
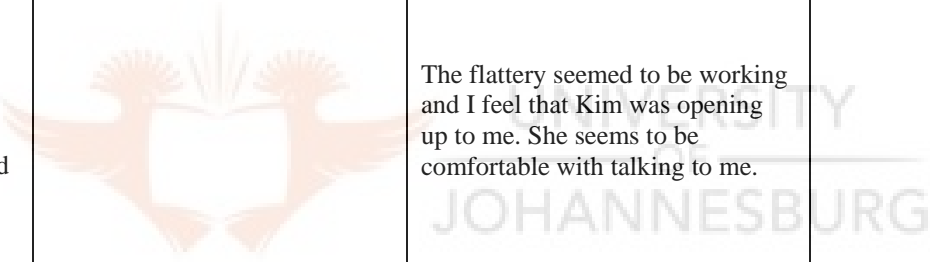


**PARTICIPANT TWO: KIM'S STORY**  
 INTERVIEW TRANSCRIPT NO: 2

DATE: 16-02 – 2006

TRANSCRIPTION	CODES	MEMOS
<p>Jack: Madam, thank you for giving this opportunity to conduct this conversation with you whom I will use as field text you know that confidentiality and anonymity is protected as a participant you will be free to withdraw from this research study at any point in time. I will negotiate whatever is said here with you at a later stage.</p> <p>Kim Let me just get that...</p> <p>Jack: So...you can start by telling me a little about yourself, how you got into teaching where you studied, how you experienced...you know...you first few years...the first few years.</p> <p>Kim: I started teaching in nine....my name first I am Mrs....Oh ...confidentiality</p> <p>Jack: Ja... right I'm going to give you a name.</p> <p>Kim: Oh...alright</p> <p>Jack: I'm gonna give you a name like</p> <p>Kim: Ja ...Ja ...Ja...see you actually doing a case study so you don't need my name</p> <p>Jack: Ja</p> <p>Kim: All right, okay, I started in Natal, I started in 1982 ...so if you count the years, I'm teaching now for</p>	<p>An experienced teacher</p>	<p>I felt a bit nervous because I had only met Kim for the first time. She seemed very confident and she indicated to me that she had previously helped other Masters students with their research. She seemed very pleasant and confident.</p> <p>I was impressed by Kim's ability to vividly describe her early</p>

<p>twenty-three years. But I had a break in service for six months. Actually I went on accouchement leave and I just stayed at home for six months and then I came back, and I taught in Natal before and I taught in Natal for four years and then I came to Park Primary in 1986 and then er...we...er...it was the old er... HOD.</p> <p>Jack: Ja ... That's when I started teaching. I started teaching in 1986.</p> <p>Kim: Alright...you just started at that time and then from there I went...I had to go to X Primary School under Mr. Y and then I just taught there for a little while and er...and er...and came back to Z Primary School and I been here since. I've been teaching here for a long time going on seventeen years at Z now and I've been in the Foundation Phase...er...from that time.</p> <p>Jack: You've always taught in the Foundation Phase? Right.</p> <p>Kim: But I did start...initially the first school that I taught at in Natal in my first here was a very small school, a rural school, and it was just seven of us in the school. So I was a PE mistress and er...and the English I helped out with English and Science and Needlework and clothing, so that's where I got most my experience from.</p> <p>Jack: Ja... I'm glad you telling me about your experiences because</p>	 <p>A wealth of teaching experiences at many different schools</p>	<p>teaching years. I saw this as an opportunity to take her back in time. She was able to describe her teaching experiences through the years.</p> <p>When Kim began to talk to me, she did this with great enthusiasm. I wanted the conversation to flow. Her warm smile put me at ease and I felt a lot more confident.</p> <p>I found Kim's ability to recall her past experiences so vividly quite amazing. I felt that she would be well suited to a narrative inquiry.</p>
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<p>basically this is what I want to find out about.  Kim: Ja...ja.  Jack: It's just telling me about your experiences as we move through time. But I must say from the moment we first met when Mr.X introduced me to you...you...unlike the many teachers I've met in the Foundation Phase you don't have this stress.  Kim: I do. You are not seeing it.  Jack: Ja...well...er...you know from your face...er...you smiling  Kim: Hmmm...Hmmm  Jack: You so composed and...er...  Kim: Ha...Ha...Ha...really  Jack: Ja ...it's really...ja it's really very nice to somebody with that kind of composure, you know, because I know challenges of the...in the Foundation Phase.  Kim: That's good. I think also that we are stressed, when I go home I am exhausted like everybody and I think once you start going on with your age also, your legs start giving up you get all your aches and pains but then at school you got to give off your best. You can't keep complaining because remember the next day you got to come back and continue with the job and if you are going to be stressed out and continually complaining and not being happy you are going to be miserable in your job you are not going to give off your best. So I'm</p>	<p>Recollecting past experiences.</p> <p>Confident and composed</p>  <p>Stress and the effects of ageing.</p> <p>Getting the job done</p> <p>Avoid complaining</p>	<p>In order to encourage her to open up to me and feel more comfortable with me, I decided to use a little bit of flattery.</p> <p>The flattery seemed to be working and I feel that Kim was opening up to me. She seems to be comfortable with talking to me.</p>
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<p>one of those people that just lives for the day and do my best for each day that's my philosophy and that's how I grew up and I mean... that's my religion. You know live for the day and do the best that you can for the day and be good to everybody in which ever way you can help. I don't know I seem to be an ideal person. The people in Lenasia know me, the HOD's they know the kind of person I am, I will go out of my way to help you and there is no such thing as me taking my notes and putting it away and not sharing. What I have is yours if you need to use it, it's yours.</p> <p>Jack: That's wonderful.</p> <p>Kim: So my...I feel we need to empower people and that's my principle in the school also, if I can help you, I will do everything to help you.</p> <p>Jack: Ja...Ja...Oh! That's a wonderful quality.</p> <p>Kim: That's the attitude I have.</p> <p>Jack: Hmmm</p> <p>Kim: And that's something I've also discussed with Mr.X. I won't come to him and complain about the ladies in my department. I will go to my...if there is a problem there; I try to resolve it, that is why I got the post.</p> <p>Jack: Okay</p> <p>Kim: To be a leader and manager so that I can resolve the issue before taking it up further.</p> <p>Jack: Of course...of course.</p>	<p>A strong desire to be acknowledged by people.</p> <p>A willingness to share and develop other teachers</p> <p>A willingness to help others</p> <p>A confident teacher with a positive attitude</p> <p>Managing situations without the intervention of higher authority</p> <p>Finding solutions to problems.</p>	<p>I feel that Kim is guided by strong philosophical and religious beliefs that enables her to enjoy her profession</p> <p>Kim constantly seems to want her good qualities to be known</p> <p>I'm starting to see Kim's high level of self-confidence and self-esteem.</p> <p>Kim is full of confidence, she shows strong leadership skills, which gives me the impression that she can effectively deal with</p>
