

KIM'S FOLLOW - UP INTERVIEW

MAY 2006

TRANSCRIPT

CODE

MEMO

<p>Jack: Madam I would like to thank you for giving me the opportunity to observe your lessons. I know it is quite difficult to have somebody sitting in your class. It is quite intimidating.</p> <p>Kim: Yes. Yes.</p> <p>Jack: I must thank you. Very few people are open to this kind of thing. But again I have to remind you that this is a research study. There are ethical issues involved and all this information is confidential...er ...so you need not worry you know...but it was very, very impressive . I like the rapport you have with your children. One thing that stood out so clearly was the fact that you know the children are confident. They move about freely, they ask questions, they are enthusiastic and you are not stunting them you know. They are able to communicate openly with you. I think there's a strong indication of the trust that you've built, this relationship of trust and that was very impressive for me. but, just to end, I need to conduct this short</p>	<p>Good rapport with learners.</p> <p>Learners are confident.</p> <p>Freedom of movement in the classroom.</p>	
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interview with you ...just as a follow up to the observation that I've made right.
 Kim: Okay.
 Jack: Er...like I said to you in terms of assessment...like when you are planning a unit of work, how do you plan for the assessment? And when you come into the class, how do you do that? To ensure that recordings are made and so on?
 Kim: Okay; The planning is done through team planning. Like it is done the previous year. We work as team...like the grade two's will sit together and we work out ...hmmm...look at our themes ...and like...hmmm...if I use this ...we busy with clothes at the moment right. So we look at all the topics, we break down that topic and look at all aspects of work that we are going to do in that topic...in the theme actually and then after that ...er...we have our teacher's guide also, so that us some indication also on how to go about it. But you don't use the entire thing. Then what we do...once we've done the breakdown of our theme...er...we work out our notes because you don't know what you are going to teach. You get the three learning areas in the Foundation Phase...is your Numeracy, Literacy, Life Skills...and you look at your...you link now your assessment standards to your ...your

Team planning is done.

Planning for the current year was done the previous year.

Working according to themes

Teacher's guide available to guide teachers.

Guides are supplemented by teacher's notes.

Themes are broken down so that the content of lessons becomes clear.

Assessment standards are linked to topics that

These are requirements based on OBE policy

Themes were also used with the traditional methods.

The planning for the year is in line with assessment policy requirements.

