

**ADEQUACY OF THE POSTGRADUATE CERTIFICATE IN
EDUCATION AT HIGHER EDUCATION INSTITUTIONS IN
THE EASTERN CAPE TO DEVELOP THE WORK-
INTEGRATED LEARNING SKILLS OF STUDENT
TEACHERS**

by

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submitted in fulfilment of the requirements for the degree of

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DEDICATION

**TO MY PARENTS, SANIA AND DOLORES BHANA
WHO INCULCATED A WORK ETHIC AND
TAUGHT ME TO BE PASSIONATE ABOUT MY WORK.**

I, CARMEL CLAIRE MAHOMED, declare that

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*is my own work and that it has not previously been submitted for
assessment to another university or for another qualification.*

.....
Signature

.....
Date

SUMMARY

This study investigated whether the PGCE adequately develops the WIL skills of student teachers. WIL skills have contributed extensively to the effectiveness of the facilitation of teaching and learning in schools. The definitions of WIL in this study refer to the skills required to succeed in practice. The four domains of Danielson provide the WIL skills, namely Preparation and Planning, the School Environment, Instruction and Professional Responsibilities. The study showed that there is a link between the four domains and the capacity of student teachers to integrate the theory they acquire at the HEIs and practice in the schools.

The quantitative approach is referred to by Creswell (2005:39) as a type of educational research in which the researcher decides what to study, asks specific narrow questions, collects numeric data, which is numbered data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. As this study requires numeric data that ask specific questions, two questionnaires were distributed. One questionnaire was directed at school – based mentors and the other at PGCE student teachers. The mentors rated the students' capacity in the four domains and the students rated themselves on the same items based on the four domains.

The research instrument provides insight from school-based mentors with regard to whether there is a balance between the theoretical knowledge provided by HEIs and the WIL skills that student - teachers need. The questionnaires completed by PGCE student teachers provided perspectives from the students with regard to the relevance of their WIL skills for the schools at which they were placed.

The hypothesis for this study is:

The PGCE makes a significant contribution to the development of the WIL skills of ITE student teachers.

Some of the key findings in this study indicated that:

- Constant curriculum changes in the schools create uncertainty for student teachers.
- Student teachers need assistance to motivate learners to take pride in their work and achievements.
- Managing learner behaviour is cause for concern for student teachers.
- Language proficiency continues to be problematic in the teaching and learning environment, because it impacts on questioning, discussion techniques and the student teachers' capacity to explain concepts.
- Student teachers need assistance with the pacing of their lessons.
- Adjusting their lessons, which requires spontaneity from student teachers is needed.
- Opportunities need to be created for student teachers to gain access to the parents of their learners.
- Student teachers need to devote more time to the development of reflective skills.
- Excessive administrative tasks hamper delivery in the classroom and teacher and learner productivity.

The findings strongly suggested that a significant relationship exists between the WIL skills of PGCE students and their effectiveness as facilitators of learning. The findings of the study indicated that the PGCE curriculum needs to incorporate the crucial WIL skills as identified in the four domains. The findings of this study supported the hypothesis that the PGCE makes a significant contribution to the development of the WIL skills of Initial Teacher Education student teachers (ITE).

KEY WORDS OF THE STUDY

- Postgraduate Certificate in Education
- Work-integrated learning
- School-based mentors
- Student teachers
- Initial Professional Education of Teachers
- Initial Teacher Education

LIST OF ACRONYMS

ACP:	Alternative Certification Program
AIDS:	Acquired Immune Deficiency Syndrome
ANC:	African National Congress
AVA:	Audio-visual Aids
BEd:	Bachelor of Education
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive Academic Language Proficiency
CASS:	Continuous Assessment
CAT:	Credit Accumulation and Transfer
CHE:	Council for Higher Education
CoE:	Colleges of Education
DoE:	Department of Education
ELRC:	Education Labour Relations Council
FET:	Further Education and Training
FoE:	Faculty of Education
GET:	General Education and Training
HEA:	Higher Education Act of 1997
HE:	Higher Education
HEIs:	Higher Education Institutions
HEQF:	Higher Education Qualifications Framework
HIV:	Human Immunodeficiency Virus
HSRC:	Human Sciences Research Council
ICT:	Information and Communication Technology
ITE:	Initial Teacher Education
IPET:	Initial Professional Education of Teachers

LoLT:	Language of Learning and Teaching
NCS:	National Curriculum Statement
NCSNET:	National Commission on Special Needs in Education and Training
NMMU:	Nelson Mandela Metropolitan University
NSE:	Norms and Standards for Educators
NSFAS:	National Student Financial Aid Scheme
NQF:	National Qualifications Framework
OBE:	Outcomes-Based Education
PGCE:	Postgraduate Certificate in Education
REQV:	Relative Education Qualification Value
RNCS:	Revised National Curriculum Statement
SACE:	South African Council for Educators
SACE:	South African Society for Co-operative Education
SAQA:	South African Qualifications Authority
sd:	Standard Deviation
TFA:	Teach for America
USA:	United States of America
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
WACE:	World Association for Co-operative Education
WIL:	Work-Integrated Learning

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

The major challenge facing education in South Africa is whether we have the capacity to train teachers to meet the growing needs of our society. Currently, the Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE) are the minimum requirements for teachers entering Initial Teacher Education (ITE). The National Curriculum Statement (NCS) envisages that teachers will be qualified, competent, dedicated and caring individuals who are capable of fulfilling the seven roles of educators as identified in the Norms and Standards for Educators (NSE) (Brunton, A47-A48: 2003).

In terms of the NSE, a competent educator is required to be (DoE, 2007:3):

- a specialist in a particular learning area, subject or phase;
- a specialist in teaching and learning;
- a specialist in assessment;
- a curriculum developer;
- a leader, administrator and manager;
- a scholar and lifelong learner; and
- a professional who plays a community, citizenship, and pastoral role.

The seven roles and associated competences for educators are indicative of subject matter knowledge, gauged from their subject specialisation and pedagogical content knowledge that is linked to how they teach.

How educators teach, has a direct bearing on work-integrated learning (WIL). The aim of WIL is to link theory and practice. Coll and Eames (2007:18) use the term cooperative education which they refer to as the study programme included in an apprenticeship in the occupational field. This study programme is planned in the

same way that the university curriculum is planned. In the case of the PGCE, placement at the schools is synonymous with an apprenticeship. To ensure the relevance of the PGCE, as an Initial Professional Education for Teachers' (IPET) qualification relevance, which relates directly to WIL has to be emphasised. In this study ITE and IPET will be used as synonyms because both terms are used in the literature.

The seven roles incorporate Practical Competence, Foundational Competence and Reflexive Competence. According to Geyser (2004:144), the concept "applied competence" is used in South African higher education to refer to *Practical Competence* which is the demonstrated ability in an authentic context, such as a WIL environment, to consider a range of possibilities for action, to make considered decisions about which possibility to follow, and to perform the chosen action. *Foundational Competence* refers to the PGCE student teachers' demonstrated understanding of the knowledge and thinking that underpins the actions taken and *Reflexive Competence* refers to the PGCE student teachers' demonstrated ability to integrate and connect performances and decision-making with an ability to adapt to unforeseen circumstances, and to explain the reasons behind such adaptation.

1.2 Significance of the study

Higher education institutions (HEIs) are faced with the challenge of ensuring that IPET programmes are on a par with the social and political changes that have transformed South Africa. Specifically, the concern is whether the PGCE curriculum addresses the teacher training needs in HEIs sufficiently to develop the WIL skills of student teachers. The practical, foundational and reflexive competences that are expected to feature in IPET curricula are indicative of the WIL skills that educators must acquire to be considered competent. Reports on South African education indicate that the majority of teachers have not yet been sufficiently equipped regarding WIL skills to meet the education needs of a growing democracy in a 21st century global environment. (DoE, 2007:4). One of the objectives of this study is therefore to determine the effectiveness of the PGCE to develop the WIL skills of student teachers.

1.3 Aim of the Postgraduate Certificate in Education (PGCE)

The aim of the PGCE is to accredit a generalist educator's qualification that caps an undergraduate qualification. As an access requirement, candidates are required to have appropriate prior learning that leads to general foundational and reflexive competence. The qualification focuses mainly on developing practical competence reflexively grounded in educational theory. The qualification has been registered at level six on the National Qualifications Framework (NQF) and is equivalent to 120 credits (Brunton 2003: A66-A67). The qualification focuses clearly on the creation of a balance between practical competence and educational theory. In the light of the foregoing, the distinction between programmes and qualifications will be clarified.

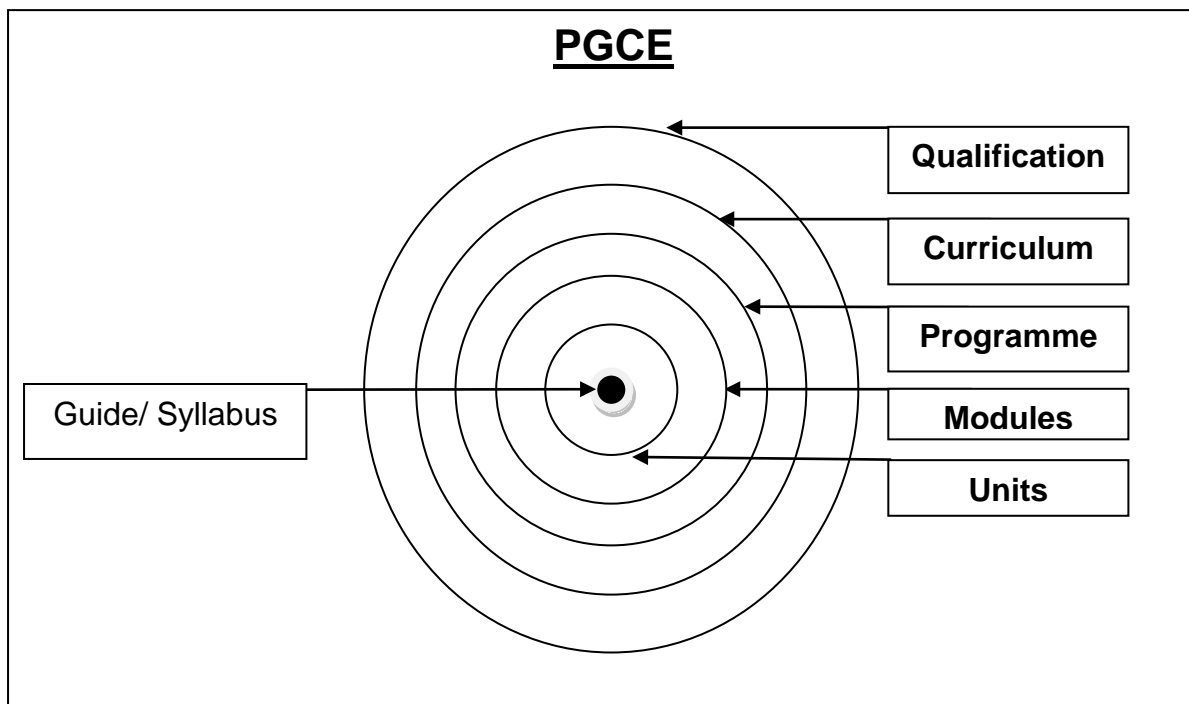
1.4 PGCE: From qualification to module

In Figure 1.1 the relatedness of the units, modules, the programme, and the curriculum of the PGCE as a qualification is outlined. The distinction between a programme and a qualification is discussed below.

1.4.1 Programme

Geyser (2004:142) cites The South African Qualifications Authority (SAQA) in defining a programme as a purposeful and structured set of learning experiences that leads to one or more qualifications. In an outcomes-based education (OBE) system, a programme is designed to enable learners to achieve pre-specified exit-level outcomes. Learning programmes are the combination of courses, modules or units of learning, learning materials and methodologies by which learners can achieve the outcomes for a qualification. Geyser (2004:142) states that it is the purpose of the programme that gives rise to its learning outcomes and structure.

Figure 1.1: PGCE-from qualification to syllabus



In an OBE system, a programme can be defined as a purposeful and coherent combination of units and modules that lead to one or more qualifications. These programmes are almost invariably trans-, inter-, or multi-disciplinary, and can be inter-institutional as well. There are three types of modules in a programme, namely, fundamental, core and elective modules. **Fundamental modules** include the learning that forms the grounding or basis needed to undertake the education, training or further learning required in obtaining a qualification. **Core modules** include compulsory learning required in situations contextually relevant to the particular qualification and **Elective modules** include additional credits at the level specified by the NQF, from which a choice may be made to ensure that the purpose of the qualification is achieved. Geyser (2004:143-144) refers to the following core features that curriculum designers should keep in mind when designing a curriculum:

- Interdisciplinarity, which means that institutions allow a mix of majors (core modules) and electives across faculties and incorporate integrated assessment, that is, in assessing a number of unit standards or learning units together.

- Relevance or responsiveness refers to the responsibility of the South African higher education institutions to address the needs of the economy and civil society.
- Efficiency implies that institutions promote quality in their programmes and avoid unnecessary duplication.
- Portability should enable students to move from one institution to another and accumulate credits towards a qualification over time.
- Coherence means that programmes are carefully planned so that different aspects relate meaningfully to others.

Since the PGCE student teachers access the PGCE programme with major subjects acquired in faculties other than the FoE they satisfy the criterion of interdisciplinarity. In terms of relevance the PGCE is a qualification which ensures that graduates can alleviate the problem of teacher shortages in South Africa by completing one year of study in a FoE. The allocation of credits per module in the PGCE curriculum allows for portability.

Relevance, efficiency, portability and coherence are core features that relate to WIL. Firstly, relevance influences the employability of PGCE graduates. Secondly, efficiency ensures that PGCE student teachers' supervisors in IPET programmes at HEIs and school-based PGCE mentors complement each other in terms of subject matter knowledge and pedagogical content knowledge. Hence, a balance will be assured between education and training or theory and WIL. Thirdly, portability in the case of PGCE student teachers includes WIL skills acquired by PGCE student teachers at schools, as these WIL skills can be credited towards the qualification. Fourthly, coherence ensures that the subject matter knowledge that PGCE students have mastered will, with the help of school-based mentors, be used to create a balance between theory and practice, thus focusing on WIL. In this study I determined whether there was a balance between the theoretical knowledge that PGCE students acquired at the university and the WIL skills that they were expected to demonstrate in the schools.