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<p>Kim: So that what I...that's the kind of person I am.  I have a very good relationship ...  Jack: With the people you work with.  Kim: Yes. In my department.  Jack: That's wonderful.  Kim: I 've got about ten teachers in my department.  Jack: Okay. Er...like madam...er... like basically like I noted earlier...I am very concerned about outcomes-based assessment (OBE) You know in 1997 people were introduced to ...er...I mean OBE was introduced into our schools and I attended the training for Foundation Phase teachers and so on and ...and I was always...er...passionate about what happens in the Foundation Phase because as a parent, I always found that speaking to other parents, when it came to learner assessment in the Foundation Phase the issues of bias and prejudice and everything always came up. So in my study...er... you I know the...the...the situation is very difficult and with the change and...that has taken place so rapidly and the way teachers were prepared and so on, I just wanted to find out a little bit about how learner assessment was being done.  Kim: In the past.  Jack: Ja...er...firstly when you started teaching...  Kim: Okay  Jack: What was it like? And then let's</p>	<p>Building good relationships</p> <p>The quality of teacher training</p> <p>Difficulties with transformation and change.</p>	<p>challenges.</p> <p>I want to get Kim to focus on assessment.</p>
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<p>say, post 1997. But let's first talk about ...</p> <p>Kim: The past.</p> <p>Jack: Like when you started.</p> <p>Kim: Okay. When we started we had the spelling test and we had a mental test and we had the assessment for ...er...Maths, what we called it those days? Mathematics.</p> <p>Jack: Yes...yes</p> <p>Kim: Hmm...Because we called it...yeah we called it ...in my time</p> <p>Jack: Arithmetic, I think.</p> <p>Kim: no...no...no...not was past, when we were in school. But I think when we started it was called Maths and then language. Language we tested them for language and then, what we normally did is we drew up a worksheet and whatever work that was taught...and er...what we did was that at the end of the month, I think we gave the children tests...or...or ...we normally taught a lesson for two weeks or a week, if you taught a concept and at the end of the month you had to give them a test on the work that you've done, and I remember they were very strict with HOD...er... you had to do your comprehension, you had to do two a month and then you had to do...er... spelling and dictation was done every week and...er...you gave the children a list of words and you did revision ,vocabulary, the meaning of the word and sentence construction was done</p>	<p>Past experiences</p> <p>Traditional methods- more formal testing</p>  <p>Assessing at the end of a unit of learning</p> <p>Clear programme for assessment- in the past</p> <p>Pen and paper tests</p>	<p>Kim gave me the impression that she felt very comfortable working with the traditional methods of assessment. She was like reminiscing about her past experiences.</p> <p>I got the impression Kim longed for the days when assessment was done in this way. She seemed to</p>
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<p>and then you did a test at the end of the week the child learnt at home and a test was given and scored out of...normally in the Foundation Phase it's ten or twenty. Scores of ten is for spelling and scores for phonics er... and then if you did Maths assessment normally a score of twenty, you gave the child a worksheet and you tested the child on all the work you did for a week or maybe say...er...two weeks. I think we worked on a two week system, a forth night system. At the end of two weeks we gave them a test, if a child has done very badly, then you need to go back and do remedial work and then re-teach. That's when remedial work came in and the re-teaching of that concept. So you were actually...It was ...it ...it...the situation was controlled there because you had management checking on you and your worksheets, they came and checked on your assessments and they even came into your classrooms and assessed the children on their phonics. They assessed them on their spelling and they even assessed them on their mental work, they did that and they did oral comprehension...er...and we had the inspectorate also coming in, maybe it was just a random visit that they meant, and they did the same thing, whatever you taught in the class they checked to see if the child knew, you</p>	<p>Summative assessment</p> <p>Using marks to reflect learner achievement.</p> <p>Assessing at the end of a unit of work</p> <p>Provision for remediation.</p> <p>Constant supervision and checks by management.</p> <p>Some assessments were done externally</p>	<p>recollect the past with a degree of fondness and this was reflected by her facial expression.</p> <p>I sensed that Kim was comfortable with this type of assessment.</p> <p>I felt that Kim knew exactly what to do and was in control of the situation at the time. I sensed that she felt secure.</p>
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<p>know the work that you taught. At the end of the year they did a ...er... what did they call ...we called it those days, promotion neh...          Jack: Hmmm          Kim: But now we call retention and progression.          Jack: Ja          Kim: Those days it was called promotion requirements and they looked at all your weak children, you know you had your C's and your D's, we normally called them C's and D's but you had to have a name. You couldn't call them C group and B group and D group. You normally called them butterflies and we had names for each group. So the child didn't know...but if you had an A name the child knew he was in A group and if you had a D name ...he'll name you that, but then department came in and er...In my in my first year of teaching, I think...er...er...we had one that came in at the end of the year to check on your programme and the kind of work that you were doing and...er ...they tested all the weak children and they took the final decision of whether the child must be retained.          Jack: Or not. Tell me like how did you feel... you know...er...in terms of administration...in terms of management of that learner assessment, to you...how did...were you able to cope, were there any</p>	<p>Inspectorate involved in learner assessment and promotions.</p> <p>Terminology has changed.</p> <p>Placing learners in categories of ability</p> <p>Working with groups</p> <p>Disguising the labeling of learners.</p> <p>Visits by departmental authorities to check on performance.</p> <p>Decisions on promotion made by higher authorities.</p>	<p>At this point Kim was talking about the system of learner assessment in a general sense. I wanted her to start focusing more directly on her personal experiences. I hoped that my next question would get her to relate her personal experiences.</p>
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<p>problems that you experienced.  Kim: I think because we got directives from department, it came from the top we had to do it.  Jack: Okay...alright  Kim: And...er... there were prescribed ways of doing things and they told us how do things and we had those files where we did recording. Actually ...we had that...er...you know that...er...old...er...block book.  Jack: Yes  Kim: What was that called?  Jack: The mark book! Isn't it!  Kim: Ja...the mark book. We used that and those pages...  Jack: With the blue pages.  Kim: Ja...the pages had to be cut in a certain way.  Jack: Yes...alright  Kim: And names written in certain order and then the scores written in a certain way and then we did breakthrough and we scored in a certain way also. It was prescribed, so we knew where we were going, we didn't have the LO's and we...er...and the assessment outcomes, we didn't have that but we had our syllabus. So we followed that to the tee. Ja...if you didn't do anything according to your syllabus you were in hot water...you were in trouble and if your children didn't perform...say she came to you in September and she tested those</p>	<p>Clear directives from authorities</p> <p>Prescribed ways of doing things.</p> <p>Learner assessment records were kept.</p> <p>A single mark book used.</p> <p>Clear direction</p> <p>A strong commitment to policy.</p>	<p>Here again Kim gives me the impression that she recalls doing these activities with a degree of fondness even though they were prescribed and had to be done in a certain way</p> <p>I get the impression that Kim was comfortable doing this kind of assessment. Her body language and manner of expression reflected this</p>
