessment activity as far as I'm concerned or as far as I know rather, sorry to sound so brash...you know...but er... I ...I was just...and obviously I didn't want you to put on this false appearance...I wanted to know from you exactly what happens in your class on any particular day. So what I found is that from the entire time I spent with you there was no assessment activity done. Can </p>	<p data-bbox="578 1472 902 1535">No actual recording of learner assessment</p>	

<p>you tell me a little more about that?</p> <p>Jane: Okay, assessment in this ...this is not a formal assessment...it's just an observation of what I wanted to put across or get out of the learners because in ...my...what I believe is you cannot teach the learner anything all the information and everything is within the learner. It is for me to get it out of the learner and to make the learner aware ...like I have everything, all the potential within me ... I am just there to help the child to get out the information and whatever else he may have within him.</p>	<p>No formal assessment</p> <p>Observing learners in order to establish their needs</p>	<p>There is a strong indication that Jane is more concerned about the needs of the learners rather than assessing them.</p> <p>She gives me the impression that she believes that all her learners have potential and it is the teacher's responsibility to unleash the child's potential by creating the appropriate environment</p>
<p>That's what I have to do. Now assessment...a formal assessment of course is what I would after observing, teaching and getting all the information out of the learner, what is it at the end of a few activities do I want the learner to be able to do. On ...on one particular day I cannot assess because it is not a true reflection on that particular days work So if I have taught one concept I will not assess that. I will do so many different activities maybe oral, practical, written or picturesque and at the end of a series of these activities then I can gauge...now...has that learner understood the objective or whatever it is that I wanted that learner to...to achieve...then only will I assess.</p> <p>Jack: Okay</p> <p>Jane: But, the children will be told...look, I going to assess you but this is what I am going to</p>	<p>Observation comes before formal assessment.</p> <p>Learners cannot be assessed on a particular day. Assessment can only occur after a series of activities.</p> <p>Assessment criteria are made</p>	<p>I disagree with Jane. Learners can be assessed on a particular day on a particular task. I think that Jane's favours summative assessment over formative assessment. This suggests that she uses a more traditional approach to learner assessment.</p> <p>Using a principle of outcomes - based assessment. However, it</p>

<p>look for ...right I want to see how you colour, I want to see how you can cut out this piece or whether you can put it in the right order, whether you can ...right ...use the sentences that you gave me and write a comprehension or a story out of it. But that only comes after a series of activities.</p> <p>Jack: Activities. So you don't assess like on a daily basis.</p> <p>Jane: No, never.</p> <p>Jack: never ever.</p> <p>Jane: This is just observations that you make with the children.</p> <p>Jack: Oh, Okay. Do you make note of...I notice that you don't record it.</p> <p>Jane: There are some...if there are... if there are real problems then I note it down.</p> <p>Jack: Okay.</p> <p>Jane: But if I find ... like...they all quite good at it ...then there's no point writing down any difficulties but if I find that a lot of them cannot understand what it is that they have to do then I note it down in the observation book...where every child has a page allocated to them.</p> <p>Jack: Okay</p> <p>Jane: So I note it down as tens and units or addition of tens and units or vertical sums or whatever it is.</p> <p>Jack: All right. Then we spoke about...you know ...one issue that keeps coming up is the issue of pen and paper tests...you know ...how do you use pen and paper tests in your class...and when do you use it.</p> <p>Jane: Okay. That is a form of formal assessment right...just to keep a record for people who like to see it. Because if I tell them I assessed a child ...then they'll say... but how will I know. Where's the proof. But there are some children who can only give you things orally, verbally, and practically but cannot put it down on paper. On paper they fail dismally...but if you tell them draw it instead of writing, they</p>	<p>clear to learners.</p> <p>Formal assessment can only be successful after a series of activities.</p> <p>She never assesses on a daily basis.</p> <p>Only record problems and difficulties of certain learners</p> <p>When many learners experience the same learning problem it is noted in the observation book.</p> <p>Pen and paper tests are formal assessments.</p> <p>Assessment records serve as proof that learners were assessed.</p>	<p>becomes clear that Jane does not have a clear understanding of when assessment should take place in terms of assessment policy requirements.</p> <p>Already I sense that Jane will do things the way she feels it out to be done. She will not be a slave to policy.</p> <p>I disagree with Jane's statement. I believe there is more to assessment than just providing proof that it was done.</p> <p>Jane's statements are in line with principles of OBA.</p>