<p>topics that you've broken down in your theme. Like say for Numeracy, now, what are aspects of Maths that I'm going to do now in this theme that I can link now with clothes. Like your multiplication ... there you'll do lots of Maths, you can do measurement because...you know...er...it's integration now...er... EMS ...where it has to do with money, how you are going to buy clothes. So, with the thematic approach which we used in the past which is still here but the only thing now we linking up with assessment standards and outcomes.</p> <p>Jack: Okay. And your recording is it done like on a daily basis or is it done ...</p> <p>Kim: They want us to do it on a daily basis.</p> <p>Jack: Okay.</p> <p>Kim: Now we've done...when we sat we did our preps so it is acceptable either way. Now what are you supposed to do now ...what I should do is when I 've taken like say my prep for the...it's a two week prep...two week prep right ...so if I carry my prep over for the next day...I should record at the bottom.</p> <p>Jack: Ja. Now the policy states you must do it on a daily basis.</p> <p>Kim: Ja. On a daily basis.</p> <p>Jack: But do you think that that is practical. Is it achievable or do you think it's unrealistic?</p> <p>Kim: If you haven't done your planning</p>	<p>stem from the themes.</p> <p>Integration of learning areas based on the theme.</p> <p>The thematic approach of the past is still being used.</p> <p>The new thing is that the themes are being linked to assessment.</p> <p>Policy dictates that assessments must be recorded on a daily basis.</p> <p>Preparation done for a two week cycle.</p>	<p>There is a clear indication that the participant is well schooled in OBE policy requirements and she is implementing them.</p> <p>My gut feeling is that although Kim is aware of the policy requirements she is not adhering to it because it is difficult to do so.</p>
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<p>...those people that have not done their planning and did all their preparation...now imagine I've done it now...now why must I now go and do a daily prep? It doesn't make sense to me . my prep is done already and I've planned for that theme...and I've got now a two week...sometimes a two and a half week prep because you'll see a theme must go for two weeks so I've got my lessons planned for the first week and the second week so what I do in pencil, I just jot down my dates. Today is Thursday ...this is what I've done forand so I go do the next lesson...so it is like a daily prep...</p> <p>Jack: No...no...what I'm talking about is the assessment. You know the recording of the childrens assessments.</p> <p>Kim: Ja...ja...ja...</p> <p>Jack: They expect you to do a little bit everyday...am I right.</p> <p>Kim: That's what they want or outcomes – based is the continuous recording.</p> <p>Jack: Ja, but do you think that is realistic. Do you think it can be done...or do you think that you gonna...</p> <p>Kim: I'm an old dog in the job, so I know that ...you know I've walked around ...I know now that once the kids have gone if I am sitting at my table I take out my assessment sheets...and I know now this child here had a problem and I'll record it. But they</p>	<p>A reluctance to change initial plans.</p> <p>Strong focus on initial plans for convenience sake.</p> <p>Manipulating a situation to justify ones practices.</p> <p>Confirmation that recording learner assessments must be done on a daily basis.</p> <p>An experienced teacher.</p> <p>As an experienced</p>	<p>I'm a bit confused at what Kim is telling me because I consider planning and preparation to be linked.</p> <p>I disagree with this. I believe that plans should be constantly change to meet the requirements of a particular context. Sometimes one only realises these requirements when you start operating in that context.</p> <p>I'm personally disappointed that Kim feels that she will work in line with her initial preparation even though I sense that she does believe that daily preparation is important. I believe that she wants to “cut corners.”</p> <p>I wonder if Kim is trying to avoid my question as this is the second time that I am asking her this question.</p> <p>I am becoming aware that most teachers focus on recording the performance</p>
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<p>want you actually to go around and do an assessment...you can't do that because I'm sitting with forty –two children. The noise...you saw for yourself sometimes...some of them do get out of hand ...some of them are not listening...some of them not part of that lesson. You going lose it unless...I think...if they are a little bigger and they understand if we are doing an assessment now, everybody needs to participate and work in groups . I've done it in groups but you do get that noise because they are little children still also...er...where...er...I did the group assessment ...it worked very well. But even there...you know the old outcomes-based had the flaws where the group assessment ...only the bright children work.</p> <p>Jack: Ja, you mentioned this in our conversation.</p> <p>Kim: Ja, for the little ones that are still struggling...so group assessment doesn't work. The presentation is very good ...but in many cases parents are helping the children...so it's better to do the projects in school. Like say...I'm doing...they had to create a story book. I had a little girl doing the story book in the front when you walked in.</p> <p>Jack: I saw that.</p> <p>Kim: Okay that was done at home and the parent helped. It's a fantastic story book but then it would be better</p>	<p>teacher I am able to record the learners assessment at the end of the day.</p> <p>Record the performance of learners who have problems.</p> <p>Large learner numbers make it difficult for the teacher to record on a daily basis.</p> <p>If this is done teachers lose control of their classroom discipline.</p> <p>It is difficult to assess younger learners in this way.</p> <p>It may work with older learners.</p> <p>Group assessments work well</p> <p>Group assessment has flaws in that only the brighter learners contribute.</p> <p>Group assessment doesn't work with young learners.</p> <p>Parents are helping the children at home.</p> <p>Better to complete work at school.</p> <p>When parents help the quality of the work is good but it is not a true</p>	<p>of learners who have problems. I start to wonder about when do they record the performance of learners who are coping.</p> <p>What Kim is now telling me makes a lot of sense.</p> <p>There is a contradiction in what Kim is saying in terms of group assessment.</p> <p>There is a strong indication that Kim has a good understanding of the contextual dynamics.</p>
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for the child to do the story book in school. But where is the time? When do I have the time ...if ...with my little ones it's going to take me the whole day ...to get that book together...to arrange the pictures , for them to write the sentences ...now that...my activity is going to take me like ...not the whole ...maybe ...er...couple of days, maybe a week...two weeks it may just take me sometimes to complete. So there are the flaws ...you know...there are ...there are.

reflection of the learner's worth.

There is no time to complete the projects at school.

The requirements of OBE learning tasks are demanding.

Time is a factor in completing them.

There are flaws in the system.