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<p>children in September and they didn't know phonics or they didn't know a certain concept, when she came back in November those kids had to know that work, because she expected you now to have taught and done remedial work and when she...when they came early, you got it in the end, I know, because when I first started teaching...er...I think not so much in Natal but here in Daxina it was a bit tough, we had some very strict ladies from the IDS...you know...department inspectorate at that time. Very, very strict, you know they came to catch the teacher out in assessment. I remember we had the Maths 2000...I don't know if you know.</p> <p>Jack: I know...I know.</p> <p>Kim: The Maths 2000, very, very tough. But then we had our children those days, lots of Indian children, so the levels of Maths, Numeracy was good, was high and you know they just open that book and they called the child to the front and they have got their files and all their notes and they assess the child ...you know just give that child...find the most difficult word problem. We call them story sums but from the Maths 2000. You normally worked from the Primary Maths. The Maths 2000 was for the high fliers those days, but we worked with it because we had Indian children who worked very well.</p>	<p>Learners assessed externally</p> <p>Inspections done towards the end of each year</p> <p>Questionable methods of inspectors.</p> <p>Aimed at finding fault with teachers.</p> <p>Bias-preference for working with Indian learners.</p> <p>Catching teachers out</p> <p>Inspectors chose to assess the learners on the most difficult work</p> <p>Preference for working with Indian children</p>	<p>I sense that Kim is a type of person who respects authority and the dictates of policy</p> <p>I start to wonder whether she had some confrontations with school inspectors. I sense that she was slightly afraid of them.</p> <p>It seems that these inspections focused mainly on the performance and achievements of learners.</p> <p>Kim now gives me the impression that this system of checking on teachers was unfair in that it aimed at catching teachers out.</p> <p>It seems that these kinds of assessments put a huge amount of pressure on the teachers.</p>
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<p>There wasn't such a mixed class and served such a big number so we had quite bright children and I remember her ...er...and I remember her opening that Maths 2000 and finding the most difficult word problem to catch you out, but luckily the child... that I did ...you know...that she chose...also you couldn't tell them who must go to the front...she chose them at random, and she picked out the child and the child was a bright child, so she managed that problem, but still, she did find you know... the setting out, we had to be so accurate in everything we did those days. If you did a Maths problem the child needed know what kind of problem was it ...was it addition...subtraction, how are you going to manipulate the sum and the statement at the end of it. You know they wanted all that...they were very, very thorough.</p> <p>Jack: It was like very prescriptive in a way.</p> <p>Kim: That's what I say. Lots of directives. They were very, very strict, and we followed them. Now, if I have to compare now, lots of us are lost...if you, because you doing things on your own. You've got your management there; you've got your HOD that tells you obviously how things need to be done. But, we are not prescriptive. You have to find your way because I think...OBE...Outcomes -Based has</p>	<p>More bright children- smaller classes and less mixed classes</p> <p>Catching the teachers out</p> <p>Teachers working according to the dictates of policy and directives.</p> <p>Demands and expectations were clear.</p> <p>Prescribed ways of doing things. Followed directives.</p> <p>Presently, teachers are lost.</p> <p>Teachers are working on their own</p> <p>Teachers guided by school</p>	<p>Kim seemed more satisfied in working in the past educational context that stemmed from a racially bias society.</p> <p>Here Kim uses a particular incident from memory to support what she is saying.</p> <p>Even though Kim seems to be complaining about this situation I got the impression she was happy to work in a situation like this.</p> <p>I get the impression that there was little room for flexibility and innovation. Kim gives me the impression that she followed directives without question and that she is subservient to the system.</p> <p>I'm not clear about what she means by working on her own. Does she mean that there is no involvement of the inspectorate or</p>
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<p>changed to the RNCS and you are adapting to the learning outcomes and the assessment standards all over again. So actually there are a lot of changes and we are also needed to adapt at the moment. So people...I think assessment is still giving people a problem.</p> <p>Jack: I know...I mean one of the areas of concern is this huge administrative burden that...</p> <p>Kim: At the moment...now...you see although it was prescriptive in the olden days, we knew in two weeks time I had to do spelling...phonics and spelling. We had our syllabus where you know...and they wanted you know...this is your phonics, this is what you teach for this week and this is what you test at the end of this, this is your spelling, this is what you do and this is what you test, and then you do remedial work, you know...all planned. We had our yearly or quarterly plans and...and all that, it was done and we used it for years and years and years ...we didn't change it. So we got into the habit and we got into...er...that mode. But now with the changes, I think lots of us...are still very lost. Because we got into OBE, then we changed that, reviewed and reviewed once again and I believe it's going to be reviewed again. There is some protocol coming through, and which we must adapt to at the moment. So</p>	<p>management.</p> <p>Not prescriptive.</p> <p>Teachers adapting to change.</p> <p>Learner assessment is problematic.</p> <p>Huge administrative burden.</p> <p>Old -prescriptive. Teachers had direction</p> <p>Teachers knew what to do</p> <p>Clear plans</p> <p>Plans never changed</p> <p>Presently lots of changes</p> <p>Teachers are lost</p> <p>Change is ongoing.</p>	<p>does she mean that she has to fend for herself?</p> <p>I'm aware that Kim is moving to the present. (Temporal)</p> <p>I get the impression that Kim preferred the old prescriptive system because she knew what was expected of her.</p> <p>Again there is an indication that Kim preferred to work in this system because to me it seemed so simple.</p> <p>She seemed happy that this system was so static.</p> <p>I believe that she blames the change for teachers being lost</p>
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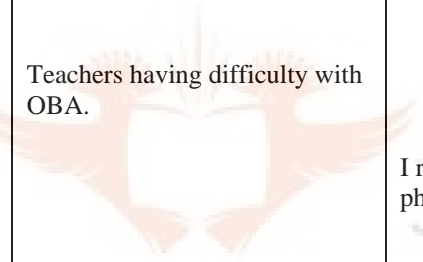