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<p>can do it, but whatever form with pen and paper even if they have drawn a picture that is their version of showing you how they have come across that concept, so that is what you going to put down as a recorded assessment. So now not everything is pen and paper. Some things are practical.</p> <p>Jack: Okay...can you tell me a little about...like when you planning your lessons...you know when you are preparing a new unit of work and so on, now the preparation, the planning stage. Tell me ...what...where does the assessment fit in. Just tell me like the procedures you follow and how you look at your lesson and when do you fit in assessment and how do you go about introducing assessment into your classes.</p> <p>Jane: I...okay.</p> <p>Jack: Very briefly.</p> <p>Jane: Because assessment is so continuous right and not everything is formal a lot of it is informal. That means you are making note of something right...but...er...sometimes on a class list you will just make a note right...a cross or a tick... to just for the children... for your own information to say that this child is struggling, the child is okay and things like that but when you planning something right... I visualize the children... you visual...and you now think now you know now this...this group is going to be fine with it, now this one is not...they're going to be struggling. I going to be teaching the same concept but in a very much simpler form, using maybe smaller numbers or...er...simpler words if it comes to sentences or shorter sentences or a shorter paragraph right... cause when it comes to comprehension maybe they not going to write a whole sentence but just fill in a word to complete the answer. So you are looking at the children...basically you are</p>	<p>Pen and paper tests are not necessarily a true reflection of the learners' abilities.</p> <p>Planning assessments for a unit of work.</p> <p>Informal assessment means taking a note of the learners progress by means of a cross or tick just to indicate how the learner is coping for the teacher's information.</p> <p>Teacher develops differentiated tasks for learners.</p>	<p>I'm attempting to allow Jane to focus on the her practical experiences of assessment</p> <p>I get the impression that Jane uses informal assessments to design learning tasks for learners with different abilities.</p> <p>Following principles of OBE</p>
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<p>thinking about the children when you are planning. So you know now and then when you start looking for worksheets, this is what you are looking at. You have to chop and change, you may have old worksheets, old charts but you know that it is not suitable for the children that you got at the present so you modify and you change it to suit the children that you got presently.</p> <p>Jack: Okay...now...now ...there were lots of problems you know ...with... regarding ...er... the GDE 450 forms that has been introduced in the Gauteng Department of Education as a form of keeping track of children's performance throughout the year and I think the ...the problem was that it created a huge administrative burden for teachers. Tell me in...in...your classroom, in your school how does that...how do you go about managing the GDE 450.</p> <p>Jane: Okay, Thankfully it's now out of use, so we don't have to bother with that anymore because it was very ...very cumbersome. Because although I did not use any teaching time to sit and fill this in but after hours it was time consuming...I could have used that time for planning and getting worksheets and other innovative ideas to implement in the classroom. So in that sense it was a total waste of time and like somebody accounted there was over about three and a half thousand ticks for every child that you had to put ...which was ridiculous and it served no purpose because nobody looked at it.</p> <p>Jack: So that's been discarded.</p> <p>Jane: Oh yes.</p> <p>Jack: Okay. But like... can you just move back to the past right because it's important that you talk about the past as well. Your own experience of the 450's...were you able to cope</p>	<p>Always thinking about the children when planning.</p> <p>Using old resources but changing them to suit your learners.</p> <p>GDE 450 support forms were very time consuming.</p> <p>The time spent with administrative work could have been used more constructively.</p> <p>The information gathered from these records in effect served no purpose.</p>	<p>Jane does not discard old resources. She sees value in the old and the past.</p> <p>I disagree with Jane. The 450 forms have been modified but they are still used. This is an indication that Jane has not updated her information in terms of learner assessment.</p> <p>Jane was not in favour of these recording tasks. She felt that it was a waste of good time.</p>