<p>Okay then I'll...that is the next strategy that I must use to help remedy the situation. I think it's something that JP teachers have done right from the word go. Support forms it's just...it's called GDE 450 support forms, but we've done it in our remedial books forever.</p> <p>Jack: In the past.</p> <p>Kim: In the past. We've done it...</p> <p>Jack: Same...same...same...</p> <p>Kim: It is the same thing . all they want you now is to put it writing date it and write the LO and the assessment. That is all. That's only the difference. But otherwise it's the same work that you are doing.</p> <p>Jack: Would you say that at this point in time most teachers are coping.</p> <p>Kim: Yes, they are. You see what the hassle is now to put it on another piece of form.</p> <p>Jack: Okay.</p> <p>Kim: That is the hassle.</p> <p>Jack: Just duplicating everything.</p> <p>Kim: Just duplicating the work, but, in the old system we had the observation book. When the inspectorate came in and then they looked at my prep. Okay, they looked at my prep and said ...er...you did this lesson here , let me look at the child's work, bring the child's work and say ...oh...the child had a problem. Show me know what kind of remediation you did. So you take out your observation or your remedial observation ...your remedial book...take it out...I've observed ...these are the problems , right so what did I do –for the next day I planned a remediation lesson for these children here. This is the steps and this is what I did...I've done. And if you haven't completed that lesson in a week maybe you gonna take it over two weeks. Say the Numeracy lesson, normally tens and units give them a problem. You know carrying and borrowing. So you can't do it in one lesson, you take it over a period of time. And then you record everything and it was in the remedial book. Now it's the same thing that they want us to record in the support forms.</p> <p>Jack; Okay. So it's just a little writing to...to be done.</p> <p>Kim: It's just a lot of ...it's just transcribing from there to here. That's all they wanted. And where now it becomes...hmmm...when it comes to retention now ...the onus lies on the parent. The parent takes the final decision that the child...whether the child must be retained or not.</p> <p>Jack: Or not. Ja.</p>	<p>These things were also done in the past. GDE forms are nothing new.</p> <p>The only thing new is that they want you to give the dates and the type of assessment.</p> <p>Teachers are coping.</p> <p>Duplicating work.</p> <p>In the past the inspectorate checked on how learners were being supported.</p> <p>In the past recordings of learner support were kept .</p> <p>Presently increased amount of paperwork.</p> <p>Presently parents are involved in the decision to retain</p>	<p>I get the impression that Kim has not been effected much by these changes as she thinks it is very much the same as the past practices and she is making attempts to satisfy the requirements of the policies.</p> <p>I believe that there were similar types of practices in the past but the inspectorates role as been replaced by paperwork .</p> <p>An indication that Kim does not have a clear</p>
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<p>Kim: But that decision was ours in the past.</p> <p>Jack: Okay, because I've spent this time in your classroom right...hmmm...like in terms of outcomes- based assessment policy the assessment activities are built into the lesson.</p> <p>Kim: Yes.</p> <p>Jack: Are you practicing this?</p> <p>Kim: But if you walked in the morning the children were busy with the ...</p> <p>Jack: Oh...</p> <p>Kim: That was part of the assessment. They were doing a presentation.</p> <p>Kim: Okay...okay...</p> <p>Kim: Ja.</p> <p>Jack: I noticed that.</p> <p>Kim: Did you notice that. Now what they had is...they've got their communication books...I'll open some samples here...because the children... if you have to tell them verbally, they are not going to remember.</p> <p>Jack: I actually want to move onto problems now. You know the kind of problems...can you just list quickly...the problems that you may experience or you do experience with regard to assessment.</p> <p>Kim: Okay. Just assessment?</p> <p>Jack : Just assessment.</p> <p>Kim: Okay , number one right, we told you about that...where parents assist. Then there's children like, you'll notice there's now there's lots of children that come from poor homes...the ...and okay ...a very good example of a parent coming into today into my class. She didn't sit...she didn't want to sit to discuss the child. She was very happy, I don't know, you spoke to her about something . She seemed very happy and she said no...I think the child is doing well and she went away. But then I had to call her because she wasn't part of the child's scholastic performance. The child now has been given over to her aunt...she's working...she's very busy...she doesn't know what is going on in her child's life and I...I...I tried to her attention that Lerato is not finishing her work, she's not coping, she's ...you find the grade...er...the little ones ...from grade one to grade two...at the beginning of the year...the orientation is absolutely difficult. They don't know which book they are working in and they are totally lost... you know the books that they are lost with. Now if parents reinforce this everyday...come at the end of the day...take out your books...let's go through ...this is your phonics book, you write your phonics</p>	<p>their child.</p> <p>Teacher claims that assessments were done. But, there were no visible evidence that learner assessments were being recorded.</p> <p>Problems relating to learner assessment.</p> <p>Parents from less affluent homes do not support learners at home.</p> <p>They are just happy to have the learners at school.</p> <p>Parents are not in the position to support their children.</p> <p>Parental support is crucial.</p>	<p>understanding of the process of retaining a learner. Parents may play a part but do not in fact have the final say. I wonder about the time factor. Many teachers are not familiar with the content of the the numerous policies they are expected to follow. Time constraints may be a factor for this. Where to teacher find the time to read through policies that relate to their work.</p> <p>Kim is concerned about the well-being of her learners. I sense she becomes frustrated when parents are unable to help their children at home.</p>
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here...let me see if you finished your phonics...neh...supervision...monitoring...if that is done on a daily basis it helps. Lets look at this case, Lerato is still in that orientation phase because her mother is not there and where there is a child minder, whether it's a guardian that's taking care of her ...has not checked on this child. So is totally lost. But the mother is quite pleased because the child reads very well. So I had to call her in and I think she didn't like it ...so I asked her now to bring in the person the guardian...to come...so I can relate better to the guardian because the guardian knows what's going on. So we have that kind of problem, where parents are working , they don't have time , they are not involved in there children's work. Then also I think that some of them don't come to meetings, I've never seen this parent. We had a meeting already now twice, so this is the first time I'm seeing the parent and she didn't want to spend much time with me. So you have that child and you know a parent that is more interested in what she is doing, I'm sure that child will perform better because she has the potential.