1.4.2 Qualification

Geyser (2004:142) states that a qualification is the formal recognition and certification of learning achievement awarded by an accredited provider. In the OBE approach intrinsic to the NQF, a qualification signifies and formally certifies the demonstrated achievement by a learner of a planned purposeful combination of learning outcomes, at a specified level of performance. It refers to the formal recognition of the achievement of the required number and type of credits and such other requirements at the specific levels of the NQF, as may be determined by the relevant bodies registered for such purposes by SAQA. Section 21 of the South African Council for Educators Act 31 of 2000 states that a person who qualifies for registration in terms of this Act must register with SACE prior to being appointed as an educator. Registration with SACE compels the prospective educator to adhere to the Code of Professional Ethics which entails that the educator establishes ethical relationships with the learner, the parent, the community, colleagues, as a member of a profession, with the DoE and with SACE. Therefore, in addition to subject matter knowledge and pedagogical content knowledge, the educator has to acquire professionalism. In this study I investigated whether PGCE student teachers were being developed professionally.

1.5 Shift of teacher education to higher education institutions (HEIs)

During the apartheid era there were state-funded institutions made up of Colleges of Education responsible for teacher education. The transformed South African state resulted in the incorporation of the college sector into the higher education system by 2001. These institutions offering teacher education are expected to design curricula taking into consideration the NSE. All higher education qualifications have to go through a process of registration via the NQF through SAQA, accreditation through the Council for Higher Education (CHE), a body constituted under the Higher Education Act (HEA); and funding through the DoE (Parker & Adler, 2005: 62-63). Since IPET is offered at HEIs its qualification structure is subject to the HEA (1997). The Higher Education Qualifications Framework (HEQF) provides the basis for integrating all HE qualifications into the NQF (DoE, 2007:13). Whilst IPET is the official designation, ITE will be used and these terms must be seen as synonymous.

The challenges facing HEIs are not only to train teachers, but also to retain their student teachers should the CoEs be reopened. The current criticism from the African National Congress (ANC) is that the shortage of teachers can be overcome if colleges of education are reopened and also, thereby ensuring that the gaps in teacher training can be closed.

1. 6 Challenges facing higher education institutions

1.6.1 Globalisation, massification and internationalisation

Geyser (2004:140-141) refers to the effects of globalization; massification and internationalisation on the composition of the student body and programme development in HE. Globalisation was expected to result in massification, institutional transformation, and profound shifts in research, curriculum construction and teaching. Massification was expected to result in large numbers of previously excluded youths and adults entering HEIs (CHE 2000-2001: 45). In addition to the large numbers of youth there is an increase in the number of international students who have access to HE in South Africa. Globalization was also expected to increasingly result in a shift in knowledge production, from being largely discipline-based and located within universities, referred to as Mode 1, to being interdisciplinary, research-based and conducted by teams based inside but increasingly outside universities, referred to as Mode 2 (CHE 2000-2001).

The effects of massification will become evident as a result of the collaboration between provincial education departments, the organised profession, the faculties of education and the DoE to recruit able and committed high school learners, undergraduates and mature citizens in other occupations for the teaching profession (DoE, 2007: 27). In terms of the PGCE the large numbers of students will place a strain on the human resources in faculties of education at universities. The possibility therefore exists that HEIs will have to revisit their placement policies in schools, by allowing greater school-based mentor involvement in the assessment and presentation of modules in the PGCE curriculum that are linked to WIL. Furthermore, the mobility of students internationally, means that provisions have to be made for greater numbers of international students to access initial teacher

education at South African universities. This will have implications for the PGCE in respect of English as the medium of instruction in the PGCE curriculum at the NMMU. This impact on language proficiency is already being experienced by students who move between provinces in South Africa, because there are eleven official languages.

1.6.2 Attitudes of teacher-educators in higher education institutions

Whilst the following extract traces the development of teacher education research in the USA over the last 21 years it is relevant to South Africa because teacher - educators in South Africa need to problematize and interrogate their practice (Zeichner, 1998:12):

There are only relatively few people who work in teacher education programs who actually read the research literature and think about it in relation to their own teacher education programs. We know from much of the research on teacher education reform that program development has often been a reaction to the mandates of state departments and legislatures more than it has been a thoughtful, analytic, and forward-looking process based on the attempt to implement a set of coherent, well thought out principles and ideas about what teachers need to know and need to be able to do.

By problematising and interrogating their own practice, teacher-educators at HEIs will focus on the ongoing development and improvement of the WIL skills of student teachers, thereby ensuring that the curricula in IPET programmes are relevant to the demands of the 21st century. Furthermore, teachers as researchers will become producers of knowledge and not merely consumers of knowledge and skills. The onus is therefore on universities to create opportunities for teachers.

1.6.3 Deficit of qualified teachers

The research by Crouch for the DoE indicates that the total number of teachers enrolled in IPET programmes is far below what will be required to service the school sector in the next 30 years (Park, 2006:143). According to Bertram, Appleton,

Muthukrishna and Wedekind (2006: 2) the national higher education sector should be producing between 19 250 and 24 750 newly qualified teachers per annum. A survey (Park 2006:143-144) by the Ministerial Committee for Teacher Education on the number of final year education students currently registered for teacher education programmes in South Africa showed that somewhere between 7 000 and 9 000 students would possibly qualify annually as professional teachers in the foreseeable future. According to Parks, at this rate, the deficit of qualified teachers will increase by between 12 000 and 14 000 teachers per annum. This deficit is also noted in the ELRC/HSRC *Educator Supply and Demand report* (2005) which projected a shortfall of around 15 000 teachers by 2008, under certain assumptions about enrolment trends and learnership ratios (DoE, 2007:9). The problem of teacher supply is further exacerbated by the fact that fewer graduates have considered teaching as a profession over the last decade (Park, 2006:144). The period 1990 - 2001 saw a decline in student teachers from 100 000 to 13 000.

1.6.4 Rationalisation of the teaching community

Whilst aggressive and positive marketing has the potential to promote teaching as a profession, cognisance has to be taken of the impact of the changes on the current generation of teachers. The current generation of teachers have had to cope with the rationalisation of the teaching community into a single national system, the introduction of new curricula, which emphasise greater professional autonomy and require teachers to have new knowledge and applied competences, including the use of new technologies and radical change in the demographic, cultural and linguistic composition of our classrooms (DoE, 2007: 4). The rationalisation of the teaching community has also had an impact on the capacity of HEIs to not only provide sufficient numbers of teachers, but also competent teachers to meet the needs of the country.

With regard to teacher competency, HEIs need to take note of the President's Education Initiative Research Project (1999) which concluded that the most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers. This includes the poor grasp of their subjects as evidenced by a range of factual errors made in content and concepts during lessons.

It was stated that teachers' poor conceptual and content knowledge contributes to low levels of learner achievement (DoE, 2007:5). In this study I investigated the PGCE student teachers' knowledge of the content in their fields of expertise. According to businesswoman Wendy Luhabe, Bantu education under apartheid served them better than those same township schools now serve the children born into freedom (Boyle, 2008:18). This is indicative of unsatisfactory delivery of education in this country when compared to the findings in 1999.

1.6.5 Poor public image of the profession

The perceived causes of diminishing interest in teaching as a career are the poor public image of the profession and its status, particularly among young people, challenging working conditions, uncertainty about where new teachers would teach after qualification, the lure of the many competing job opportunities, and a decline in the number of service-linked bursaries awarded by provincial education departments to student teachers (DoE, 2007:10). In this study an evaluation of teachers' morale was made as this would have an impact on WIL.

1.7 Encouragement of teaching as a viable career

Teacher morale is an important indicator of the viability of teaching as a career. This study examined teacher morale, in terms of the impact it had on PGCE student teachers who looked to school-based mentors as role models. In an attempt to raise the profiles of teachers, the DoE is promoting teaching as a viable career via a marketing campaign. It is also committed to investing resources in the initial education of teachers through an expanded programme of funding for student teachers, who, once qualified, will enter into service contracts with provincial education departments. Earmarked funds for teacher education have been allocated to the National Student Financial Aid Scheme (NSFAS) for loans to able students who would otherwise be deprived of a higher education. The DoE has also launched the national Fundza Lushaka Bursary programme, in collaboration with the provincial education departments, the FoE and NSFAS (DoE, 2007:11). The marked increase in the numbers of first year ITE students in the FoE at NMMU is indicative of the impact of the bursaries. This study looked at teacher morale with a view to

recommending intervention from the DoE, so that PGCE student teachers would have motivated and passionate school-based mentors. Motivated school-based mentors will be committed to providing PGCE student teachers with WIL skills of a high standard, particularly since these mentors will be models of professionalism for the PGCE student teachers to emulate.

1.8 Statement of the problem

There is an increasing interest in accountability of curricula within HE to determine the degree to which students taking the courses are actually learning what the institutions expect them to learn. Fry, Ketteridge and Marshall (1999:188) refer to the debate about the meaning of quality and standards in HE which reflects different and sometimes conflicting expectations of what HE should provide and deliver. Killen (2000:189-190) states that in teacher education programmes, the learner must be able to demonstrate the educator roles and their associated competencies as defined in the NSE before s/he is assessed as competent to perform the roles. Educators of teachers who are concerned about the student teachers' acquisition of WIL must intervene at the programmatic level of curriculum implementation and be prepared to interrogate policy. The problem to be investigated in this study is to ascertain the effectiveness of the PGCE as an IPET qualification by focusing on curriculum implementation and evaluation.

The minimum qualification for educators in South African schools is the four year BEd degree. The four year duration of the B Ed (FET) curriculum makes it possible for HEIs to successfully integrate the competences in their programmes. Whilst the initial preparation of educators in the four year B Ed programme offers a potential solution to the teacher shortage in the South African education system, it must be borne in mind that graduates can only enter the system as qualified educators after the four year period. In this regard the one-year PGCE qualification is a way of fast-tracking human resource development in this critical sector of the South African society. There must, however, be assurances that in the attempts to expedite the supply of educators, the core competences including WIL skills for educators should not be compromised.

The admission criteria for the PGCE in South Africa, namely a degree with modules in approved school subjects presupposes that the student has acquired adequate subject matter knowledge in at least two approved school subjects. It is expected that the PGCE candidate has also acquired a level of maturity associated with a graduate who has had exposure at an HEI and possibly acquired prior experience in a WIL environment.

With the current state of knowledge and the experience of fourteen years of teacher - training reform in post-apartheid South Africa, we need to design and implement IPET programmes in education faculties and departments, that are fully appropriate to the WIL skills and realities that reflect the roles and competences required today of educators at secondary schools. Therefore, the problem to be investigated in this study is:

Does the PGCE make a significant contribution to the development of the WIL skills of ITE student teachers?

The problem is further articulated in the form of the following sub-problems:

- What is the relationship between the theoretical knowledge provided by the PGCE curriculum and the development of WIL skills of student teachers in the schools?
- To what extent are the seven roles for educators in the NSE appropriate for the PGCE to develop WIL skills?

1.9 Hypothesis

The hypothesis for this study was:

The PGCE makes a significant contribution to the development of the WIL skills of ITE student teachers.

1.10 Aim of the study

The aim of the study was to investigate whether the one-year PGCE qualification at HEIs adequately develops the WIL skills of student teachers at FET schools in Port Elizabeth and Uitenhage, South Africa.

1.11 Objectives of the study

The objectives of the study are to:

- Determine the relationship between the theoretical knowledge provided by the PGCE curriculum and the development of WIL skills of student teachers in the schools.
- Delineate (WIL) skills appropriate to IPET.
- Identify characteristics of each WIL skill of student teachers.
- Determine the correlation between PGCE student teachers' self-assessment of WIL skills and school-based mentors' assessments of students' WIL skills.
- Formulate recommendations to HEIs to improve relationships between teacher-educators in IPET and school-based mentors, to enhance WIL curricula.
- Formulate recommendations to HEIs relating to the effectiveness of the PGCE curriculum to develop the WIL skills of future teachers.

1.12 Research design

The study was informed by a comprehensive literature study relating to WIL. The two variables in the study are WIL skills and the PGCE curriculum. Since the population of this study comprises PGCE student teachers and school-based mentors, a sample was chosen for pragmatic reasons. According to Gorard (2001:10), the purpose of sampling is to use a relatively small number of cases to find out about a much larger number. Non-probability sampling was employed, since the group of subjects selected was on the basis of their accessibility and availability.

Access to PGCE students at schools was gained by visiting eighteen schools in Port Elizabeth and two schools in Uitenhage.

The quantitative research method was used for the purposes of this study. Two questionnaires were administered in this study. The focus of the first questionnaire was on PGCE (FET) student teachers at schools and the second questionnaire focused on the school-based mentors who mentored the PGCE student teachers. The questionnaires were divided into four sections, referred to as domains depicting the WIL skills of teachers as follows:

- Domain 1: Preparation and planning.
- Domain 2: The classroom environment.
- Domain 3: Instruction.
- Domain 4: Professional responsibilities.

Allowance was made on the questionnaire for any additional comments, which respondents may have wanted to include. The quantitative data obtained via questionnaires was summarised. This data reduction was followed by statistical analysis of the data. The data was synthesised, to ensure the adequate and effective interpretation thereof. The research design will be discussed in greater detail in chapter four.

1.13 Clarification of concepts

1.13.1 Curriculum

The curriculum can be defined as an interrelated set of plans and experiences that a learner completes under the guidance of the school or learning institution (Jacobs, Vakalisa & Gawe, 2004:36). Geyser (2004:148) cites Kruger, who provides an operational definition of curriculum as the dynamic interaction between the principles of design, namely situation analysis, aims, goals and objectives, learning content, learning experiences, teaching opportunities and evaluation. For the purpose of this study the curriculum is the PGCE curriculum as depicted in Addendum 9. The

PGCE curriculum is made up of modules and includes a teaching practice component, which is the focus of WIL in this study.