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<p>with that amount of work? Jane: Yes. Jack: Or you just... Jane: Actually I did not like it ...I...I found I couldn't cope with it and it served no purpose. It served no purpose what so ever and that...on top of it all...I found it a burden because it didn't tell me much about the child...because it was something that had to be done and it was being done without giving consideration to the children. So it was a task that had to be done, people wanted it done so it was just done without even thinking like...did this child achieve it...not achieve it or whatever. So just put a tick or a cross wherever. So that was the total we accept and that's what I felt about it. Jack: Madam like from my observation in your classroom right I felt that... I don't know I...you must clarify this with me, but just as an observer, I found that ...er...you used a lot of the traditional methods, more than the OBE approach methods. Am I correct in saying that...and can you tell me a little more of why you using it and maybe that impact on the kind of assessments you do. Jane: Yes...okay. Although I do a lot of the...the old method and ...some of the new methods. I find like the old method it worked simply because it's structured. With the new OBE method we finding ...and although right at this point in time the old methods are coming back into focus. Right so it that way right I'm glad I used so much of the old methods because it was more focused, more structured. The children knew from which point they were starting and where they were going. With the new method it was a whole mix bag...from here to there, from there to there ...the teacher was confused and so were the children. So for my own</p>	<p>She indicates that she coped with the amount of work.</p> <p>Now she indicates that she did not cope.</p> <p>Something that was forced upon the teacher.</p> <p>Children were not considered in the sense that in the new method of recording a description of the child's performance was lacking. The child's achievement was represented by a cross or tick</p> <p>Using more traditional methods.</p> <p>Old methods work because they are more structured.</p> <p>Old methods are being used once again.</p> <p>Doing things the way she believed they should be done and doing what was most beneficial for the learners.</p> <p>New methods confuse both the</p>	<p>This is an indication that Jane was just doing these tasks for the sake of doing it. On the surface she seemed to be coping but she did in fact not cope.</p> <p>There is an indication that Jane has not had a clear understanding of the benefits of OBA. She is naïve to believe that crosses and ticks had replaced the traditional marks, percentages and comments.</p> <p>Jane makes her preference for the traditional methods clear.</p> <p>Jane justifies her decision to stick to the old methods instead of adopting the OBE methods as stipulated by policy.</p>
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<p>benefit and to make sure that the children were at a level where I want them and where I know they can cope I usually work the old method.</p> <p>Jack: Okay...do you think there was much difference between the old...er...between the traditional methods and the outcomes-based methods...I just want to know do you think...is there any similarities or was it a big difference between the two kinds?</p> <p>Jane: Okay...in some ways there were similarities but...er...there was a bigger difference with the outcomes-based education where people were saying ...the old methods ...it was teacher orientated ... the new one was learner orientated. But in my way of thinking, it was always teacher -learner interaction. There was no...er...a just one-way thing. And that's what I found ...and I think I would...the way I did it always. It was a two-way interaction, not just I am teaching and they are listening or they're doing all the work and I am just listening and recording or doing whatever. It was always asking to...and the children ...er...participating and taking part and giving their views and howat so many times, I noticed that they came up with things that I didn't even think about. And I find that very interesting because I think I was looking at things from my perspective and not their perspective. So when I got their opinions, the way they do things they surprise me many a times and then I understood...okay...this is how the child's mind works. I'm looking at a thing from an adult point of view. From my perspective and not theirs. And that's the way we change things to the way that children would think and how they would operate in their own environment and in</p>	<p>teacher and the learner.</p> <p>Using the old methods because it benefits the teacher and the learner.</p> <p>Similarities and differences between the old and the new do exist.</p> <p>Teacher -centred versus learner -centred education makes little sense.</p> <p>Two-way interaction with fluctuations in learner and teacher-centredness makes more sense.</p> <p>Encouraging the active participation of learners</p> <p>Children's perceptions differ from adults' perceptions.</p> <p>Important to enter the minds of the children to understand their world to be able to help them.</p>	<p>I am not too certain whether Jane is sincere about the old methods being beneficial to the learners. I get the impression that she focusing more on what suits her rather than how beneficial it is to her learners.</p> <p>I am impressed with what Jane is saying. It makes a lot of sense to me.</p>