<p>it's a lot of changes. We just getting into RNCS...the assessment standards and the learning outcomes and then something else</p> <p>Jack: I think the assessment protocol that is going to be introduced is just one of the ways of addressing the concerns that were raised by teachers on the ground.</p> <p>Kim: Ja</p> <p>Jack: You know what I see happening is that they are trying to improve the situation. I think that education departments and so on, realise that teachers are struggling.</p> <p>Kim: Ja. We need guidelines. You know...that's what we need. Give to us and we'll work from there.</p> <p>Jack :Okay</p> <p>Kim: We don't have time now ...you know, to go and sit and go through our guidelines...and work, go through the entire thick document and see what's appropriate for us. We don't have the time because marking takes up so much of time and then there's meetings in the afternoon and then we've got department meetings. We go home at four o'clock, where is the time to sit. Saturday duties now, its a lot of Saturday duties, you only got the Sunday available and you want family time.</p> <p>Jack: And how do you feel? Do you feel overwhelmed with?</p> <p>Kim: It is...it</p>	<p>Attempts to find solutions for teachers on the ground.</p> <p>Teachers need to be guided.</p> <p>Time limitations</p> <p>Administrative burdens.</p> <p>Time impacting on responsibilities</p>	<p>I get the impression that she is not happy with the amount of changes taking place.</p> <p>I believe I said too much here. I was upset for having led the conversation in this particular direction. I did not believe I should have done that.</p> <p>There is an indication that Kim is not happy with the current situation.</p> <p>Kim's levels of frustration is becoming evident</p> <p>I'm not happy about telling Kim about how she feels before she has a chance to respond.</p>
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<p>is...over...overwhelmed, overburdened. I tell you I've been taking my files every weekend home but I just manage to do a little bit of something and bring my file back because we've been so busy. The pressure from everybody, from management, from...er...the classroom itself, you are a classroom teacher and then the department and then extra-curricular and co-curricular...</p> <p>Jack: It's just too much.  Kim: It's too much.  Jack: It's too much.  Kim: It's too much.  Jack: Let us focus like in the classroom, with your learners ...hmmm...you know...er... I know it's so demanding, there's so much to do...er...tell me about the context...you know...just briefly describe your classroom as compared to those...to earlier years and...er...you know in terms of just carrying out your duties, just managing the classroom.  Kim: Okay.  Jack: We'll come more to assessment later on.  Kim: Alright, okay, as I...I...said... in...in...the HOD, I think House of Delegates, they were very structured. They knew where they were going, because if I have to compare from then to now, with outcomes-based, we're still finding our feet. There's</p>	<p>Unable to cope with the paperwork and other added responsibilities.</p> <p>Too much to do</p>  <p>Comparing classroom contexts-past to present.</p> <p>Classroom management was the core duty.</p> <p>Past -system was well structured.  Teachers knew what to do.</p> <p>Present- teachers unsure</p>	<p>Her frustration seems to be intensifying.</p> <p>I am aware that Kim is also constantly speaking in the second person</p>
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<p>constant review. With the old system, we knew exactly what was going on. We had inspectors; they were called inspectors that came in all the time. No they came at anytime. They pounced on people. You know they just popped into a school and asked you for your files and you had to have everything done. And the class...the class well...we looked at a class of about thirty, and it was mainly Indian children because we were from the HOD and at that time...people were still going...children were still going to the schools of there own area. And er...my early years of teaching I didn't teach any other ...any other children besides Indian children and I think the change came about in 1996, when we had an influx of children from Soweto and Lawley and Ennerdale coming to our schools and now we have a mixed class, our numbers are very, very high. We have forty -two in a class, in fact last year we had forty-three children in our class. Actually I'm sitting with forty -one at the moment and er...the influence, I brought this up being department also that we have lots of immigrants coming into our schools. In fact at Park we have quite a lot of children coming from India and Pakistan, so we have that lot. Jack: You a little lucky here, we've got children coming from Malawi,</p>	<p>Past- teachers knew what to do.</p> <p>Guided by inspectorate.</p> <p>Random visits.</p> <p>Smaller numbers</p> <p>Racially defined classroom</p> <p>Changing classroom context</p> <p>Racially mixed classrooms</p> <p>Large learner numbers</p> <p>Large amount of immigrants.</p> <p>Some schools face greater</p>	<p>I still see her preference for teaching Indian learners. I interpret this as Kim being conservative and someone that is wary of changes that may disrupt her routines. She seems to appreciate order and structure in her world.</p> <p>I don't blame her for feeling this way because these changes certainly brought greater challenges.</p>
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<p>the child doesn't speak, we've got an Indian child that doesn't speak at all. But with OBE you need to listen to the child speaking, you need to listen to the child speaking to you, taking part in discussion, contributing in the class. How do you assess the child like that...so communication is very important as a form of assessment. It is one of the forms of assessment.</p> <p>Jack: Now, you know with OBA...er...you know there's lots of tools and methods of assessment that have been introduced right...and er...I find that lots of the teachers may have difficulty in maybe using this kind of assessment. Now ...what...what ...what worries me, in the Foundation Phase is that...you know I don't know if you use it in the Foundation Phase...er... this of learner assessing...</p> <p>Kim: Learner</p> <p>Jack: The self-assessment and the peer assessment...er... for me there's a question mark. I...I...just feel...well I don't know because I haven't taught in this area but I just feel that is it advisable?</p> <p>Is it a good thing to have kids assess themselves? And tell me how does it work with you.</p> <p>Kim: Alright...er...you find...er...I think even in the Senior Primary you'll find that this...you find that Blacks, they speak well, they participate and the ones that are not</p>	<p>Communication is vital in OBA.</p> <p>A variety of assessment tools and methods</p> <p>Teachers having difficulty with OBA.</p> 	<p>Kim is looking for answers as to how do teachers assess the learner who does not speak the language of teaching and learning.</p> <p>I realise that I'm struggling to phrase the question.</p> <p>I should not be 'pushing my own line' here. I will need to be very careful in future about giving the participant too much information.</p> <p>I'm beginning to think that Kim is very race conscious.</p> <p>Kim believes that many of the learners' problems can be attributed to language barriers.</p>