1.13.2 Student teachers

These are the PGCE students who are placed at schools for their teaching practice while completing the qualification at the university.

1.13.3 School-based mentors

These are the experienced school-teachers who serve as mentors to the PGCE student teachers during their internship.

1.13.4 Teacher-educators

For the purpose of this study the academics at the HEIs who supervise the PGCE students during their placements in the schools will be referred to as teacher-educators since their role at the HEIs is to educate future teachers.

1.13.5 Work-integrated learning (WIL)

WIL is a form of education that integrates periods of academic study with periods of work experience in jobs related to the students' studies. It is offered at secondary, post-secondary and graduate levels by educational institutions in over 40 countries around the world (WACE, 2001:4).

The most common form of WIL is co-operative education, a term widely used in North America and increasingly so in Europe, Australia, New Zealand and Asia (WACE 2001:4). Other terms in use that describe this educational strategy include: job shadowing; practice oriented education; work-based learning; externship; internship; industry-based learning; field studies; practica; independent studies; apprenticeships; school-to-work; preceptorships; and school leavers (WACE 2001:4). In this study, WIL refers specifically to the competences that PGCE student teachers are expected to acquire during their training and internship.

1.13.6 Initial Professional Education of Teachers (IPET)

IPET refers to the initial qualification that an educator attains. The new recruits to the teaching profession will be able to enter the teaching profession by qualifying in either of two ways:

(1) Complete a BEd degree (480 credits, at NQF level 7) including a practical component of 120 credits. The qualification will carry a Relative Educational Qualification Value (REQV) of 14 and lead to registration as an educator by SACE. The BEd will be available in five modes of delivery: full or part-time contact study; part-time by a combination of contact and distance learning, including the option of a learnership; distance learning to mature first-time recruits to teaching who are in other occupations or who have not yet entered employment; by distance learning and mentored school-based practice to first-time recruits to teaching who are employed by provincial education departments as student teachers; and by distance learning and mentored school-based practice to serving teachers who wish to upgrade their qualifications and wish to change to a phase or learning area or subject where teachers are particularly needed. Only approved providers with strong learner support and mentoring in the field may offer the distance learning options.

(2) Complete an appropriate first degree followed by a one-year PGCE (120 credits, at NQF level 7), including an appropriate practical component. The qualification will carry a REQV of 14 and lead to registration as an educator by SACE (DoE, 2007, 26-27).

1.14 Chapter outline of the study

In **chapter one** a theoretical orientation to the research is provided. The significance and aim of the study and of the PGCE are stated. An overview is provided of what the PGCE entails. A brief historical background is presented to show the shift of teacher education to HEIs and to explain the challenges experienced by the HEIs. The chapter also provides the statement of the problem and sub-problem statements of the study. The rationale for the research is stated via the aim and objectives that

have been identified. The research design is discussed briefly and concepts are clarified. The chapter is concluded with a brief discussion of each of the chapters in the study.

In **chapter two** the literature study focuses specifically on the relevance of WIL to ITE. The challenges, as a result of the shift in teacher education to the HEIs, are discussed to present the context of ITE at HEIs. An overview of the research in teacher knowledge is presented to show the shift to a focus on teaching practice as an expression of knowing in action. The link between theory and practice is discussed to show the relevance of WIL in ITE. International perspectives are presented diagrammatically to demonstrate the differences and commonalities in the PGCE curriculum.

In **chapter three** the literature review focuses on the analysis of the competences linked to WIL for student teachers. The main foci in this chapter are the seven roles for educators in South Africa and WIL skills identified by Danielson in four domains as shown in Addendum 7 and Addendum 8 of this study.

In **chapter four** the methods, procedures and instruments of investigation to be used for the purposes of this study are highlighted. Ethical issues such as the researcher's scientific responsibility, researcher's relations to the subjects and researcher independence are focused on. Informed consent, confidentiality and the ethical principle of beneficence is also expanded upon.

Chapter five focuses on the analysis, interpretation and synthesis of the descriptive and inferential data relating to each of the four domains.

Chapter six provides the summary of the research and the conclusions of the findings in an attempt to address the problem areas identified in this study. Recommendations are suggested, based on the findings. This chapter concludes with the emphasis on the need to ensure that symbiotic relationships exist amongst all stakeholders in ITE in order to ensure the viability of the PGCE to develop the WIL skills of future teachers.

CHAPTER TWO

INTERNATIONAL PERSPECTIVES OF WORK-INTEGRATED LEARNING WITH SPECIFIC FOCUS ON INITIAL TEACHER EDUCATION

2.1 Introduction

The success of the PGCE programme is dependent upon the quality of the relationship between the HEIs which train these student teachers and the schools where the student teachers are mentored to acquire work-integrated learning skills. In this regard, Kader (2003: 8) states how the relationship between schools and training institutions evolved over the last two decades from one of distant wariness and expediency to one of mutual co-operation and respect.

The basic problem of ITE is that it has to adhere to the academic rigour expected at universities where theoretical knowledge is the focus, but at the same time teacher-educators are expected to ensure that the WIL skills that reflect the reality in the classrooms are attended to. This implies that teacher-educators have to have an in-depth understanding of the reality that prevails in the classrooms. The challenge facing teacher-educators is that they have to create a balance between the academic demands made upon them by the HEIs that employ them, and the need for simultaneously maintaining ongoing supportive roles with the school-based mentors to whom student teachers are entrusted. These mutually supportive roles are however not always possible, because of timetabling constraints in both sectors. The impact on student teachers is negative as a result of conflicting demands from the school-based mentors and teacher-educators.

According to Ensor (2002:273) the NQF was and is intended to bring formal academic education and vocational training into closer alignment. She states that the intended impact of the system of modularisation and credit accumulation upon schooling and higher education is to produce curricula that are more relevant to the world of work. In order to achieve relevance, traditional disciplinary boundaries had

to be replaced with interdisciplinarity. Ensor (2002:273) states that two contending discourses, namely a disciplinary discourse and a credit accumulation and transfer discourse came into play over the structuring of HE curricula. This is particularly evident in the PGCE where student teachers experience difficulty meeting the demands of their school placements and the demands of the university.

2.2 Criticisms of HEIs

With the first, traditional disciplinary discourse, according to Ensor (2002:274), academics argue that education should be an apprenticeship into powerful ways of knowing, such as of modes of analysis, critique and knowledge production. She argues that academic productivity focuses predominantly upon the development of concepts, structures and modes of argument, which she views as an inward focus, rather than outwards upon the world. Formal academic education therefore is given greater prominence at HEIs than WIL, although WIL is more relevant to the effective functioning of the PGCE student teacher in the schools.

This criticism that university learning concentrates too heavily on an increase in 'declarative knowledge', or 'knowing-about' things, and insufficiently on professionally relevant understandings or 'functioning knowledge' is shared by Gibson, Brodie, Sharpe, Wong, and Fraser (2007:2). Gibson *et al.* (2007:2) state that universities most commonly teach declarative knowledge alongside a skill component, or what is referred to as procedural knowledge, leaving the integration of the two to the students so that they develop the functioning knowledge necessary for the workplace.

Ensor (2002:274-275) states further that the underlying assumption in disciplinary discourse is that students, whom she refers to as the 'to-be-apprenticed', enter the university with sets of experiences which are other than the knowledge forms into which they are to be inducted. She argues that in this respect, the disciplinary discourse rests upon explicit, vertical pedagogic relations between adepts and novices with the rules of selection of curriculum content and of evaluation residing in the hands of academics. She sees these vertical pedagogic relations resulting in the emphasis of disciplinary content at the expense of individual student needs and

experiences. This is the situation experienced by PGCE student teachers who enter ITE with prior knowledge, skills and experiences linked to their degrees. The emphasis on disciplinary content linked to the specialisations of the PGCE student teachers could therefore make it difficult to strike a balance between theory and practice and education and training to be attained in just one year. The findings of the study will shed more light on this issue.

Those who advocate the speediest integration of South Africa into a globalising world economy, contend that a university sector that orients its activities towards producing highly skilled graduates for the workplace promotes the credit accumulation and transfer (CAT) or credit exchange discourse (Ensor, 2002: 275). The problem according to Ensor (2002: 289) is that whilst a number of institutions packaged their undergraduate offerings as programmes to achieve greater relevance to the world of work, undergraduate curricula have achieved this more in terms of rhetoric than in practice and programmes are still organised largely on a disciplinary basis.

Figure 2.1, which presents an overview of the evolution of research in teacher knowledge, provides a sense of how the study and characterization of teacher knowledge have evolved over several decades. Cole and Knowles (2000:7) do however, make the assumption that the act of teaching is informed by multiple forms of knowledge and is representative of a variety of ways of personal, professional, and contextual knowing. Whilst teacher-education may not have moved away from the behaviouristic approach, there is a shift as indicated in Figure 2.1 to a focus on practical experience and the view of teaching practice as “knowing in action.”

Zeichner (2007:8) notes a significant development in the new scholarship of teacher education where the research about teacher education is being conducted by those who actually do the work of teacher education. His advice to teacher-educators at HEIs is that disciplined and systematic inquiry into one’s own teaching practice provides a model for prospective teachers and for teachers of the kind of inquiry that teacher educators are hoping their students will employ (Zeichner, 2007:11). In support of teacher educators, Zeichner (2007:12) states that while there is some self-study research where teacher educators do not genuinely problematize their

practice and interrogate it intensively, there is a lot of work where teacher educators have courageously exposed and then confronted the shortcomings in their work and the gaps between their rhetoric and the reality of their practice.

Figure 2.1: Overview of the evolution of research in teacher knowledge

Period	Domains of teacher know-ledge	Focus of the studies
Until mid 1960s	Behaviouristic	Teacher behaviours and teaching skills
Mid 1960s	Cognitivism	Articulation of “ expert thinking” rather than expert behaviour
Mid 1980s	Diverse views on teacher knowledge and modes of knowing	Inextricable link between the personal (who teacher is) and the professional (what teacher does) Teaching is individualistic
1986-1989	Extended teacher knowledge to include situational or classroom knowledge	Ways in which teachers organize and manage classroom spaces and routines and their responses to situational cues
1987,1990, 1992	Pedagogical content group	Challenged claims that subject matter knowledge directly transfers into pedagogy
1985,1987. 1991-1994	Personal and social histories	Extends beyond the personal Includes social, political, historical, cultural
1983,1986 1991, 1994	Practical epistemology	Practical experience is included as an authoritative component of teacher knowledge
1983 1986-1988 1990-1991 1993,1995	Role-related image, metaphor and story	Honouring the personal and complex nature of teaching Practice is an expression of “knowing in action”

Source: Adapted from Cole & Knowles, (2000: 9-7)

In Figure 2.1 an overview of the research in teacher knowledge is presented to show the shift to a focus on teaching practice as an expression of knowing in action. This

shift emphasises the significance that WIL has gained, hence making skills acquired in authentic work contexts important components of the curriculum.

2.3 Theory versus practice in ITE

The imbalance between theory and practice in teacher education remains problematic at HEIs. Shulman (2004:531) states that a profession is a practice whose agents claim is rooted in bodies of knowledge that are created, tested, elaborated, refuted, transformed, and reconstituted in colleges, universities, laboratories, and libraries and that professions legitimate their work by reference to research and *theories*. However, Shulman (2004:532) sees theories as frequently so far removed from professional practice that the novice-professional-in-training rarely appreciates their contribution. A significant portion of the knowledge base of a profession that is acquired in the academy, is not *professional* knowledge unless and until it is put to use in what Shulman terms the *field* in the particular profession. Since professions are about *practice*, the field of practice is the place where professions do their work, and claims for knowledge must pass the ultimate test of value in practice. He reiterates that while the theoretical is the foundation for the entitlement to practice, professional practice itself is the end to which all the knowledge is directed. This is why Shulman (2004:533) asserts that in all professional preparations, there is some conception of a supervised clinical experience. Gibson *et al.* (2007:2) envisage WIL as an example of experiential learning. The experience of work is seen as an opportunity for students to gain and apply knowledge, skills and, attitudes and values in authentic contexts.

2.4 Characteristics of WIL

There is a growing tendency internationally to refer to WIL in order to give a new meaning to the notion of cooperative education (Groenewald, 2007:19). Gitywa (2001:24) states that the practicum refers to that body of professional experience during which the student applies, tests, and reconstructs the theory which is evolving, and during which s/he further develops her/his own competence as a teacher.

One key notion about learning at work is that it is closely related to individuals' experience, reasoning, or logically thinking through their work experience and giving that experience meaning. This supports the development of curriculum frameworks for WIL as the bases for learning in workplaces that are not *ad hoc* or without structure. Curriculum frameworks for WIL are formalised and structured by the goals, activities and culture of the work practice (Gibson *et al.*, 2007:5).

The induction of student teachers, teacher-educators at HEIs and school-based mentors remains a cause for concern as regards WIL, because standards of assessment are not always common to all stakeholders. Inconsistencies between school-based mentor assessments of student teachers and HEI teacher-educator assessments of student teachers are amongst the problems encountered.

Orrell (2007: 2-3) reiterates that learning in work placements needs to be deliberate and intentional, supported by induction of students and supervisors and the imaginative development of appropriate assessments to ensure the maintenance of high standards and adequate duty of care. Reflection and debriefing on the work by all parties is required to achieve these standards, as well as systematic evaluations for monitoring the quality of learning outcomes.

Another problem that arises is when student teachers are dissatisfied with work placements and as a result make their own arrangements regarding the substitution of sites. According to Orrell (2007: 2-3), a distinguishing feature of effective work-placement programmes is that they involve partnerships among diverse groups: employers, students, academic teachers, higher education managers, professional bodies and broker agencies (career offices, external placement groups). If continuing success is to be achieved there must be recognition of all the parties involved, with clear agreements between them. Furthermore, attainment of explicit mutual benefit is essential. She refers to Harvey *et al.* (1997) who caution that if the benefit fails for any party, the partnership ceases to be effective.