Jack: Okay.

Kim: Ja

Jack: Can I say that now...hmmm...look from the time the children leave up to three...are you involved in any activities that has to do with learner assessment?

Kim: Er...we do...but I think it happens after that because we so busy with the...in fact we supposed to be sitting down as a team and working...and working out our assessment.

Jack: Team planning and everything else...Ja

Kim: That is why when we sit down to do it ...we...we do the initial discussion...we take the books...the stuff home, where we work on our own because we don't have the time. We have our management meetings and the staff meetings and all the committee meetings ...so there is no time.

Jack: So can I say that ...er...in a way you have decided because you are a very experienced teacher .

Kim: Ja

Jack: You know you got the policy on the one hand but you...er...on the ground ...I think you find it difficult to implement the policy in it's raw state.

Kim: Ja

Jack: So you have decided that...so do you want to tell me what you have decided. Let it

Parents do have a contribution to make.

Some parents don't find the time to help their children.

Indifference of parents.

Preparing for assessment as a team.

No time to do learner assessment at school.

Learner assessment done at home.

Kim shows a real commitment to ensuring that the learner receive maximum support.

At this point I realize that I may be saying too much. I don't intend to lead the teacher on but I'm aware that , that is exactly what I am

<p>come from you. Here's your policy...here's here practice on the ground . What have you done to marry...</p> <p>Kim: Okay, both of them. Okay...what ...er...you see the GDE gives us guidelines, so what we do is we follow those guidelines. I...I...find that if you follow whatever...needs to be simplified and modified...lots of stuff from the guidelines for you and you follow whatever they ask you to do. When you have that, you follow that , you do that, you on the right track. And my teaching, I teach the way I want to teach. I'm ...er...I don't know if you noticed it ...okay I through the workbook, but then I'm supposed to relate it to my theme. You supposed to have a discussion before I'm doing my lesson. I'm doing the environment at the moment...I'm done with clothes, I'm doing the environment. So I'm supposed to have a discussion on litter before I onto...that is the thematic approach. That's how it is supposed to be done. But then you find your other ways, you find your shorter means to do things. I think I've done that today.</p> <p>Jack: Okay. From my observation I see...er...I mean...the impression I get is that you are using a lot of the traditional methods of teaching.</p> <p>Kim: Ja...Ja...ja.</p> <p>Jack: And you are comfortable with that.</p> <p>Kim: Ja ...ja...</p> <p>Jack: Although I did see the children demonstrating...showing there projects...</p> <p>Kim: Ja...ja...we are ...er...you cannot just do a whole lot of ...er...child centred...you know ...when there's a teacher's centred...but then it's going...when you have a class of forty -three or forty -two ...where you have children take over in every session, it's going to be absolutely difficult. You are going to have no control. That reading lesson, I had to read ...er...children at randomly are called out to read. I give them an opportunity to read. But, then you find maybe fifteen of them lost in the class. So the literature has to take over now. So you cannot leave that now for the kid's to do that. So there I had to come in to do that reading and it has to be teacher – based also and I had to take control of that...so both has to work together. It cannot ...outcomes –based cannot work on it's own. It can't...it definitely can't work on it's own.</p> <p>Jack: The most important thing I want to know from you now is you must have a</p>	<p>Guidelines are provided by the GDE.</p> <p>These guidelines must be simplified and modified.</p> <p>Guidelines put you on the right track.</p> <p>Teacher teaches the way she feels she ought to teach.</p> <p>Taking the “short cut”</p> <p>Confirmation that traditional methods are still being used in her classroom.