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<p>doing to well and...you know you've got to look at so many factors. There's the home and the language. You find that those who speak the second language don't participate. They're not as vociferous as the other ones. In the English medium schools, the children that speak English speak well. They participate in discussions and I think it carries on right up to grade seven right up to matric. If you don't the language you not going to...you...you afraid to speak out because there's going to be flaws in the way you speak and your friends, your peers are going to laugh at you. And you find that when you do peer assessment that is going to come up. The ones that speak Zulu or Sotho won't participate, but the ones that speak communicate in English if that's the medium of languages. They are very fluent, very active in the group and the others sit back. So when the...er...when they are assessing...learner assessment, they are not going to give high scores to those ones that never contributed or that kept quiet in the lesson. So it's not going to work, it's going to be biased. And you find that the Indian child will give the Indian child higher scores because they participated. You notice that, you pick that up and they'll come back to you and say ooh... child didn't do nothing, he didn't speak, he didn't even say</p>	<p>Learners do not participate because of language barriers</p> <p>Learners who speak the LOLT cope well</p> <p>Learners who don't speak the LOLT will shy away.</p> <p>Learners who speak the LOLT participate actively</p> <p>Peer assessment is influenced by language abilities.</p> <p>Bias and prejudice in peer assessment.</p>	<p>Kim strikes me as a teacher who knows her learners well by observing them and reflecting on their actions.</p> <p>Here I believe she is referring to the Black learners not participating.</p>
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<p>anything madam, and I have to do all the work. That's because, he's stronger...because he has...er...the school...I mean he speaks the language. He speaks...er... if it well, our school's language is English, he speaks English. So he is stronger and he communicates and he participates in discussions. The other one then is not going to participate unless the child with the second language speaks English very well. So that now also, becomes a problem in schools with assessment.</p> <p>Jack: And ... madam...look as a teacher, I know now I said there's two problems. Number one is the...the language is a problem.</p> <p>Kim: It is a very big issue.</p> <p>Jack: Ja ...is that you finding it difficult and I'm sure the other thing that you mentioned was this huge number of assessment tasks that needs to be performed right. How do you...yourself...personally... how do you feel about what you are expected to do in your classroom with regard to learner assessment?</p> <p>Kim: There's so many different...that's what I said to you, there's so many different techniques and there's so many...er... you are normally comfort...you do things that you are comfortable with. Like we still do the spelling and dictation because ...you find it easier to do teacher-based...you know</p>	<p>Indian learners complain about the non-participation of Black learners.</p> <p>Language is a determining factor in the quality of the learners' performance.</p> <p>Assessment is problematic</p> <p>Language ability impacts learner assessment</p> <p>Huge number of assessing tasks</p> <p>A variety of assessment tasks available</p> <p>Using some traditional methods.</p>	<p>I get the impression that Kim has some prejudice towards black learners. Her tone and body language suggests this.</p> <p>It seems that if the learner struggles with the LOLT his participation in classroom activities are compromised.</p> <p>I believe that Kim will adopt and do things in a way that she is most comfortable with.</p>
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<p>assessments coming from the educator because that's what we have been used to. Where you do with the learner, learner and peer and buddy and in the projects in the Foundation Phase also doesn't work very well because the child is not doing the project. Most of the cases you have parents doing the work and if you have to assess the child on that, the criteria that you going to use eventually you find that the child that comes with very good work that was done at home with computer is going to get more marks but the child that didn't do anything, you going to take it as...er...disinterest, the parents not interested, they're not sitting with the child. But then you got to realise the conditions where the child is coming from. So we also looked at that at our school, that we try not to do projects at home and assess them in the class. Get them to... get each one to contribute towards whatever project is going to be taken...er...done in the class, whatever assessment is done and whatever the child can bring into the class...and you know assessment is done there and the child has to work from there. But it doesn't work with the JP's because we don't assess them so much on projects. We assess them on the phonics, on the spelling, on sentence construction and then...er...numeracy and literacy you know...er...we do a lot of</p>	<p>Sticking to the old.</p> <p>Resisting change.</p> <p>Projects not effective</p> <p>Learners don't do the work themselves.</p> <p>Parental involvement influence assessment.</p> <p>Learner backgrounds, socio-economic status may influence their assessments.</p> <p>Avoiding having to do projects at home.</p> <p>Completing projects and assessments in class.</p> <p>Limited assessment for projects</p>	<p>I find it difficult to understand what Kim is saying here. I assume that she prefers the older methods of assessment to peer and self-assessment as well as project work.</p> <p>I surprised that Kim seem to be accepting the situation despite being aware of the problems.</p> <p>Kim demonstrates a good understanding of the context that she works in. But, I think she has done very little to change things in order to help the disadvantaged learners.</p> <p>When Kim does offer a solution she says that it is not practiced so often. I feel that Kim has a wonderful understanding of the situation but she is not committed to changing things to improve a situation. I feel she finds comfort in sticking to the old methods of doing things and simply ignores new challenges.</p>
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<p>that...er...projects... we...we haven't really tackled that part of it because I think more in the Senior Primary...projects and assignments. Because I'm gonna give a child a project, I've given my children something to do today, the parents are going to help them, the mother is going to cut the pictures because she wants the child's work to look neat. She's going to go through the magazine looking for the pictures. The child can come back to me and tell me, "Madam, I did it myself." But, you know that the child did not do that project by himself. So what we do is we try to avoid giving projects and assignments in the Foundation Phase. We try to deal with everything, you know like sentence construction, assess the child on sentence construction. How the child handles the task for the day, we do that kind of assessment. Then we still do the spelling, it was done in the past. We still do that, we still do the mental test, we still do dictation and the assessments...you know your Maths...Maths test it was called...we still we still do that.</p> <p>Jack: you haven't discarded...the traditional...</p> <p>Kim: No. I haven't discarded... because there was so much of good there... and er ...which you cannot throw away. You got to use both, combine both and see what works for</p>	<p>Projects more suited to older learners.</p> <p>Parents complete work on behalf of learners.</p> <p>Avoid projects and assignments in the Foundation Phase.</p> <p>Reverting to traditional assessment tasks</p> <p>Holding on to traditional methods of assessing.</p>	<p>Kim is well aware of the unhealthy situation yet she persists in going ahead with a project that she knows will be done by the parent.</p> <p>Kim has not attempted to solve the problems relating to learning tasks in OBE, she simple goes back to traditional ways of assessing learners.</p> <p>She backs up the reason for holding on to the old methods, which to me makes sense. But, at the same time she acknowledges</p>