Groenewald (2007:20) refers to three essential interrelated learning contributory components of work-based learning, namely:

- structured learning in the workplace;

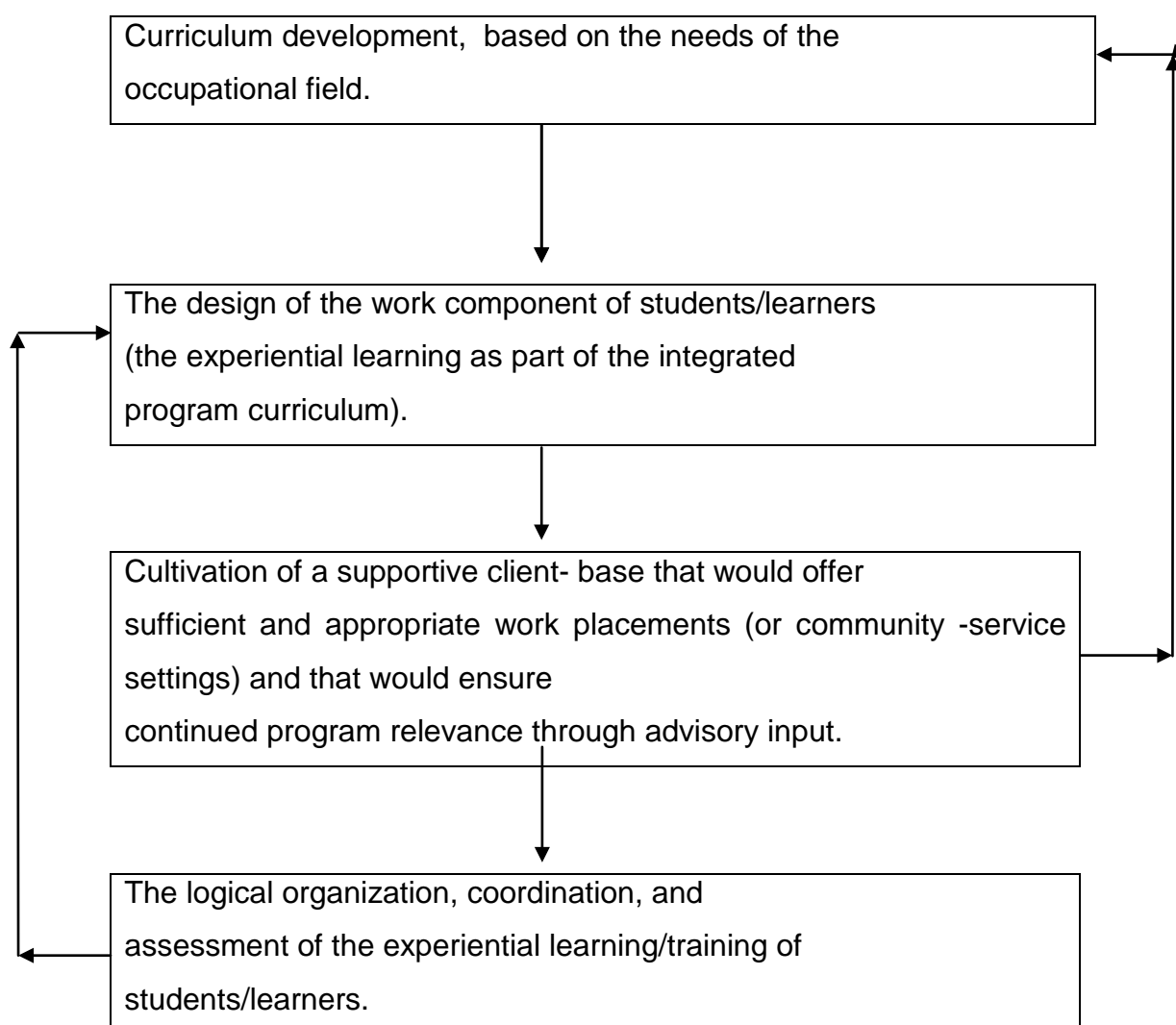
- providing appropriate on-job training/learning opportunities; and
- identifying and providing relevant off-job learning opportunities.

Groenewald (2007:23) emphasized:

- the significance of a relationship between the curriculum development based on the needs of the occupational field;
- the placements of students for work-integrated learning as part of the program curriculum; and
- maintaining a continuous reciprocal advisory process. He considers these to be the core components of cooperative education. (See Figure 2.2).

In terms of curriculum development, South African teachers have frequently had new content added to their specialisations. This is evident with the introduction of OBE which has raised concerns amongst experienced teachers about the curriculum. The stresses faced by educators are referred to by Manser (2005:13) in respect of the revised FET national curriculum for grades ten to twelve. PGCE student teachers therefore have to adapt content and methods to satisfy the demands of the real world. Furthermore, the discontent and frustration amongst educators, principals and the unions highlighted by Manser (2005:11) do not augur well for the PGCE student teachers who are entrusted to these school-based mentors. The second of the core components of cooperative education, namely the experiential learning is therefore negatively affected. The negative impact has far-reaching consequences for the latter two components in Figure 2.2. The ethos in the schools which is influenced by teacher morale will determine the quality of the experiential learning that student teachers experience. Hence, in this study the researcher will focus on the quality of the stakeholder involvement as regards WIL.

Figure 2.2: An illustration of the core components of cooperative education

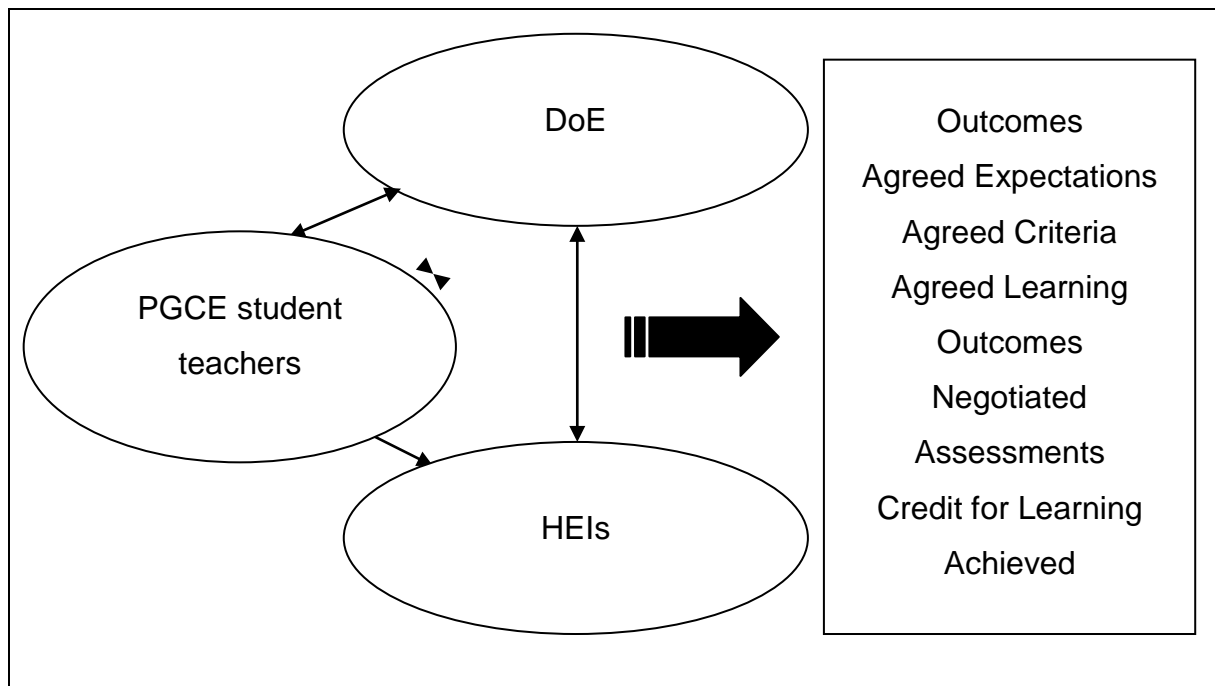


Source: Groenewald, (2007:23)

2.5 Learning contract

The student-driven, three-way negotiated agreement, known as a learning contract makes the learning objectives of the placement experience clear and explicit for the PGCE student teachers, school-based mentors and teacher-educators from the HEIs. Those involved in the agreement are the DoE, the PGCE student teachers and the HEI (see figure 2.3). The mutually agreed upon outcomes by all stakeholders will reduce tensions that could arise.

Figure 2.3: Learning contract

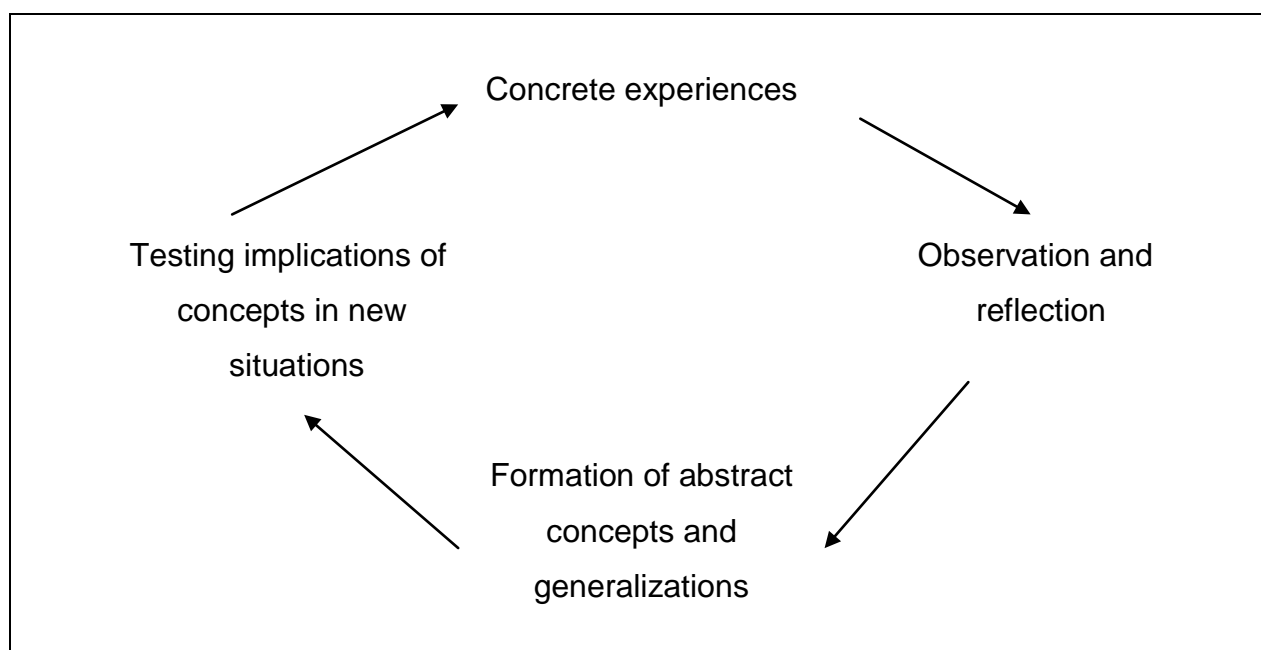


Source: Adapted from Marshall & Mill, (1992:212)

2.6 Kolb's Experiential Learning Model

Kolb's Experiential Learning Model (see Figure 2.4) provides a good description of the co-operative learning cycle as a four-stage cycle (Eames & Cates, 2007:42). In the case of PGCE student teachers, they can commence with concrete experiences through academic coursework. This is followed by observation and reflection upon their experiences at the schools and when they return to the HEIs, student teachers will then be given assignments linked to observation and reflection while on the job. As a result of the experiences and reflections the student teachers will be able to form concepts and generalisations that they will test in subsequent experiences (see Figure 2.4).

Figure 2.4: Kolb's Experiential Learning Model



Source: Eames & Cates, (2007:42)

2.7 Rationale for WIL

If the appropriateness of pre-service teacher training programmes to the reality of today's classrooms is the focus of HEIs, then WIL has to be a significant component of the pre-service teacher training curriculum. WIL which provides opportunities for students to apply theoretical knowledge, develop and consolidate skills, reflect on practice, and develop an understanding of the relevant profession or related sectors, is essential to providing real-world experiences. Employability, according to Orrell (2004: 1) has consequent outcomes for university reputations, retention rates and course demand. For universities to prosper in a competitive education market, it is essential to ensure that their students are equipped with relevant discipline knowledge and skills as well as generic, transferable skills. The HEI has the added responsibility of focusing on graduate employability, by ensuring that, specifically in the case of PGCE student teachers adequate and intensive opportunities for WIL in the placement schools are provided.

In Australia, the United States and the United Kingdom students who had undertaken a WIL experience or a skill-development component during their course

of study were more likely than others to have reflected positively on their university experience and to have achieved employment within their chosen field. Work placements are supported by employers who are recruiting, valued by students who wish to be work ready, and initiated by academics who want students to experience theory in practice and as a result, there are attempts to increase the prevalence of work placements as either a requirement or as electives in more generalist programmes (Orrell, 2004:1).

2.8 WIL policy

The Queensland University of Technology has, in its policy on WIL identified locations where WIL exposes students to the complexity of professional practice. These may be on campus through structured authentic activities and assessment derived from specific learning objectives; in simulated workplace settings on campus; as work experience in the industry / professional workplace; or as a community-based learning activity which will normally involve some work off campus. According to the policy, learning activities may include work experiences in industry (e.g. field placement, practicum, professional practice, community-based learning or internship); project or capstone activities; schemes and events; or simulated work environment (e.g. mock pharmacy, moot court, in-house production, simulated stock exchange or other as deemed appropriate through normal faculty approval processes). In undertaking WIL, students apply and refine their current knowledge and skills, and learn new knowledge and skills; apply, reflect on and critique their experience as part of assessment; and are normally coached or mentored by industry staff in the workplace. This policy, although designed for industry can be modified where school-based mentors do the coaching of PGCE student teachers.