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<p>the classroom environment.</p> <p>Jack: Could you tell me a little about ...I know everything has it's strengths and weaknesses right...but let's just focus on outcomes-based assessment. Do you think there are any positives in outcomes-based assessment?</p> <p>Jane: Ja...there is ...er...okay, simply because it is always continuous...which is good...because ...if you only just give a ...a.... child a test like once a term, they seem to relax and take it easy, but also, I think children do like a formal test because they feel like they have to learn for it ...because otherwise what they do is ... and I found this happening most of the time, if you don't tell them it's a test they don't bother with it. It...ag...you know what it's not a test I don't have to learn for it. I don't have to go home and go over it, I don't have to learn my spelling, I don't have to learn my time-tables, I don't have to learn this or that or I don't have to even do my homework. But if they are told listen...you are going to be assessed on this and this and this and you even write a note in their books and tell them ...this is for assessment right...help the child with this aspect because he is struggling with this you know the parents are going to participate and take an interest in their children's work, otherwise they are also are lackadaisical.</p> <p>Jack: Okay... so you saying that the criteria is given to the children beforehand and so they prepared and.... er...unlike in the past where children just came in and like they wrote, they just recalled whatever knowledge. Here at least the children are prepared or they...</p> <p>Jane: They are given a chance to excel.</p> <p>Jack: Ja...are they given some guidelines?</p> <p>Jane: They are given lots of guidelines.</p>	<p>Favours continuous assessment. Keeps learners on their toes.</p> <p>Learners prefer formal tests because they prepare for it.</p> <p>When tests are not formal learners don't prepare for it.</p> <p>Learners and parents react better to formal assessments.</p> <p>When assessment criteria are given learners have the opportunity to perform better.</p>	<p>Jane shows lots of insight. I am beginning to believe in what she is telling me.</p> <p>I think that Jane is so caught up with the past practices that she fails to see that testing is not the be all and end all of the child's learning experiences. There is more to learning than just passing tests!</p> <p>This is an indication that Jane is in agreement with the OBE principle that assessment criteria are given beforehand.</p>
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<p>Jack: Okay... now you know the important thing is...you know ...like I said to you there's good and bad to everything. Now we are looking to the future. I want you to project a little bit...move to your version of what you'll expect as a teacher in let's say ten years from now or fifteen years from now. What would you like to see being done in terms of learner assessment in your classrooms? Like what would you...like look...you saying there's good in the traditional and there's good in the new OBE methods but obviously, looking at the future, if you had your way ...what would you like to see happening in terms of learner assessment?</p> <p>Jane: Okay. In as much as ...a lot of emphasis now is placed on the practical aspects... okay to cater for the majority of the children. Somewhere along the line the academic part of it is being lost. Children are not excelling anymore in the things that they used to because all the things ...so how for some of the children ...they are being told ...okay...if you are good at this ...only concentrate on that. The weaker aspects they are not worried about and I think that, that's not a good thing. A child must be holistically developed and that includes every learning area and every aspect including ...here I'm not saying music, physical education, spiritual activities are all being neglected and that is why we are having so many problems with the children, there is no value orientated. A bit of it is added on maybe ...er...given a two minute or three minute slot. You know sometimes not even in the subject. Sometimes not even in the subject and this is where our children are lacking because there is no values the children are not interested in whatever happens to their future, and here again I</p>	<p>OBE designed to cater for the majority of learners but standards have dropped.</p> <p>The academic aspect of education is being neglected.</p> <p>Developing values in learners is being neglected.</p>	<p>Here I have to disagree with what Jane is saying. OBE places more emphasis on the development of values and attitudes.</p> <p>I think Jane does not see the value of OBE. This shows her lack of understanding of the principles of OBE.</p>
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<p>think I won't blame the teachers because coming from the education department there is only pressure put on a certain aspects of education. The child is not developed totally in every aspect of it. Intellectual, social, personal, spiritual development all have to come together and integrated which I don't find.</p> <p>Jack: Are you saying then that in the old or traditional way of teaching was that part of?</p> <p>Jane: It was</p> <p>Jack: Was there a greater emphasis on that kind of ...</p> <p>Jane: There was. There was because a child was looked at in...a complete form, now here we looking disintegrated parts and we are trying to put it together, which doesn't work. A child must be seen as a total entity right...as not...as separate being from yourself because everything is resonance, what you resonate. If you feel you are full of lust, that is what you will resonate in everything that you will teach, to the child and to the people around you and that is the most important thing that will come out...is the resonance and if the child feels this resonance, he will resonate at that same frequency and he will give you back what you giving him.