</p> <p>Combining teacher –centred methods with child –centred methods.</p> <p>Child- centred methods are difficult to implement with large classes.</p> <p>Teachers may lose control.</p> <p>Teacher-centred lessons allows more control.</p> <p>OBE methods cannot work exclusively on its</p>	<p>doing. I need to become more cautious.</p> <p>Kim demonstrates an awareness of understanding how OBE should be implemented but there is an indication that she does things the way she sees fit.</p> <p>Up to now I have noticed that Kim has a good understanding and her awareness of what she is doing. Her teaching practices are well-thought out.</p>
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<p>vision , you must envisage something that is ideal for you.</p> <p>Kim: Ja...</p> <p>Jack: You know as a teacher... in terms of learner assessment for the future...like somethings need to be discarded others you need to carry forward and others you need to hold on .</p> <p>Kim: Right.</p> <p>Jack: Can you just briefly tell me what you see for yourself...just try to visualize a class of the future...you know...</p> <p>Kim: The assessment...it will be lovely if we all just be...each one have an assistant and the assistant does it on computer, you know all recording on computer and we don't have to sit with paperwork. It will be so easy that you go up to the computer and punch your information as you got into the class.</p> <p>Jack: You talking about a teacher aid</p> <p>Kim: Your teacher-aid ...they looking at that in Cape Town ...eh...I think they were going to put that into practice.</p> <p>Jack: Madam in most countries where OBE is practiced ...Australia,Canada...they've got teacher -aids, sometimes two...that's what I've been told.</p> <p>Kim: Ja...and they've got that...I think they are going to start...er...I heard it on the News...for...for language...the language proficiency programme, where they are going to get teacher -aids to help with the second language learners. I heard it for the Cape Town...for the GDE...I mean Gau...no Cape Town Education Department...so hopefully it may happen here and if each teacher can have a computer, then we don't have all this bulky files ...I have everything on computer and in my classroom and I'm working from there...and my assessment, as I assess I can put it onto the computer immediately so I'm not going to come back and sit with my files. Yeh...that will be very nice...that will be ...that will cut out lots and lots of paperwork. Actually it's a lot of paperwork, it's a lot of filing to do...er...learner's assessments must be filed and put into learner portfolios and then we got the learner profile. Where's the learner profile going? Why is Gauteng Department doing it? Why are the other provinces not doing it? And then they want us to put in learner's work in there. When it goes to the next class the teacher discards that. You know there are lots of things that are not making sense anymore because we had a debate just</p>	<p>own.</p> <p>Looking at the future. Teacher assistant. Recording learner assessments electronically.</p> <p>Plans to introduce teacher-aids in South African classrooms.</p> <p>Computer assisted programmes will reduce paperwork.</p> <p>Presently too much paperwork.</p> <p>Questioning value of the learner profile and its final destination.</p>	<p>I am surprised by what Kim is telling me as I have heard this for the first time.</p> <p>There is an indication that</p>
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recently at GDE concerning learner's work now. That they felt no, why are you taking it over? And some schools are now carrying the portfolio from grade one, grade two and grade three and there are new people in department and they want to know why are you taking it forward. But these people...these educators are telling them but you asked us to carry that over. But what do you do when it becomes obsolete? The child...they now telling us ...give it to the children let them take it home. So it's so much of...er...filing to do. So much of filing, so much of storing ...which is eventually obsolete...doesn't make sense , what are we keeping that for?