2.9 Benefits of WIL for PGCE student teachers, HEIs and the DoE

The potential benefits of WIL for all stakeholders can be clearly articulated. However, these do not automatically occur in every programme. Positive outcomes must be carefully developed and worked toward actively by motivating participants, whilst consciously avoiding known difficulties (Gibson *et al.*, 2007:3).

2.9.1 Benefits of WIL for PGCE student teachers

Marshall and Mill as cited by Mulligan and Griffin, (1992:213) state that student involvement in the process of identifying and negotiating appropriate goals for learning for the workplace creates opportunities for ownership of the proposal and strong commitment to the achievement of the goals agreed. Visagie (2002:23) refers to the nurturing and mentoring which Darling-Hammond *et al.* (1998:155) highlight with their allusion to the caring and assistance provided to novice teachers and the introduction of these teachers to the school's values, traditions and resources.

Gibson *et al.* (2007:3) see WIL programmes as providing students with opportunities to enrich or learn both generic and discipline specific skills, relevant to professional practice. The workplace can also provide students with firsthand experience of the day-to-day operations of a school, access to resources not available on campus, establishment of a work history, enhanced employment opportunities, access to an employer's reference, the establishment of a network of professional contacts and the possibility of ongoing employment. Moreover, the workplace experience can serve to build confidence and maturity, and increase motivation to learn.

2.9.2 Benefits of WIL for HEIs

Coll and Eames (2007: 248) focus on the benefits of work-integrated learning for HEIs. As universities compete to become centres of excellence, they should seek support from commerce, industry, and the professions so that they appear the most attractive to students by providing clear pathways to jobs and careers. Further, the benefits are firstly, that HEIs through liaison with industry, business, government and communities receive feedback on the quality and relevance of their educational programmes and service delivery. These stakeholders can therefore serve in an advisory capacity as regards programmes. Secondly, opportunities are created to form research opportunities and innovative partnerships with industry, business, government and communities and in this way co-operative education contributes to the development of communities and the economy, regionally and nationally. Thirdly, institutions have access to the latest and most sophisticated equipment when they use experiential learning as an extended classroom or laboratory. Finally,

co-operative education creates opportunities for industry-based-sabbatical opportunities for academic staff.

2.9.3 Benefits of WIL for the DoE

For the DoE, the negotiation of agreed learning outcomes may encourage an active role in helping student teachers acquire skills. Furthermore, the DoE will be able to recruit PGCE student teachers to overcome the shortage of teaching personnel, secure in the knowledge that these student teachers have been trained in authentic contexts and monitored by experienced school-based mentors.

2.10 International perspectives

The international programmes analysed below are selected because of their similarity to the PGCE qualification offered in South Africa. The USA, Teach For America Programme is similar to the PGCE, because graduates are recruited to participate in the programme. In England and Wales three distinct types of partnership amongst stakeholders emerged, while in Scotland the traditional partnership model is still the norm.

2.10.1 UNITED STATES OF AMERICA: Teach For America Programme

The Teach for America (TFA) programme was initiated by Wendy Kopp in 1990 with the aim of improving student achievement in schools in economically disadvantaged communities, by recruiting academically strong graduates to work in these schools for two years (Raymond, Fletcher and Luque, 2001: 3). TFA differs from traditional training as its structure is indicative of its viewpoint that good teaching skill is gained through direct experience and interaction with other teachers. New TFA teachers in Houston must enrol in the district Alternative Certification Program (ACP) at the beginning of the first year. This program helps unqualified teachers earn their Texas teacher certificate in one year (Raymond *et al.*, 2001:4). This type of ITE programme can have far-reaching implications for the shortage of teachers in disadvantaged townships, if it is implemented in South Africa. It evokes the importance of the PGCE qualification to develop the WIL skills of teachers.

However, a few states require beginning teachers to complete subject-specific portfolios or other performance assessments to earn a teaching license. These assessments, modelled on those of the National Board for Professional Teaching Standards, more authentically measure the candidates' ability to integrate knowledge of content, students, and context in making instructional decisions. One of these initiatives, the Performance Assessment for California Teachers (PACT), was launched by the University of California, Mills College, San Jose State University, and San Diego State University in response to a state requirement that colleges use a teacher performance assessment as a basis for the initial license recommendations (Darling-Hammond, 2006:19).

Faculties use the PACT results to revise their curriculum. In addition, both the novice teachers and the scoring participants describe benefits for teacher education and for learning to teach from the assessment and scoring process. For example, in a 2005 survey of PACT participants (Chung, Pecheone, & Stansbury, 2005), the following view was expressed by an academic in the education faculty:

The scoring process forces you to be clear about 'good teaching'; what it looks like, sounds like. It enables you to look at your own practice critically with new eyes.

In addition to selecting teachers who can indeed teach, these kinds of standards and assessments can help teachers learn to teach more effectively, improve the quality of preparation programs, and create standards and norms that are widely shared across the profession so that good teaching is no longer a magical occurrence (Darling-Hammond, 2006:19). These approaches adopted in the PACT can assist PGCE stakeholders to reach consensus on assessments relating to WIL, and in so doing eliminate the inconsistent assessments for teaching practice given to student teachers by school-based mentors and teacher-educators from HEIs.

Figure 2.5: Diagrammatic representation of the Teach for America Programme

Aim	To recruit recent college graduates with strong leadership qualities, as beginning teachers for children in participating schools and school districts in low-income communities.
Admission requirements	Rigorous screening of: <ul style="list-style-type: none"> • top graduates from selective universities; • graduates with good academic records in a specific discipline; • graduates with a deep knowledge of subjects to be taught and • recruits with leadership experience.
Duration of training	Five weeks of Summer School and on-going TFA-sponsored professional development.
Curriculum	<p>a) Summer training (5 weeks intensive pre-service coursework) consisting of:</p> <ul style="list-style-type: none"> • curricular planning; • lesson planning; • classroom management and • student assessment and literacy development. <p>b) Balance of Summer focus is on WIL as:</p> <ul style="list-style-type: none"> • student teachers or • team teachers. <p>c) Autumn- focus shifts to professional development in the recruits own classroom to:</p> <ul style="list-style-type: none"> • discuss challenges; • discuss new methods with mentors and • develop collegial relationships.
Work-integrated learning	<ul style="list-style-type: none"> • On-going TFA-sponsored professional development in schools in poor neighbourhoods.
Mentorship	TFA in-service instruction ensures that: <ul style="list-style-type: none"> • teachers are assigned as mentors at the ACP intern's school; • the intern has weekly training sessions with mentors; • an ACP specialist meets with and observes the intern each month; and that • release time is given to the intern every month to observe the mentor or master teacher.

Assessment	Implied during mentoring.
Requirements for certification / professional body accreditation	A teacher must complete 12 ACP training sessions and pass two courses provided under contract by a local university to fulfil the requirements for certification.
Service contract	Minimum 2 years.
Quality Assurance	<ul style="list-style-type: none"> • Lacks pedagogical and child development training. • Subjected to Quality Assurance.
Benefits of programme	Graduates who entered teaching via TFA are as good as or better than other teachers hired by the Houston Independent School District, in terms of how much pupils learn.

Source: Adapted from Raymond *et al.*, (2001:1-5)

2.10.2 ENGLAND AND WALES

Brooks, Barker & Swatton (1997:164-165) refer to the announcement by the British Government that from September 1994, a minimum of two-thirds of courses of ITE secondary training must take place on the premises of schools which would become the full partners of HEIs in the planning, management and conduct of the training. Christie, Conlon, Gemmell & Long (2004:111) refer to Furlong *et al.* (1996) who distinguish three models of partnership:

- collaborative;
- HEI-led;
- separatist partnerships.

In collaborative partnerships, teachers and HEI tutors work together in planning and discussing professional issues. In an HEI-led partnership, assessment and the content of the placement and planning is defined by the HEI in consultation with small groups of teachers. In the *separatist model*, each sector is seen to have its own responsibilities without any attempt at dialogue and with integration being achieved by the students themselves.

To determine the impact of moving the bulk of training from the HEIs to schools, Christie *et al.* (2004:111) referred to a survey by Barker *et al.*, entitled *A Study of the Tangible Costs and Benefits of Initial Teacher Education in Secondary Schools* which focused on the school-based PGCE. The views of four groups involved with school-based ITE were considered. The first group consisted of head-teachers who play a key role in decisions about involvement in ITE. The second group consisted of the mentor who was referred to as the professional coordinator because this role entailed liaising with the HEI and overseeing the students' wider professional development. The third group consisted of the subject mentor whose concern was developing the students' subject knowledge, skills and application and the fourth group consisted of class teachers who had informal contact with student teachers. Some of the findings relating to costs and benefits are summarized below (Brooks *et al.*, 1997:166-175):

Costs:

- Those who were directly responsible for ITE had experienced major increases in the demands on their time.
- More than half the teachers who had designated roles did not have designated time in which to execute their roles.
- There was an increase in teachers' workloads.
- Teachers experienced an increased amount of administration.
- Student teachers placed a demand on existing resources.
- Few teachers regarded the funding of school-based ITE as adequate.
- Mentoring adult student teachers could be stressful, since teachers are trained to mentor adolescents.

Benefits:

- Teachers who were directly involved reported substantial gains in their professional development and job satisfaction.
- Mentoring was an intellectually stimulating activity for teachers who were able to engage in a two-way exchange of ideas and questions with student teachers.

- Teachers' management skills were enhanced.
- Teachers experienced increased job satisfaction.
- There was an increase in curriculum innovation and in the use of novel teaching methods as a result of knowledge from student teachers.

Brooks *et al.* (1997:176) conclude that the calibre of students will determine the viability of school-based ITE, as consideration has to be given to the benefits that good students ensure, and the costs that weak students are responsible for.

Figure 2.6: ENGLAND AND WALES: University of East London
Diagrammatic representation of PGCE (Secondary)

Aim	To produce effective teachers who are able to operate as reflective practitioners.
Admission requirements	<ul style="list-style-type: none"> • Application through Graduate Teacher Training Register form and interview where student demonstrates: <ul style="list-style-type: none"> ➤ proficiency in Standard English; ➤ appropriate personal and intellectual qualities to become a teacher; ➤ achievement of standard equivalent to Grade C in GCSE examinations in English and mathematics. • A degree in appropriate subject from an United Kingdom Higher Education Institution or an equivalent qualification.
Duration of training	<ul style="list-style-type: none"> • 36 weeks full-time. • Teaching year begins in September and ends in July. • Credit-rating for the programme is 120 (1 credit=10 hours).
Curriculum	<ul style="list-style-type: none"> • Trainees spend 24 weeks in school. • 12 weeks are spent based at UEL or in partner schools. • Programme content in context of multi-lingual, multi-cultural urban East London schools: <ul style="list-style-type: none"> ➤ Design and Technology; ➤ English; ➤ Information and Communication Technology; ➤ Mathematics; ➤ Modern Foreign Languages (European and Community Languages);

	<ul style="list-style-type: none"> ➤ Music; ➤ Science; and ➤ Physical Education.
Work-integrated learning	<ul style="list-style-type: none"> • The School Experience Placements are assessed by observation carried out by UEL and school based staff. • Students are engaged in seminars, workshops and where appropriate have practical sessions in studios or laboratories.
Mentorship	<ul style="list-style-type: none"> • Trainees have an assigned mentor whose role it is to support, monitor and assess them. • Mentor support supplemented by visits from UEL tutor.
Assessment	<ul style="list-style-type: none"> • Professional Development File is used to record all evidence towards Department for Education & Skills Standards required for the conferment of Qualified Teacher Status. • All evidence is seen by a mentor and/or UEL tutor to check that the quality of the evidence demonstrates that the Standard has been met. • Examples of appropriate evidence: <ul style="list-style-type: none"> ➤ observations and feedback by mentors; ➤ lesson plans and evaluations; ➤ assignments; ➤ directed tasks; and ➤ lecture and seminar notes.
Requirements for certification / professional body accreditation	<ul style="list-style-type: none"> • Pass all required assignments. • Demonstrate that all the standards required for Qualified Teacher Status awarded by the General Teaching Council have been met (e.g. complete 120 days in schools). • Continual assessment through the Professional Development File.
Service contract	<ul style="list-style-type: none"> • None.
Quality Assurance	<ul style="list-style-type: none"> • A process of programme approval from consulting academic experts and subject specialists from other institutions prior to implementation of the programme. • Programme is monitored each year through: <ul style="list-style-type: none"> ➤ external examiner reports (considering quality and standards); ➤ statistical information (e.g. consideration of pass rate);

	<ul style="list-style-type: none"> ➤ trainee feedback. • Programme teams undertake the annual Review and Enhancement Process - coordinated at school level and includes student participation. • Review Process is monitored by UEL's Quality Standing Committee. • Subject to scrutiny by Ofsted on a regular basis and • once every 6 years UEL undertakes an in depth review of the whole field.
Benefits of the programme	<ul style="list-style-type: none"> • Trainees become familiar with: <ul style="list-style-type: none"> ➤ the National curriculum ➤ very high success rate of securing teaching posts; ➤ skills and knowledge that trainees gain during the programme are highly portable; and ➤ offers a clear career structure within the teaching profession with options.

Source: Adapted from University of East London: Postgraduate programme specification.

2.10.3 SCOTLAND

Holligan, (1997:535) states that Scotland is a country which has maintained a traditional *partnership model* of full-time provision compared with the school-based routes into teaching in England and Wales. The curriculum in ITE is informed by the views of the General Teaching Council and the SOED working in collaboration with the professional establishment in the HEIs themselves. The HEIs decide on the balance between theory and practice.

Christie *et al.* (2004:111-112) state that students on placement in Scotland receive support from teachers in subject departments, while attention to whole-school issues is provided by a senior member of staff, often designated as *the regent*. They state further that formal mentoring does not accompany these roles and refer to a recent review which claimed that in practice, Scottish teacher education institutions still take the lead by setting the agenda for placement experience.