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<p>you...and er...and actually... recently now when there was a cluster meeting also they asked the teacher to go back to drill work. Go back to rote learning, because children learned the tables like that, that's how we learnt our tables and sometimes...you know we so busy in the day...there's so many other ways of teaching the child time tables, but you still come back to the old way of drilling, drilling and learning it off and going out there and testing each one you know... at random. You call out the timetables and the child gives out the answer. You still do that, that is a very strong way of testing children and it works very well and the teachers that does all those things...er... you'll find...er find...er ... that the class that the children have gone on to the next grade, the children that were in that class do very well because they've done rote learning, they've ... they've done drill they've done rote counting...and er...I think with OBE, we've floundered, we didn't want that because they said we didn't want children whose learning through rote. But that has to be done, we can't do away with...with those practices because those are strong practices and children learn through repetition. Foundation Phase children learn through repetition. Like with the paired-reading programme. You got</p>	<p>Old methods being encouraged by authorities.</p> <p>A re-introduction of drill and rote learning.</p> <p>Strong support for drill-work</p> <p>OBE does not support rote learning.</p> <p>A need for rote learning</p> <p>Old teaching practices must continue.</p>	<p>the need to use OBA methods as well.</p> <p>I get the impression that Kim will be happy to use the old and discard the new. Her tone and body language suggests that she enjoyed using rote and drill work.</p> <p>This will certainly impact on the kind of assessments that done. Will it make life much easier for Kim? How will it impact on the learners?</p> <p>Here again Kim talks in the second person. It seems that she does not want me to think that these are her views alone but that they are the views held by most teachers.</p>
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<p>to read aloud and read that story ...you know...aloud with the child, let the child follow you and read with you and that's paired- reading and you'll find, give the child that book at the end of the session the child will be able to read that book, but you have done reading aloud with that child and you've worked with that child.</p> <p>Jack: You know...what concerned me last year was towards the end of the year. You know when it came to the 450's, the submission of the 450's....</p> <p>Kim: Ja...ja...</p> <p>Jack: Er ...what worries me was the day it was due to be sent to the department right, I found teachers...I had to wait in the teachers classroom, while they were busy...you know, putting their last touches to the...I was very concerned. What happened is, I submitted the forms and a few days later I got a call from the district...er...when I went to them they told me, look there's lots of problems. Firstly, there's a lot of ...er...you know, when it came to the retentions, nil...nil...nil... right through, so they were a bit concerned about that thing and they asked me, they pose this question to me they said...</p> <p>Kim: Are you avoiding?</p> <p>Jack: Ja...I...I...is there no retentions because it meant so much of</p>	<p>Completing assessment record requirements.</p> <p>Teachers not following policy requirements and time schedules.</p> <p>Problems with promotions and retentions.</p> <p>Learners are not being retained.</p>	<p>I decide to talk about my own experiences in an attempt to reverse our roles so that our conversation does not flow in one direction only. I am also attempting to try to give the perspective of someone observing the situation from the outside.</p>
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<p>work...er...er...ja ... also furthermore ( bell rings)...er...er...did...did... the what you call...did the teacher promote the children because they did not follow...they didn't have a management plan in place to ensure that they were working with the child throughout the year, they were working with parents to try and support the child...er... so these were...some of these schedules weren't signed by myself and you know I explained to them that this is what I gauged from this was that it was being completed only at the end of the year. Now for me this clearly shows that teachers are struggling.</p> <p>Kim: Ja.</p> <p>Jack: You know...</p> <p>Kim: Or they didn't have that programme on right from the beginning.</p> <p>Jack: Beginning</p> <p>Kim: They didn't identify...</p> <p>Jack: so what I'm trying to say is that I believe that teachers are just completing these things for the sake of completing them, you know, just doing assessment and so on for the sake of doing, but in actual fact, it is just a facade...they...they...for me I just feel that...that is why I need to know the stories of teachers... for them to come out and say, we are not coping, what can be done about it.</p> <p>Kim: Okay</p>	<p>Negative effects of the large amount of paperwork.</p> <p>Not completing assessment records timeously.</p> <p>Leaving things for the "last minute"</p> <p>Problem with paperwork.</p> <p>Poor planning</p> <p>Are teachers coping with assessment?</p>	<p>I should have given her the opportunity to complete her sentence. I realise that I'm conducting this conversation rather poorly. I seem to be giving Kim for of my own views than getting her views. I must be wary of this during our next meeting.</p>
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<p>Jack: Now I just...from this I want to know from you, you know how did you experience this transformation, this change as a person, as a teacher. Kim; Ja ...Ja...</p> <p>Jack: How did you experience this change from what... how things were, to how things are now today? Kim: Okay, at the mo...I...I would say...er...er...that we had directives. HOD, House of Delegates were very, very strict. They were strict, really very strict. The principal was strict also. In fact school was very formal, you know and ...er...now it's relaxed, compared to...people are not so...I think with democracy situations have changed, and people now cannot come down on you...and...and...and... demand things of you and teaching, anyway, is so relaxed, you know you get people that come in...er sometimes some of them don't even have their work done. Er...you can give them every kind of reminder and ask them to do things, as a manager some of us do find it difficult, you know, to get work out of people. But then...er...with the old system, I don't know, I'm still for the...I'm still part of the old system and I still find that worked for me, and ...er...in whatever I do, I try to bring that in, into our school system. But...er...what I'm saying is management plans must be in place.</p>	<p>Experiencing change and change and transformation.</p> <p>Directives clear in old system</p> <p>Strict system</p> <p>School climate very formal.</p> <p>Present system- more relaxed.</p> <p>Preference for old system</p> <p>Less fear of authority</p> <p>Some teachers are too relaxed.</p> <p>Managers find difficulty with getting some teachers to work</p> <p>The benefits of good planning.</p>	<p>UNIVERSITY OF MISSISSIPPI</p> <p>Although Kim talks about the present as being more pleasant than the past, it seems that she feels that our system is too informal and gives me the impression that she preferred working the old system.</p> <p>Kim confirms my assumption about her preference.</p>