Jack: It's not being used.

Kim: It's not being used. The profile...there's no time! To actually...the only time we sit with the profile is end of the term when you need to update stuff and at the end of the year when you need to complete that and send it to the department...to the next phase. There's no time to sit with that ..what...er...and ...okay there may be a teacher that's doing it sincerely, somebody else may just be filing it

Jack: And you can get away with it.

Kim: You can get away with that! Because I'm not going to see four hundred...although I will monitor at random...but, four hundred profiles for me to check! Is a bit too much.

Jack: You are the Head of Department?

Kim: Ja. It's a bit too much. And to ask your grade leaders to check on your teachers ...that doesn't make sense. So the profile also...unless department now provides storage system in every school...an archive or something where it's stored and where the child's work is taken up from grade one...you know right up to the child's schooling career...then it makes sense but...I think we in the initial phase of OBE and there's lots of work..lots of work...

Jack: I just want to talk a little bit about...and this is the final question...the psychological and maybe the emotional impact of the work...the kind of work you doing and if you can just a little bit of the assessment. Has that impacted on you?

Kim: Ja. I think ...er...assessment that comes up all the time. Whichever meeting we go to or whatever ...er...hmmm...feedback that I have to get from my educators...or in school as a staff...it's always assessment. Even in IQMS also teachers are always...want to know

Learner profiles may be worthless if not used properly.

Change in opinions of learner portfolios.

Storing portfolio records is cumbersome.

Information in learner portfolios are not being used.

No time to do learner profiles.

Teachers are completing it for the sake of completing it.

Teachers are getting away with this practice.

School management do not have the time to check the assessment records of teachers in their department.

Systems are not in place to store this information for future use.

Too much work.

Teachers always complain about learner assessment.

Kim is not happy with current practices.

It is evident that Kim is complaining about the ineffectiveness of assessment records.

Kim shows and awareness of the flaws in the system.

more about assessment. They want workshops and ...er...they want more information on it. I think what we are not doing is...the policy is there, we not putting it into practice. We are not sitting down and reading up and er...we are saying that it is something different...it has changed...the way we've done things has changed. It's not...I ...come in!

Jack: can you tell me some of the reasons for this? The reasons why...

Kim: Some people don't want to leave the old and go into the new. They still want to use the old...that system of...you know ...the raw marks ...you know... the mark system, the percentage . But that still exists which you must now convert to the rating codes. It's a whole lot of work...it's a whole lot of paper work and...er ...now they are prescribing to you ...you know...so many...okay...we had prescription there also and you had people checking on you ...you know, your department ...management team and then at the end of the week you had so many ...er...compositions should have been done, so many tests should have been done . With OBE and with democracy ...people became relaxed and they...lots of them started doing away with the old and they had...you know there was a phase, what should I call it "In the warm waters". There was the phase...everybody was floundering and didn't know which way to go and don't know what to do...but nothing has changed...you know what I mean...it's still the same thing. Er...but we had people now, from GDE that were not qualified. They were given the manuals, they were given the policies and they spoke out of the policies and they made it seem like whatever we did in the past was not good anymore. So lots of...that is why lots of teachers ...I think teachers in the GDE ...er...in fact one of the ...er...we were at a meeting and one lady from the Coloured school wanted to know where is the phonics? How must I teach my phonics? Now we had the old schemes where we had our phonics set out. After this phonic sound you go onto the next one, onto the next one and after you've taught five you test. We had a structure. Now they could have...maybe they discarded it thinking it's obsolete , you don't need it anymore and er...the GDE officials told them you know what you work according to your theme and er...it doesn't make sense because I 'm not...we've thrown that away...it doesn't

Teachers always want to know more about learner assessment.

What works in theory may not necessarily work in practice.

Teachers don't have the time to read policies and see its value.

Teachers still want to use traditional methods-use marks.