Figure 2.7: SCOTLAND: University of Glasgow**Diagrammatic representation of the PGCE and Diploma Programme in Support for Learning.**

Within this programme, daytime postgraduate courses are also offered at The University of Strathclyde-Jordanhill Campus, and The University of Edinburgh-Moray House Institute of Education.

Aim	The programme is designed to meet the wide range of requirements of schools, educational establishments and their staffs.
Admission requirements	<ul style="list-style-type: none">• Fully qualified teachers who have full and final registration with the General Teaching Council for Scotland.• Graduates or individuals with comparable formal qualifications or who have appropriate and substantial experience in the area of support for learning.• Success as a practicing teacher.• Evidence that the participant will benefit from the programme of study.• Evidence of reflecting on the wider aspects of school, curriculum and community.• Competence in the use of ICT.
Duration of training	<ul style="list-style-type: none">• Provides a degree of flexibility at postgraduate level.• The completion of the certificate (4 courses=60 Scotcat Masters points, which translates into 150 hours of study), cannot take longer than five years.
Curriculum NB: Certificate	<ul style="list-style-type: none">• Evolving concept of Special Education Needs.• The learner and the curriculum.• Specialism (i).• Working together.
Work-integrated learning	<ul style="list-style-type: none">• Participants will normally be fully qualified teachers who have full and final registration with the General Teaching Council for Scotland.• They will however focus on extended professional development and being reflective practitioners.

Mentorship	<ul style="list-style-type: none"> Implied because partnership between the establishment, adviser / principal officer and university is an integral part of the process.
Assessment	<ul style="list-style-type: none"> Implied during mentorship.
Requirements for certification / professional body accreditation	<ul style="list-style-type: none"> Pass the four prescribed modules in the curriculum.
Service contract	<ul style="list-style-type: none"> Pathways of Study are negotiated at the outset with partners.
Quality Assurance	<ul style="list-style-type: none"> The Department complies with University regulations regarding cross-marking and review by external examiners. All assessment is subject to the scrutiny of the Board of Examiners. Students give verbal and written feedback on the programme throughout the year. Summary reports from the tutors for each course are used to inform changes to the course.
Benefits of programme	The teaching styles of the course encourage the active participation of course members in the teaching and learning process, and there is the added advantage of a wide range of experience represented in the courses.

Source: Adapted from Faculty of Education: *Programme Handbook (Session 2005-06)*

2.11 Similarities and differences between PGCE and international models

The international models and the PGCE at NMMU all require degrees in their admission requirements. A language endorsement is not required in the TFA programme and since the participants in Scotland are usually fully qualified teachers it is expected that they will have satisfied a minimum requirement in terms of language. In England and Wales proficiency in Standard English is a requirement. In the case of the PGCE at NMMU competence in using two official languages as the medium of instruction is required.

The duration of training in TFA programme is five weeks of summer school and ongoing professional development, whilst in England and Wales the duration of the training is 36 weeks full-time. In Scotland it is expected that 150 hours of study must be completed. The PGCE at NMMU is offered for one year on a full-time basis. This study therefore aims at determining whether the WIL skills can be adequately mastered by the PGCE students during one year. WIL skills are the focus of the international models as well as the PGCE at NMMU. The beneficial effects of the WIL component is highlighted in the TFA programme, where the calibre of teacher compares favourably with other teachers in terms of how learners learn.

Mentorship features prominently in the international programmes as well as in the PGCE. As in the case of the PGCE at NMMU, there is a quality assurance component in the international programmes. In the TFA programme and the programme in Scotland formative assessment is implied during mentorship. In England and Wales the formative assessments are similar to those done in the PGCE at NMMU. Summative assessments form part of the curriculum in the TFA programme, the PGCE and Diploma programme in Scotland and the PGCE programme at NMMU. The assessment tool for teaching practice at NMMU appears as Addendum 10 in this study. In Addendum 10, PGCE student teachers are assessed according to criteria linked to the following aspects in terms of teacher growth and development:

- student teacher attitude;
- teacher interaction with learners and learner response;
- planning and preparation; and
- classroom management.

The TFA programme is the only programme that has a service contract for two years. All the programmes have to satisfy requirements for professional accreditation.

2.12 Summary

This chapter provided the discussion of theory versus practice in ITE. The focus was on the benefits of WIL for all stakeholders in ITE. The international perspectives provide insight to stakeholders in ITE in South Africa regarding teacher training requirements. The benefits of each of the international programmes discussed serve as benchmarks to stakeholders in ITE in South Africa to make use of strategies that can be adapted to the South African context. These international perspectives also emphasised how WIL impacts on ITE globally and will be used in this research.

CHAPTER THREE

ANALYSIS OF COMPETENCES THAT CONTRIBUTE TO THE WORK- INTEGRATED LEARNING SKILLS OF EDUCATORS

3.1 INTRODUCTION

According to the National Education Policy Act 27 of 1996 (Brunton *et al.*, 2003:A46 - A48), the seven roles and associated competences for educators for schooling are the *norms* for educator development and therefore the central feature of all initial educator qualifications and learning programmes. The seven roles are:

- learning mediator;
- interpreter and designer of learning programmes and materials;
- leader, administrator and manager;
- scholar, researcher and lifelong learner;
- community, citizenship and pastoral role;
- assessor; and
- learning area / subject / discipline / phase specialist.

Although teaching practice is recognized as an essential feature that should be included in all educator programmes, no competences are specifically associated with it, as teaching practice is seen as a mode of delivery through which all the different roles of educators should be developed and assessed. WIL is however considered to be very important and is expected to provide the authentic context within which student teachers experience and demonstrate the integration of the competencies developed in the PGCE curriculum.

3.2 SEVEN ROLES AND ASSOCIATED COMPETENCES FOR EDUCATORS

The seven roles for educators are indicative of the WIL skills that all educators need to master in order to function effectively in the schools. These seven roles are analysed in this chapter because they overlap with the four domains identified by

Danielson (1999). The seven roles for educators and the four domains of Danielson (1999) provide the criteria in this study to determine the adequacy of the PGCE. As a result these criteria were used to design the research instruments (see Addendums 7 & 8). The seven roles for educators are analysed below.

3.2.1 Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualized and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

3.2.2 Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will select sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

3.2.3 Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, support learners and colleagues, and demonstrate responsiveness to changing circumstances and needs.

3.2.4 Community, citizenship and pastoral role

The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

3.2.5 Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

3.2.6 Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

3.2.7 Learning area/ subject/ discipline/ phase specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the

learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

3.3 WIL skills for successful learning mediation

3.3.1 Micro-teaching

The responsibility of HEIs is to provide opportunities for student teachers to acquire initial WIL skills in simulated environments in which the student teachers feel safe to experiment. Gitywa (2001:19) states that micro-teaching is designed to reduce the complexities of classroom teaching, because the student teacher teaches a small group of learners and has only one or two skills to practise and master. The significance of the role played by the method lecturers in this regard is highlighted by Gitywa (2001: 20) who maintains that the new behaviour or skill should be modelled by an expert, which in this instance is the method lecturer. The method lecturer refers to the teacher-educator at the HEI who is responsible for providing guidance to the student teacher specifically in the two subject areas that the student teacher specialises in. Squires (2003:97) defines modelling as paying attention to, imitating and internalizing some aspect of the behaviour of a significant other person, which can be positive or negative. Squires (2003:98) states that modelling can become a problem for the following reasons:

- It raises questions about student identity and autonomy if one considers that student teachers have to think for themselves.
- There may be conflicting models where lecturers represent one kind of approach and practitioners another.
- The model may be inappropriate or negative since it may embody values, attitudes or processes that are undesirable.

3.3.2 Lesson presentations

Cohen *et al.* (1996:193-196) describe five skills identified by Perrott that a teacher needs to develop in order to become a successful presenter. These are:

- set induction;
- closure;
- stimulus variation;
- clarity of explanation; and
- use of examples.

3.3.2.1 Set induction

A set has been defined as a temporary, but often recurrent, condition of a person that orients him/her toward certain environmental stimuli or events rather than towards others, selectively sensitising him/her. This facilitates certain activities or responses rather than others. Induction is synonymous with the introductory phase of a lesson. The purpose of this phase is to:

- Gain the learner's interest.
- Serve as a means of *transition* from the known to the unknown from material already covered to new material about to be introduced. At the beginning of a lesson, a question-and-answer session on material covered in the last lesson, prepares for the new learning in the current lesson.
- Provide a *structure* for a lesson to tell learners at the outset what the teacher expects of them.
- Give meaning to a new concept or principle by using concrete and specific examples and analogies to assist pupils in understanding abstract ideas and concepts.

The lesson objective and its significance should then be stated clearly to ensure clarity for the learners in terms of what they are going to learn and to emphasise the significance of the learning (Curzon, 2003:270).

3.3.2.2 Closure

Since closure has to be aligned to set induction by drawing attention to the end of a learning sequence or the end of an entire lesson by focusing attention on what has been learned, it needs to be carefully planned so that it is given due allocation of time. The conclusion ought to include a revision, a summary or a link with the next lesson such as the setting of an assignment or the announcement of the next lesson's title (Curzon, 2003:273).

3.3.2.3 Stimulus variation

Stimulus variation refers to the verbal and nonverbal communication that takes place during teaching and learning. Cohen *et al.* (1996:193-196) refer to Perrott who identifies the chief means of varying the stimulus as follows:

- *Teacher movements*: Deliberate and timed shifts about the room can help revive and/or sustain interest.
- *Focusing behaviours*: Verbal *focusing* refers to giving emphasis to particular words, statements or directions. *Gestural focusing* involves using eye movements, facial expressions, and movement of head, arms and body. *Verbal-gestural focusing* is a combination of the two.
- *Changes in speech patterns*: This entails variations in the quality, expressiveness, tone and rate of speech, all of which can increase animation. The effectiveness of planned silences and pauses are also seen to be effective.
- *Changing interaction*: The need here is to alternate the main types of interaction which are between teacher and class, teacher and learner, and learner and learner.
- *Shifting sensory channels*: Information is processed by means of the five senses and the learners' abilities to take in information can be increased by appealing to sight and sound alternatively. Thus a teacher will follow up a verbal explanation with an accompanying diagram.

3.3.2.4 Clarity of explanation

Clarity of presentation is something that can exert considerable influence on effective teaching. The factors contributing to effectiveness in explanation are:

- *Continuity*: Maintaining a strong connecting thread through a lesson is a matter of great importance.
- *Simplicity*: The use of simple, intelligent and grammatical sentences.
- *Explicitness*: Avoidance of the assumption that the children understand.

3.3.2.5 Use of examples

Cohen *et al.* (1996:193-196) refer to Perrott who offers the following guidelines for the effective use of examples which she considers to be a fundamental aspect of teaching:

- Start with simple examples and work towards more complex ones.
- Start with examples relevant to the pupils' experience and level of knowledge.
- Relate examples to the principles, idea or generalisation being taught.
- Check to see whether you have accomplished your objectives by asking the pupils to give you examples which illustrate the point you were trying to make.

The above-mentioned WIL skills relate specifically to the competences required by PGCE student teachers to deal with instruction. Closely aligned to these skills is the student teacher's capacity to use questioning and discussion techniques.

3.3.3 Using questioning and discussion techniques

Questioning and discussion techniques are considered to be important WIL skills in teacher training. Shulman (2004:262-263) refers to wait-times as the amount of time between a teacher's question and a learners response, or a teacher repeating, restating, or redirecting the question and the subsequent amount of time between a learner response and a teacher's reaction. Overall, longer wait-times were

associated with higher-order responses on the part of learners. That is, the longer teachers waited after asking questions or following learners answers, the more complex, analytic, or creative were the statements made by their learners. According to Shulman (2004) the wait-times represent periods of reflection and provide opportunities for analysis and deliberation, for cognition and metacognition, but are also likely to present occasions for disruption and misbehaviour. As a result student teachers will have to be prepared with coping strategies for discipline-related problems.

Shulman (2004:263) refers to a category of event that is referred to as a critical moment. The first category of critical moment occurs when a teacher asks the class a question s/he knows everyone can answer- and no one can! The second category of critical moment occurs when the teacher asks the class a question s/he is confident no one can answer- and many do! In each case, the planned lesson or lesson segment has been disrupted because the expected understanding (or ignorance) has not been demonstrated. The third kind of critical moment is the most discomforting for all, because, someone produces a response that simply does not fit with the teacher's expectations and is not immediately discernable as right or wrong. This kind of unpredictability produced some of the most painful critical moments of all, because it placed the greatest strain on the subject-matter competence of the teacher. The WIL skill needed is the capacity to think on one's feet, as a result of in-depth subject-matter knowledge. Shulman (1990:264) concludes that if the great virtue of wait-time is that it yields more inventive or creative responses from learners, then its great liability is that by the same token it necessarily increases the unpredictability of classroom discourse. Most likely, increases in wait-time are accompanied by increases in the frequency and intensity of critical moments. Wait-times may not only make teaching better; they may make teaching more difficult and therefore create greater strain for teachers. The student teacher cannot therefore merely formulate questions without considering the possibility that learner responses may be convergent or divergent.

3.3.4 Central section

The central section of the lesson refers to the content disclosure phase. Curzon (2003:270-272) states that statements of facts and ideas, illustration by example, demonstrations, discovery by the class of underlying principles, development of facts and ideas and their practical application, may feature in the central section. He also suggests that tests and assessments should be included to inform learners of their progress and to maintain their interest. The central section is followed by the consolidation part of the lesson which involves review, rehearsal of learning and the bringing together of the elements of the lesson as a whole. Curzon (2003) emphasizes that the lesson structure may have to be modified or even scrapped due to unforeseen circumstances. The implication in this instance is that the PGCE student teacher has to be prepared for unexpected events in the WIL environment and to therefore have alternate plans in place if and when the need arises.