</p> <p>Jack: But, like in terms of just ...you know assessment practices ...like er...how would you ...how to you envisage it? What must...in other word what should be kept, what should we continue with, what should we take out, what should we use from the traditional ways.</p> <p>Jane: Okay...</p> <p>Jack: Just a short little ...</p> <p>Jane: I definitely feel that the old examination methods must come back. A lot of the time because the children are so...er...because they have little portfolios of every little thing ...they learn an aspect and they are tested on it, they learn another little aspect and</p>	<p>No holistic development of the child.</p> <p>The traditional method promoted the holistic development of the child.</p> <p>The child's experiences will determine how he will react.</p> <p>Written examinations and tests must be re-introduced.</p> <p>Not in favour of being tested on small units of learning that are</p>	<p>For me this statement is debatable.</p> <p>This is a expression of Jane's spirituality and value system.</p> <p>I'm surprised by Jane's statement because as far as I know, examinations were never written in the lower grades.</p>
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<p>they are tested on it. There is no overall comprehension of what the entire learning area programme entails. So what they do is, the rest of it is forgotten. Okay, for this term, I only concentrate on that and that's all I will write.... and because of that ...the child has lost track of all the previous information. He is not bothered either because he has a one-track vision, this is what I am going to concentrate on and this is what I am going to do. Everything else falls by the wayside. So without...er...a structured examination, the child doesn't feel the need to learn for everything.</p> <p>Jack: Are you saying then that we move to more formal ways of assessment?</p> <p>Jane: In my opinion ...yes. Because I find that if the child knows I have to write an examination, he'll be focused, he'll be paying attention. I'll have to write an exam so...I have to do my homework, I have to get good marks and I have to make sure that everything is in order and that I can't like...because he is learning only that terms work for the examination that is all he is going to focus on. The rest of it he is not worried about. But, if he knows ...I'm going to write a full scale examination...well...I have to be learning every single day, a little bit, so that way knowledge ...knowledge when he grows...the child is not lost, and every aspect of him is being developed...right ...and I still feel we should bring back music teachers, and when I say music teachers I mean professionally trained music teachers, PE teachers and every other subject that is considered, not only Maths and Science and Languages...everything because...although that is a little part of the child's make-up, the rest is more important to the child. The spiritual, the personal</p>	<p>not revised at a later stage.</p> <p>Learners learn a limited amount of information within a specific time frame. The other information and knowledge becomes unimportant.</p> <p>Children don't prepare well for informal assessments.</p> <p>Children work harder when there are greater challenges.</p> <p>There is a need for specialist teachers.</p>	<p>To me Jane does make a lot of sense. I find that newly qualified teachers are being trained to teach in the OBE mode while the more experienced teachers have not received the appropriate training to teach in the OBE mode. For example teachers are now expected to teach dance and music for which they have received no formal training.</p>
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<p>the child himself may not know that he has this ability. But, if you build and say look...I know you think you can't do it but you can...try it...and the child surprises himself ...and in that way I think like...for the children there's not so much for the little ones especially ...not so much of formal assessments...more observations and from there you work on it until maybe...okay at the end of the term maybe you give them an assessment...a formal assessment of whatever you have covered, and tell the children ...look, let's see if you can all these things and if you can't do it , we are going to give you homework so you are gonna go home and this is what you have been doing badly in ...go home and practice it. Tell your parents to help you. That's the way I would do it.</p> <p>Jack: Thank you very much once again. Thank you and I will give you feedback from the research study as soon as it is available and once I've finished the data collection whatever we've discussed and whatever the findings are, I will come and discuss it with you because I have to write my interpretation of what you have said to me and so I want that to be clear. I don't want to misrepresent what you have said to me ...okay...thank you very much, madam.</p> <p>Jane: Pleasure.</p>	<p>Observation must precede formal assessment.</p> <p>Children must be given an opportunity to improve before they are assessed formally.</p>	