Presently they are still using marks that are converted to level descriptors to suit the requirements of policy. This means more work for teachers.

In the past more pressure on meeting targets. With OBE no targets. Teachers are uncertain. Teachers don't know what is expected of them.

New policies rejected past practices.

In the past the teaching of Phonics was structured.

This type of method was discarded by the new education authorities.

I'm impressed by Kim's awareness of the changes that accompanied the implementation of OBE and her awareness of the impact that these changes have had on the teachers.

I've noticed that Kim is quite conscious of race groups.

<p>make sense ...what I want you to do is...work out your phonic sound according to your theme. So if you got a story book...say if I'm doing clothes, I'll get a story book on clothes. Now I'll do the sounds...like the keh sound and the theh sound or I bring in sounds that's related to the theme. That's a whole lot of work.</p> <p>Jack: A lot of work, A lot of preparation.</p> <p>Kim: Because now I'm working on thematic then I must look up a reading scheme for my class that's suitable to that theme. We threw that out, but, OBE says use that...method. We threw it out...I threw it out . We've got our reading scheme, We follow it in sequential pattern. My phonics I follow it in that sequential...</p> <p>Jack: The way you want to.</p> <p>Kim: The way we had it. So that doesn't hold for us. It may...and the assessment also...the testing...okay we did a lot of ...er...spelling tests and mental tests and we did our end of the month tests...you know whatever Maths you taught for the month and you tested them at the end...on language ...whatever language you've done for that...that week. Normally we did it for a month...in a month...I think or ...I know the spelling tests were weekly but the monthly test we had...er...we done away with that we working with our themes and we looking now at different ways of...okay there we've implemented the change... where we assessing them on presentation , we assessing them on projects and show and tell and things like that.</p> <p>Jack: So do you think that the learner assessments done now is a true reflection of the child's ability?</p> <p>Kim" (sighs) If it's done in the class ...in class...continuous recording and evaluation in the class...then you can see at a glance that...you know...the child that understands ...and those that don't understand and then you can assess the child. But where a project goes home or parents are doing it, then you cannot assess the child there...that's difficult...there...there's a flaw there. But then to overcome that flaw I'm supposed to have done my projects at school. So my class now must be a resource class, where I have a whole lot of magazines and where I have a whole lot of discarded material which the children can use . And also assessment in Foundation Phase is very basic...very simple...very easy...and as...most of them come through...they pass. They perform</p>	<p>New methods meant more work for teachers.</p> <p>New methods placed more demands on teachers.</p> <p>Old methods were not discarded</p> <p>Teachers held on to the ld methods because they saw its value. Teachers held onto the old methods.</p> <p>The requirements of change have been implemented.</p> <p>Acknowledges that learner assessment will be effective if it is done in the class.</p> <p>If the child takes the work home assessment may not be authentic.</p> <p>Turning the class into a resource center so that work can be completed in the class.</p> <p>Assessment in the</p>	<p>Kim gives an indication that she is dissatisfied with the way changes were introduced . changes meant more work for teachers and acceptable past practices were supposed to be discarded.</p> <p>Kim wants to comply to the requirements of change</p> <p>Kim demonstrates</p>
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well. But, I think the only problem with the Foundation Phase learners is language now. You know you get a second language learner...then they struggle with language.

Jack: Okay.

Kim; When it comes to sentence construction and story writing...that's all ...comprehension...language becomes a problem. But, I otherwise if it's creating and modeling and presentation...every child can do that. So assessment I think caters for the needs of every child also...outcomes –based assessment.

Jack: Thank you very, very much...

Kim: Pleasure.

Jack: for...for the time that you spent with me and the information that you gave me is indeed invaluable.

Kim: Pleasure, I hope that will help you.

Jack: And I hope that we continue to work together...maybe at another level and... er...you will be hearing from me shortly. I will give some feedback.

Kim: Okay...on this.

Jack: On whatever happens...Ja.

Kim: I hope you do well.

Jack: Ja. Thank you so much. I think you are going to contribute to that.

Kim: I hope I do.

Foundation Phase is very basic. Most learners come through.

Language seems to be a barrier.

Outcomes –based assessment caters for the needs of every child.

an understanding of the situation.

I found Kim to be a very warm and friendly person. It was easy to work with her. I enjoyed sharing her experiences of OBE