Figure 3.1 provides four examples of lesson structures. The first column of each of the lesson structures indicates how PGCE student teachers could introduce the lesson. It must be noted that the statement of the lesson objective is important at this stage of the lesson. In the central sections of all the lesson structures the clarification of concepts is the main focus. In this section of the lesson the PGCE student teacher must be able to utilise a variety of teaching strategies that will be determined by the context in which the instruction takes place. Recapitulation is an important feature of this section of the lesson structure. Assessment is incorporated in this section of the lesson and is continued into the final phase of the lesson which is the conclusion. These lesson structures are indicative of the WIL skills that PGCE student teachers have to acquire to manage instruction in the classroom.

Figure 3.1 Lesson structures excluding teaching aids

Minimum knowledge	Teaching Strategy								Optimum knowledge, i.e. attainment of objective	
Structure I	1. Statement of lesson objective	2. Concept I	3. Link	4. Concept II	5. Recapitulation		6. Test	7. Assessment	8. Revision and link with next lesson	
Structure II	1. Test on previous lesson 2. Statement of lesson objective	3. Concept I	4. Variations and extensions of Concept I		5. Link	6. Concept II	7. Revision	8. Test	9. Assessment	
Structure III	1. Recapitulation of previous lesson 2. Statement of lesson objective	3. Concept I	4. Link	5. Concept II	6. Recapitulation	7. Revision	8. Concept III	9. Test	10. Assessment	11. Final revision
Structure IV	1. Test on previous lesson 2. Statement of lesson objective	3. Demonstration		4. Explanation	5. Recapitulation	6. Writing-up of the demonstration		7. Test	8. Assessment	9. Revision and link with next lesson
Introduction	Central section									Conclusion

Source: Curzon, (2003:271)

3.3.5 Knowledge of learners

Landsberg *et al.* (2005:4) emphasise that what happens in schools is a reflection of the developments and changes in society. Because educators are citizens of their society and local community, they will therefore influence the life and work of schools. They refer to the Education White Paper (DoE, 2005:18) which states clearly that classroom teachers are the primary resource for achieving the goal of inclusive education. The post-apartheid South African society is multicultural therefore multiculturalism is evident throughout the education system and cannot be ignored in programme development at higher education institutions. It is therefore imperative that the PGCE curriculum incorporates diversity as a WIL skill for these multicultural teaching and learning environments.

3.3.5.1 Diversity

The challenge facing academics in the PGCE is to determine the type and extent of the diversity they can anticipate in their lecture rooms and to focus on strategies to ensure inclusion. It is only then that academics will be able to construct curricula to meet the demands of the transformed student population and become models for student teachers to emulate in WIL environments. Landsberg *et al.* (2005:8) refer to an extract from UNESCO which states that “inclusive education systems must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities.”

PGCE students have to be adequately equipped with the WIL skill of diversity to be able to treat all learners with equality. Lemmer *et al.* (2006:9) identify the following current approaches to dealing with diversity in South Africa schools:

- assimilation approach;
- colour blind approach;
- contributionist approach;

- cultural diversity;
- language of instruction;
- gender; and
- special needs.

3.3.5.1.1 Assimilation approach

In this approach learners are expected to adapt to the existing ethos of the school and to the curricula that have been developed for a different learner population. This approach shows disrespect for the differences of learners.

Landsberg (2005:37) states that children whose own language, traditions, values, norms and customs differed from those of the school culture might have underachieved because the existing curriculum had nothing in common with their own cultural milieu. The PGCE curriculum has to therefore reflect the reality in the schools and contribute to the transformation that was initiated with the implementation of OBE, post 1994.

3.3.5.1.2 Colour blind approach

In this approach, educators sometimes claim not to see race or colour and do not want to consider it in their dealings with diverse learners, thereby maintaining the status quo at the school. Educators who apply this approach often try to suppress their prejudices when dealing with learners from other racial groups by professing not to see colour. Student teachers have to be encouraged to be reflective practitioners who are prepared to interrogate their beliefs.

3.3.5.1.3 Contributionist approach

In this approach, the school may have a cultural day at school or string together medleys comprising verses of songs in different languages, in an attempt to confirm its recognition of *new* learners. However, this is a superficial *add on* approach and does little to address diversity in a concrete way. In the PGCE, cultural diversity, the

language of instruction, gender, special needs and racial diversity must be considered.

3.3.5.1.4 Cultural diversity

A culturally diverse country consists of a macro-culture, which is the dominant culture of the nation that is generally shared by all, as well as micro-cultures or sub-cultures. In South Africa the macro-culture is that of the dominant group. However it is not necessarily shared as a result of separatism, which for a long time has excluded many groups from participating in social structures (Lemmer *et al.*, 2006:7). According to Lemmer *et al.* the infusion of fragmented ethnic - related content into the curriculum only reinforces stereotypes and perpetuates inaccuracies and misrepresentations. Furthermore, the development of a multicultural approach to teaching involves, inter alia examining the existing curriculum for strengths and weaknesses, determining the relevant outcomes, selecting appropriate instructional material, incorporating a variety of teaching techniques, and selecting appropriate assessment techniques.

Lemmer *et al.* (2006:7) differentiate between highly visible (explicit) aspects of culture and others that are hidden from view (implicit). Explicit culture is easily recognisable in aspects such as food, dress and language. Implicit elements are discreet and hidden, such as attitudes, values and beliefs. Because the classroom culture is also an extension of the school culture and the mainstream dominant culture, learners who come from different cultural backgrounds to those of the educators and/or dominant culture might experience cultural alienation and cultural discontinuity. Extreme cultural discontinuity can lead to a learner failing or even dropping out of school.

Research (Lemmer *et al.* 2006:19) suggests that the closer a learner's culture is to that of the educator, the greater his or her chance of academic success. PGCE student teachers therefore need to be prepared to identify and challenge these biases and assumptions. Educators may disregard ways in which individuals and groups view reality because it is assumed that the dominant views of reality are common to all individuals and groups. Mwamwenda (2004:322-329) provides an

insightful discussion on the African model of the self as opposed to the Western model of the self. He cites Berry *et al.* who refer to the self as a cultural construction, and as such it is bound to differ from one culture to another.

3.3.5.1.5 Language of instruction

The language of a specific group of people is one of the strongest manifestations of its culture (Kilfoil & van der Walt, 1997:2). The need for accommodating linguistic diversity in the PGCE curriculum is therefore indicative of respect for cultural diversity.

With the dawning of the new democracy in 1994, post-apartheid South Africa saw the recognition of eleven official languages in South Africa. As a result of the linguistic diversity in the country, the focus has been on the predominant use of English as the language of learning and teaching (LoLT). Most students speak English as a mother tongue, but some are familiar only with a variety of English that deviates markedly from standard South African English, which is dominant in higher education (Gravett & Geyser, 2004:73). Students from the townships, for most of whom English is a second language, speak a variety of English called Black South African English. This also differs from the standard used in an academic context. The problem is that these students modelled their English on that of their teachers who learnt the language from non-native speakers. The non-native speakers had limited exposure to the standard form.

Lecturers may be guided by the students' fluency in spoken English and therefore assume that they are proficient in the LoLT. The need therefore exists for teacher-educators to be aware of the distinction between the students' acquisition of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Some students are "semi-linguals" who are not proficient in any of the languages they use. The dominant and most widely used approach by teacher-educators who are proficient in the LoLT is to ignore all languages other than the LoLT. This approach is however considered advantageous to the students who will have to access subject content in the LoLT.

Research (Lemmer *et al.*, 2006:7) suggests that the learner acquiring a second language may need five to seven years to obtain sufficient CALP to perform well at academic tasks, while the acquisition of BICS takes about two years. Since English is the medium of instruction in the PGCE at the NMMU, its effect on the academic performance of students whose mother tongue is not English may be negative. Proficiency in English will also affect these students negatively when they present lessons in their subject specialisations.

3.3.5.1.6 Gender

Gender is socially learned behaviours and expectations that are associated with the two sexes. Whereas 'maleness' and 'femaleness' are biological facts, masculinity and femininity are culturally constructed attributes. Gender can therefore be viewed as a social construction independent of objective criteria (Goduka: 1999:124). According to Goduka (1999:125) in the South African society and a variety of others, girls are socialised for nurturance and responsibility and boys for greater self-reliance and achievement. As a result of this family influence, children learn the appropriate gender roles and stereotypes. Teachers also continue this gender stereotyping into the classroom. Goduka (1999:131) states that historically schools reinforced gender roles that equated femininity with domesticity and being African with subordination. This contradicts the indigenous African culture. She further asserts that indigenous African culture does not place the same stress on dependence and passivity, because the roles of women in economic production demanded higher levels of competence. Qualities of activity, self-reliance, stoicism, courage, unsentimentality and emotional control were demanded of indigenous women.

With regard to sexism in education Goduka (1999:132) refers to the second-class educational status of girls. The problems they face such as loss of self-esteem, decline in achievement, and elimination of career options are at the heart of the educational process. She states that until educational sexism is eradicated more than half of our children will be shortchanged and their gifts lost to society.

Goduka (1999:133) reiterates the role that teachers play in promoting sexism by referring to a review of gender difference by Kahle, Parker, Reniw & Riley which highlights misperceptions by the teacher that science is an inherently masculine discipline, involving inherently masculine skills such as analysing and hypothesizing, and that girls are thus permitted less access to science-related materials and the science curriculum.

An area of sexuality, according to Goduka (1999:133-135) that is highly contested is one that encompasses homosexuality, bisexuality and heterosexuality. She is of the opinion that progress in this area is slow because teachers are inadequately prepared for this topic. She states that discussions on sex education remain within the hidden curriculum of schools and often involve unpleasant discussions in the hallways and locker rooms. The impact of the hidden curriculum on gender and race, according to Goduka (1999:136) is that African male students learn that society has lower expectations of them compared to their white counterparts and that there are even lower expectations of African females.

She concludes by highlighting the need for the development of progressive pre- and in-service teacher and administrative training programmes to assist teachers and male school administrators to ensure that there is a positive impact on male and female teachers to ensure that society is sensitised to issues relating to gender and to build gender equity into the curriculum (1999:137-138). Bourdillon and Storey (2002:197) state that beginning teachers need to consider the sources of inequality, racism and sexism and approaches adopted in schools to counter these negative influences.

For educators to teach in regular classrooms and cope with diverse abilities, they need to acquire through pre-service and in-service experiences, a common vision, conceptual framework and language, and a set of instructional and technical skills to work with the needs of diverse learners (Landsberg *et al.*, 2005:20).

3.3.5.1.7 Special needs

In order for the PGCE student teacher to mediate learning with sensitivity, the PGCE curriculum must include barriers to learning to prepare the student teacher for the WIL realities relating to learners in the schools.

The research conducted by the National Commission on Special Needs in Education and Training (NCSNET) identified the following barriers to learning in the South African context:

- Socio-economic deprivation, including poverty, lack of access to basic services, exposure to danger, inaccessible environments and unsafe buildings.
- Barriers arising from impairments, including physical, cognitive, sensory, development and learning impairments.
- Negative attitudes to and stereotyping of differences.
- An inflexible curriculum.
- Inappropriate languages or LoLT and language of communication.
- Inappropriate and inadequate provision of support services.
- Inadequate policies and legislation.
- Lack of parental recognition and involvement.

The findings and recommendations of the commission draw attention to the fact that differences in learners, irrespective of age, gender, ethnicity, language, class, disability or HIV status, need to be acknowledged and respected (Landsberg *et al.*, 2005:18).

Landsberg *et al.* (2005:28) refer to the following societal issues that give rise to severe barriers in the provision of quality education for all children in South Africa:

- The disintegration of family life.
- The effects of the decline of moral and value systems.
- The climate of violence and child abuse in contemporary South Africa.

- The HIV/AIDS pandemic and its effect on the learning climate.

The above-mentioned societal issues place unparalleled burdens on educators who are expected to be a source of stability to children who are subjected to a great deal of instability. These negative societal issues lead to the type of teaching environment that is likely to intensify the stress that educators have to face on a daily basis. In this regard, Park (2006: 144) refers to the results of a study by Shisana, Peltzer, Zunga-Dirwayi & Louw which reveals that 55% of educators intend to leave the education profession mainly because of unpleasant working conditions. This is indicative of the present low levels of job satisfaction and high levels of job stress experienced by South African teachers.

3.4 WIL skills for interpreting and designing learning programmes and materials in the PGCE

There has been a shift in South Africa in the paradigm from a teacher-centred approach to teaching and learning to a learner-centred approach. Hence, the design of curricula and the development of programmes for teacher training had to be aligned to the OBE approach. The PGCE in the FoE at the NMMU includes the principles of OBE to stress the paradigm shift expected of all educators.

3.4.1 Outcomes-based education and the PGCE curriculum

The four principles that define OBE are (Spady & Schlebusch, 1999:31-34):

- *clarity of focus* on outcomes;
- the *design back principle* which means that academics must begin their curriculum and learning design from where they want PGCE students to end up;
- the *high expectations principle* which prescribes that HEIs must establish high, challenging standards of performance for students and demand those standards from students; and

- the *expanded opportunity principle* which means that academics and school-based mentors implementing OBE must do everything possible to keep opportunities for continued learning and improvement open to student teachers.