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<p>It has to be in place otherwise you are going to be lost. With outcomes-based is that you've got so many directions, you've got so many ways, there's so much of things, you know, you can explore. It's a discovery method. You know, you're discovering, you're learning, and there's so much of ideas that they have given us...and er...but there isn't direction, there's nobody coming to you and telling you, you know what this is how is. I think we as educators because of a lack of time and er...we have such big classes. We don't have the time now to go and experiment on this method and that method. We want directives from them, we want guidelines from them, to tell us this is how you do your Maths lesson, this is...first term this is what is required of you, these are the concepts that must be done. Although we are following the same thematic approach that we followed from the past...er...we need to know now these Maths concepts, what are the Maths concepts that must be taught? At the end of the term or at the end of the theme, we want guidelines...you know from department to say we are following this theme, this is what we want from you people, we want to know what are the concepts we want to do, put in on paper, let us follow that because...er...I've got everything in</p>	<p>The multi-directional nature and scope of OBE has huge potential.</p> <p>Support is lacking</p> <p>Time constraints and large classes prevent teachers from trying out different methods.</p> <p>Prefer directives and guidelines from authorities.</p> <p>The need for clear plans of what must be done.</p> <p>More involvement and support from experts.</p>	<p>Kim sees the huge benefits that OBE can offer but I believe that she feels because there so many aspects to OBE teachers don't know where to start and the lack of effective support leads to frustration that masks the benefits of OBE.</p> <p>I sense that Kim is looking for clear directives and guidance from educational authorities and is hoping that they are based on how things were done in the past.</p> <p>I sense that Kim feels that if support is received from the authorities, teachers will implement OBE the way it ought</p>
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<p>place, I've got everything in order. But the thing is there's so much of hard work on the teacher's side, you've got no time.</p> <p>Jack: Are you feeling like...how long will I be able to manage with this kind of?</p> <p>Kim: Of being lost in the dark, you know. Okay they've given us ...democracy has given you lots of individualism. You've got to work on your own, you've got to discover, and ...er...they put everything, they put everything in your hands. You need to do your management plan in October and work everything out. You need to set your...everything needs to be worked out the previous year for the new year. I think it's so much of work with time constraints you don't ever get to finish all those things. It continues into the new year and, what we've done is, we are using action reading workbooks, that's structured and that's got...has given us guidelines, so we know exactly what we are doing at our school. And where you have to do your own planning and your own preparation, lots of teachers are lost. I know lots of people are lost and there's teachers that are lost, but we are actually following a system. Now that is giving us guidelines, that is structured, so we know where we are going, so we've got books, you know ranging from grade one right up to</p>	<p>Too much work</p> <p>Too little time</p> <p>Teachers left to find solutions for themselves.</p> <p>Responsibility passed on to teachers.</p> <p>The need to plan ahead is compromised by time constraints.</p> <p>Using carefully selected resources to cope.</p> <p>Many teachers cannot plan and prepare lessons on their own.</p> <p>Resources that offer guidelines help teachers.</p>	<p>to be done.</p> <p>I am surprised that Kim is stating that she has everything in place. I feel that this may not be the case as she did indicate that teachers including her were lost.</p> <p>Here Kim states that she cannot fulfill all the expectations of policy. It takes too much of time and hard work.</p>
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<p>grade three, and Numeracy, Literature, Life Skills and we know how to assess them and when to assess and what are the concepts. But in other schools they are drawing up their own preps and they are working out their own assessments, but do you know whether you are on the right track, you don't know, you don't know.</p> <p>Jack: Are you not getting much feedback from?</p> <p>Kim: No feedback... because those people in the department are experimenting and they are still learning and they tell you, they've got this directive from province, and province is still working on it, and everything is in the experimentation stage, so...lots of teachers are lost. When OBE first started, there was so much of controversy concerning reading. You know the breakthrough system that we were using, teachers didn't know whether they must continue with that or throw that away. They didn't know whether to continue from the old and bring it into the new. But, whatever you did in the old was no...was obsolete. You know they threw it away; lots of schools threw it away. They didn't want to do OBE. I mean the...er...the breakthrough, you know the mom, dad brother, sister...lots of them threw it away and then the reading, they didn't want us to have the</p>	<p>Assessment becomes easier because assessment programmes are contained in the resources.</p> <p>Teachers who plan on their own are unsure.</p> <p>Educational authorities themselves are still coming to terms with OBE</p> <p>Cannot provide effective support</p> <p>The introduction of OBE was controversial.</p> <p>Unsure about discarding the old resources.</p> <p>Many schools discarded the old resources.</p> <p>Many teachers did not want to use OBE.</p> <p>Very little consultation with teachers on the ground.</p>	<p>I sense that Kim does not have faith in the teachers' ability to plan on their own.</p> <p>I feel that Kim is alluding to the inability of authorities to ensure that teachers bought into the idea</p>
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<p>reading schemes. Lots of schools were lost. They didn't know now whether we must do group reading or what kind of reading, because they work on a theme and you have to find books that worked with that...that fitted in with that theme and use that as a reader. That was the instruction that we received. So teachers now, we have a series, reading series now, must we continue with group work? Must we do the flash words according to the theme? Or must we do the flash words according to the reader? Must we do the phonic according to the theme or must we do the phonics according to the reader? So there was so much of...the teachers were lost and reading struc...you find ...er... those children...hello (interruption) those children I think they are now presently now in grade seven or grade six and you...you...go back those children are not good readers because started there...how many years are we going back now.</p> <p>Jack: We're going back nine years.</p> <p>Kim: Nine years. No but those children have passed out. I think some of them have gone on to grade eight. Those are the children that struggled because teachers generally were lost. They were at a loss.</p> <p>Jack: And how did the teachers respond? You know using your experiences...your own little...</p>	<p>Teachers were lost.</p> <p>Finding resources that suited a theme was difficult</p> <p>Instructions came from the top with little support.</p> <p>There were so many unanswered questions.</p> <p>Teachers were lost. Learners lost out.</p> <p>Producing poor readers.</p>	<p>of OBE. It seems that OBE was forced onto the teachers. OBE would have found more acceptances if more support was given to teachers and if certain conditions were negotiated with teachers.</p> <p>I think that Kim is inferring that OBE compromised the learners reading ability.</p> <p>I'm becoming aware of Kim focusing more on the implementation of OBE rather</p>
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<p>changed. They never admitted at that time, you know they didn't want...because it was a new government and ...er... they didn't want to now relate now to the old tri-partite alliance.</p> <p>Jack: Er...The government.</p> <p>Kim: Ja... the government. They didn't want any links with it so they told no it's completely different. But, it has been the same thing. Nothing has changed. The thematic approach remains. We're using the thematic approach, your handwriting you still have to teach, and you still have to do formations of the letters. You can't throw away handwriting...er ...but what we did also because...we...some teachers did work in the Nelson script...have you heard of it?</p> <p>Jack: No...no...no...</p> <p>Kim: That was it...(Pointing to the chalkboard). That...that kind of handwriting.</p> <p>Jack: Okay...</p> <p>Kim: A little curve in the print.</p> <p>Jack: Okay.</p> <p>Kim: That's called the Nelson print. Some schools are doing it, some schools are not so schools are not doing it, and I think they've prescribed to some of the schools to do the Nelson print also. Is it time?</p> <p>Jack: Okay</p> <p>Kim: That's my husband.</p> <p>Jack: I know your husband...ja...we</p>	<p>Not much has changed. Past practices are very similar to the present.</p> <p>Political motives.</p> <p>Government wanted to distance them from the past.</p> <p>The basic aspects remain.</p> <p>There are only minor changes.</p>	<p>UNIVERSITY OF JOHANNESBURG</p> <p>Kim's husband has come to pick</p>
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<p>know each other...ja.  Kim: Oh...okay...and then...er...okay...but what we've done is we've kept...whatever we've done in the past. We've realised as the years were going by outcomes-based...er...we...er... everybody is lost. You don't know where you are going. Then it was reviewed, the assessments standards changed again. So what we did was, we said let's...we going to use the new revised assessment standards, but we'll use the old also, we'll work both in conjunction. So the spelling test has stayed on, the mental test has stayed on, and then the Maths assessment has stayed on. So we using both, we working with both.  Jack: What I say is ...er...do you feel now that today...today...lets...lets...you talking about a few years ago right. Are teachers coping...with...with...the learner assessment, currently? Let's look at the present moment.  Kim: I think they are doing what they are familiar with.  Jack: Okay.  Kim: They are...they are...I think, whatever in assessment that they can understand, they working with that.  Jack: So the situation is improving.  Kim: It's improving  Jack: Okay  Kim: It's not as bad as it was because</p>	<p>The old way of doing things were not discarded</p> <p>Things will constantly change.</p> <p>Being lost at times is acceptable.</p> <p>Accepting the new but also using the old.</p> <p>Adapting and using both the old and new.</p> <p>Are teachers presently coping?</p> <p>Teachers are doing what works for them</p> <p>Teachers are adapting and improving</p> <p>Workshops are becoming more</p>	<p>her up from school. I realise that our conversation cannot continue for much longer.</p> <p>I feel that Kim has come to terms with the need to change but is determined not to discard aspects of the past practices that she values. She has resolved to use both the old and the new irrespective of the policy demands.</p> <p>Kim feels that teachers will follow the stipulations of the assessment policy that they understand and can cope with. They will not blindly follow all policy dictates.</p>
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<p>I think we had numerous workshops on that and (inaudible-intercom)...but there still certain types of assessments that you can't do. As I said learner and peer won't work.</p> <p>Jack: In the Foundation...</p> <p>Kim: In the Foundation Phase.</p> <p>Jack: Okay...Madam, thank you for your time, you gave me...very...very valuable information. I have to explain to you, I have to request... that we meet one more time, for a short interview session.</p> <p>Kim: Okay.</p> <p>Jack: I feel that your husband is waiting; I don't want to keep you. I just want to talk about a bit... when we meet the next time, just about what you envisage for the future...because it's you...lets say ...it's up to you to say, I must design learner assessment in Foundation Phase for the future. What I 'd like to see.</p> <p>Kim: Okay</p> <p>Jack: So you can think about it and then...maybe...it's... it's not much to go ...er...so...so...maybe even when I come for a classroom observation, we'll have a quick interview.</p> <p>Kim: Okay...all right.</p> <p>Jack: But, thank you so much.</p> <p>Kim: Thank you, okay...</p> <p>Jack: I must say that the...you've given me invaluable information. Ja... and it went so nicely.</p>	<p>effective</p> <p>Some prescribed forms of learner assessment won't work in the Foundation Phase.</p>  <p>A vision for future assessment practices.</p>	<p>Kim has decided to be selective about the methods of assessment that she will use in the Foundation Phase.</p> <p>I decide to end the conversation because Kim's husband is patiently waiting to take her home.</p> <p>I make arrangements to meet her another time and quickly brief her about my intentions.</p> <p>I'm unhappy about having to end our conversation without asking her about the future. I will attempt to discuss vision in terms of learner assessment during our next session.</p> <p>Kim has a warm and pleasant personality. She was easy to work with. I looked forward to meeting her again.</p>
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<p>Kim: Ja, I think assessment is still...still...a difficult problem. Jack: You know...er...yes...so I'll see you soon, okay. Kim: We'll work on that...ja...okay.</p>	<p>Learner assessment remains a problem.</p>	
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