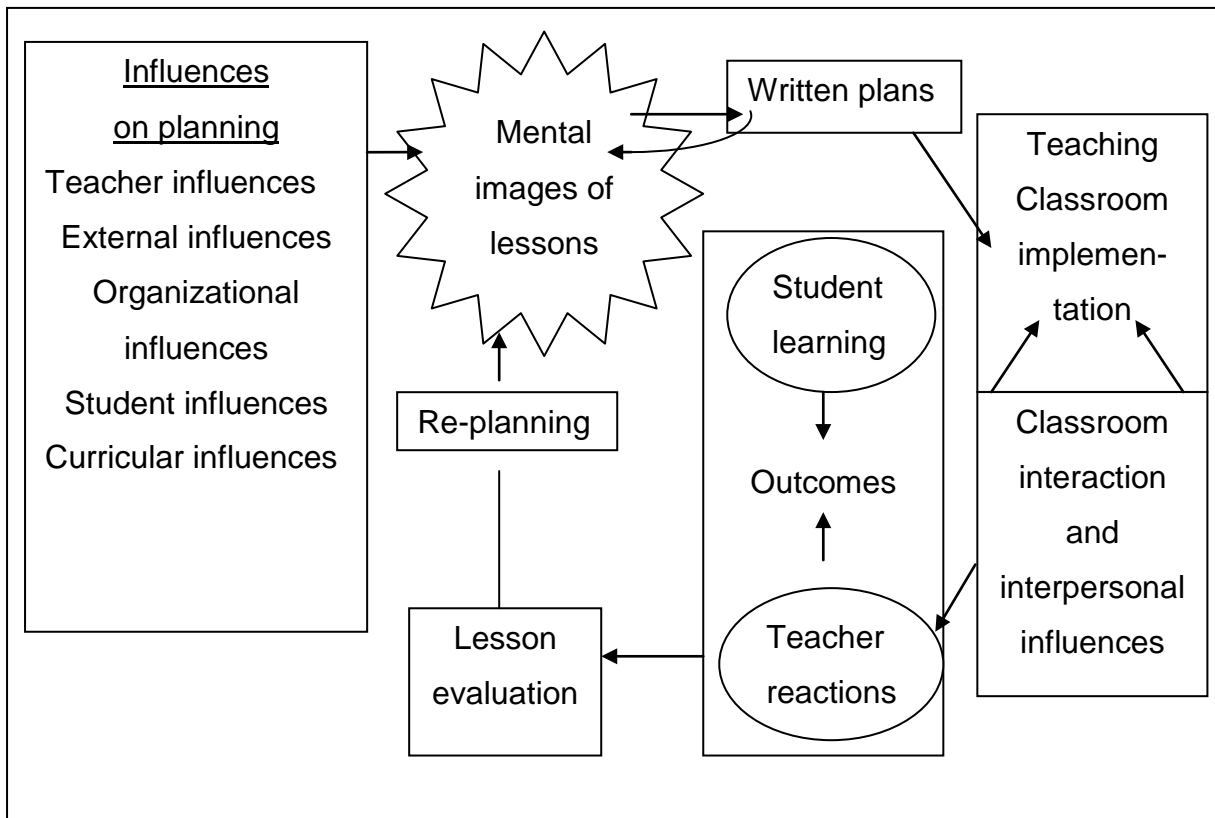
Teacher-educators and school-based mentors have to be role models for those PGCE student teachers whose age and level of maturity can be indicative of their former education and training in the traditional paradigm. These student teachers therefore have to be guided to make the paradigm shift to embrace OBE. A criticism levelled at outcomes by Squires (2003: 20) is that outcomes may focus students' attention, but they can also inhibit learning around the topic.

3.4.2 Designing and presenting lessons

Myers and Myers (1990:485-488) present five factors that will influence the type of lesson plans a teacher devises. The factors are:

- experience;
- organizational style;
- teacher expectations;
- feelings of security and control; and
- the teachers own teaching philosophy.

Figure 3.2: Steps in lesson planning and replanning



Source: Myers and Myers, (1990:485)

3.4.2.1 Teacher influences on planning

Student teachers are influenced by a number of factors when planning for instruction. These factors affecting their planning are analysed below.

3.4.2.1.1 Experience

Beginning teachers compensate by planning to a greater extent than might be necessary, because they lack experience, but as they gain experience the continued planning is *replanning*, rather than *initial* planning and each experience influences the next.

3.4.2.1.2 Organizational style

A second influence on teacher planning is the teacher's personal *organizational style*, which, in turn, is shaped by that person's need for structure, planning routine, planning format, and style of problem-solving. In terms of the amount of structure some teachers need to write very detailed notes about the lesson to be taught. For others a brief list adequately triggers an elaborate mental plan which may never be written on paper.

A *planning routine* refers to how a teacher approaches the planning task. Do they ask themselves questions, or brainstorm for a time, then record ideas? Do they gather resources or search for resources first and plan around those that are available? Some structure the lesson around the content. Some select a variety of class activities first and plan from those points. Regardless of which planning routine they follow, however, all teachers translate the guidelines they use into mental images of their lesson.

The planning format refers to how teachers think about the lesson. Some teachers think of each step of the lesson in the order in which they occur in the lesson. Others think of goals or results of lessons first, then develop the parts of the lesson, and later fit the parts together in a logical sequence.

Each teacher has a unique style of problem solving. Teachers' planning routines and formats are frequently determined by their *style of solving problems*. For instance, the challenge a teacher faces in determining how the class will reach the intended learning outcomes can be viewed as a problem the teacher must solve.

3.4.2.1.3 Teacher expectations

If teachers have high expectations, the plans and envisioned lessons are demanding. If their assumptions are more restricted, the lessons may be less vigorous.

3.4.2.1.4 Feelings of security and control

Feelings of security and control result in teaching plans that tend to be less rigid. When this is not the case, planning tends to be more detailed. **External influences on planning** include the goals and expectations of the school system, increased pressure for teacher and school accountability, community and parental pressures, traditions and student absenteeism and interruptions.

3.4.2.1.5 Teacher's own teaching philosophy

The teacher's own *teaching philosophy* is indicative of his/her view of teaching and learning in general and forms part of his or her makeup. There is therefore a direct link between the teacher's teaching philosophy and his or her interaction with learners. Philosophies usually begin to develop during pre-service teacher-preparation years and continue to be developed and refined as teachers gain experience with students and teaching.

Figure 3.3 provides an overview of four educational philosophies and how they impact on the aim of education, the role of education and the focus of the curriculum. These educational philosophies could guide PGCE student teachers to determine the school's ethos during their placement. Furthermore PGCE students must be encouraged to identify and interrogate their teaching philosophies. Ornstein and Hunkins (2004:57) state:

What we need is a prudent school philosophy, one that is politically and economically feasible and that serves the needs of students and society. Implicit in this view of education is that too much emphasis on any one philosophy, sometimes at the expense of another, may do harm and cause conflict. How much we emphasize one philosophy, under the guise of reform or for whatever reason, is critical because no one society can give itself over to extreme "isms" or political views and still remain a democracy.

3.4.2.2 Organizational influences on planning

This includes the yearly calendar and daily schedules, the time available for instruction, planning long and short term goals and class size and number of students.

3.4.2.3 Student influences on planning

This includes their physical, psychological, academic, cultural, group characteristics, motivational levels and expectations.

3.4.2.4 Curricular influences on planning

This includes the content or subject matter, the teaching strategies and methods and the materials and resources that are available.

Figure 3.3: Overview of educational philosophies

Educational philosophy	Aim of education	Role of education	Curriculum focus
Perennialism	To educate the rational person; to cultivate the intellect.	Teacher helps students think rationally; based on Socratic method, oral exposition; explicit teaching of traditional values.	Classical subjects; literary analysis; constant curriculum.
Essentialism	To promote the intellectual growth of the individual; to educate the competent person.	Teacher is authority in his or her subject field; explicit teaching of traditional values.	Essential skills (three Rs) and essential subjects (English, science, history, maths and foreign language).
Progressivism	To promote democratic, social living.	Teacher is guide for problem solving and scientific enquiry.	Based on learners' interests; involves the application of human problems and affairs; interdisciplinary subject matter; activities and projects.
Reconstructionism	To improve and reconstruct society; education for change and social reform.	Teacher serves as an agent of change and reform; acts as a project director and research leader; helps learners become aware of problems confronting humankind.	Emphasis on social sciences and social research methods; examination of social, economic, and political problems; focus on present and future trends and on national and international issues.

Source: Adapted from Ornstein and Hunkins, (2004:55).

3.4.3 Selecting and preparing textual, visual and audio-visual resources

Jacobs, Vakalisa and Gawe (2004:229-231) explain that a teaching medium is the object a teacher uses, or which is given to learners to use, to achieve specific teaching and learning outcomes (which may include learning experiences gained from sources other than traditional media). They state that the benefits of teaching media are that learner motivation is increased, active learner participation is stimulated, provision is made for the learning needs of individual learners and by supplementing the spoken word, the correct use of media enhances teaching. The possible negative effects that they associate with the use of teaching media are that commercial media can be expensive, incorrect use of teaching media can be confused with entertainment, media can undermine personal contact and if the media contains technical inaccuracies misconceptions can be created in the learner. The use of audio-visual aids (AVA) in lessons is based on the consideration of communication as related to all the senses, but must not be seen to be a substitute for the teacher.

PGCE student teachers at the NMMU are exposed to a variety of teaching resources to enhance their lessons. The teaching media consists of, for example, textbooks, the chalkboard, whiteboards, graphic work, overhead projectors, computers, and visual and audio media. Since the textbook usually represents the minimum content to be mastered it should not be regarded as the ultimate and only source of all knowledge. PGCE student teachers must therefore be prepared to access a variety of teaching media within and outside the schools.

When using chalkboards good lettering techniques are essential. Lettering must be visible, headings should be written in capital letters and lower case and capital letters should not be combined in the middle of words. Time constraints in the PGCE curriculum limit ongoing practice at HEIs to master these skills. The school environment therefore becomes the main environment in which these WIL skills can be perfected.

Graphic work, such as graphs, diagrams, charts, posters cartoons and comics should be simple, large enough to be visible from anywhere in the room, attractive and not have too many illustrations or colours to distract the learner. Whilst the teacher-educators prepare students to create these resources, the school environment presents the real challenge to PGCE student teachers in terms of the WIL skills associated with effective use of the media in authentic situations.

When producing transparencies for the overhead projector they must always be clear, legible, to the point and designed in a meaningful way, so as not to hamper learning. Once again the PGCE student teachers are challenged in the school environment to display the competence to use the media effectively.

The effective use of ICT is a WIL skill that every PGCE student teacher has to master. Jacobs *et al.* (2004:254-255) identify the following advantages of the computer for use in the classroom:

- It compels the learner to think logically by communicating explicitly.
- It motivates learners by making learning exciting.
- Learners can progress through a program at their own pace.
- Feedback is immediate and objective.
- The interactivity ensures that the learner cannot be passive.
- The graphic possibilities promote creativity.
- Problem-solving is promoted when the learner has to make choices relating to problem situations presented and large volumes of information are readily available.

Good video usage can serve as an introduction to a topic, extend the learning content, and can be used to review lessons or for assessment. The cassette recorder can be used for example, to record music, poetry, plays and extracts from talks and speeches to enrich the learners' experiences. The radio broadcast is best used as a teaching aid where it is preceded by an introduction from the teacher which explains its purpose and its place within the instructional scheme and where the teacher follows up with a recapitulation (Curzon, 2003, 356-357). The use of

visual and audio media is therefore a WIL skill that PGCE student teachers have to acquire to enhance instruction in the schools. It must however be noted that there are still schools in economically deprived areas in South Africa which do not have teaching aids and access to electricity. The onus is therefore on the teachers to be proactive and to create teaching aids from the available resources.

3.5 WIL skills as a leader, manager and administrator

3.5.1 Leadership in the classroom

The focus as regards leadership, for the purpose of this study is the leadership traits of teachers. Cohen *et al* (1996:200) emphasize that the goal of education is the facilitation of learning. They focus on three basic qualities in the teacher which helps to bring this about. The first is the *realness of the facilitator*. S/he is much more likely to be effective if s/he presents her/his real self to the learner without front or façade. The second quality is *trust and acceptance* and involves respect for the learner's feelings and opinions. The third quality is *empathetic understanding* which is the ability to understand the learners' reactions from the inside and to be aware of the way the process of learning seems to them.

Cohen *et al.* (1996:198) state that when pupils' ideas are incorporated into the learning activities, they seem to learn more and to develop more positive attitudes to the teacher and the learning situation; and that teachers who are over-critical in class appear consistently to achieve less in most subject areas. Cohen *et al.* (1996:198) also note the following characteristics of effective teachers:

- their willingness to be flexible;
- their capacity to perceive the world from the child's point of view;
- their ability to personalise their teaching;
- their willingness to experiment;
- their skill in asking questions;
- knowledge of subject matter;
- their skill in establishing definite examination procedures;

- their willingness to provide study helps;
- their capacity to demonstrate an appreciative attitude; and
- their conversational manner in teaching.

Cohen *et al.* (1996:199) confirm the effects of positive teachers on learners by referring to research on the perceptual differences between good and poor teachers by Combs, that suggest that good teachers as leaders can be distinguished from poor ones with respect to the following perceptions about other people:

- *The good teacher* is more likely to have an internal rather than an external frame of reference. That is, s/he seeks to understand how things seem to others and then uses this as a guide for his or her own behaviour.
- *The good teacher* is more concerned with people and their reactions than with events.
- *The good teacher* is more concerned with the subjective-perceptual experience of people than with objective events. S/he is, again, more concerned with how things seem to people than just the so-called or alleged facts.
- *The good teacher* seeks to understand the causes of people's behaviour in terms of their current thinking, feeling, beliefs and understandings rather than in terms of forces exerted on them now or in the past.
- *The good teacher* generally trusts other people and perceives them as having the capacity to solve their own problems.
- *The good teacher* sees others as being friendly and enhancing rather than hostile or threatening.

- *The good teacher* tends to see other people as being worthy rather than unworthy. That is, s/he sees all people as possessing a certain dignity and integrity.
- *The good teacher* sees people and their behaviour as essentially developing from within rather than as a product of external events to be moulded or directed. In other words, s/he sees people as creative and dynamic rather than passive or inert.

Rayment (2006:11) states that an assertive teacher should be able to create a positive and productive atmosphere in a classroom without resorting to potentially hostile behaviour. This means that the teacher has to ensure that s/he is in control from the very moment s/he enters the classroom. This entails establishing ground rules, setting clearly defined seating plans and walking into the classroom as the sole ruler of the class. These WIL skills cannot be taught to PGCE student teachers theoretically, because the learners' behaviour in the classroom environment is unpredictable. These WIL skills can only be acquired by the PGCE student teacher with the assistance of the school-based mentor. HEIs should therefore consider allowing more time in the school environment for this type of mentoring.

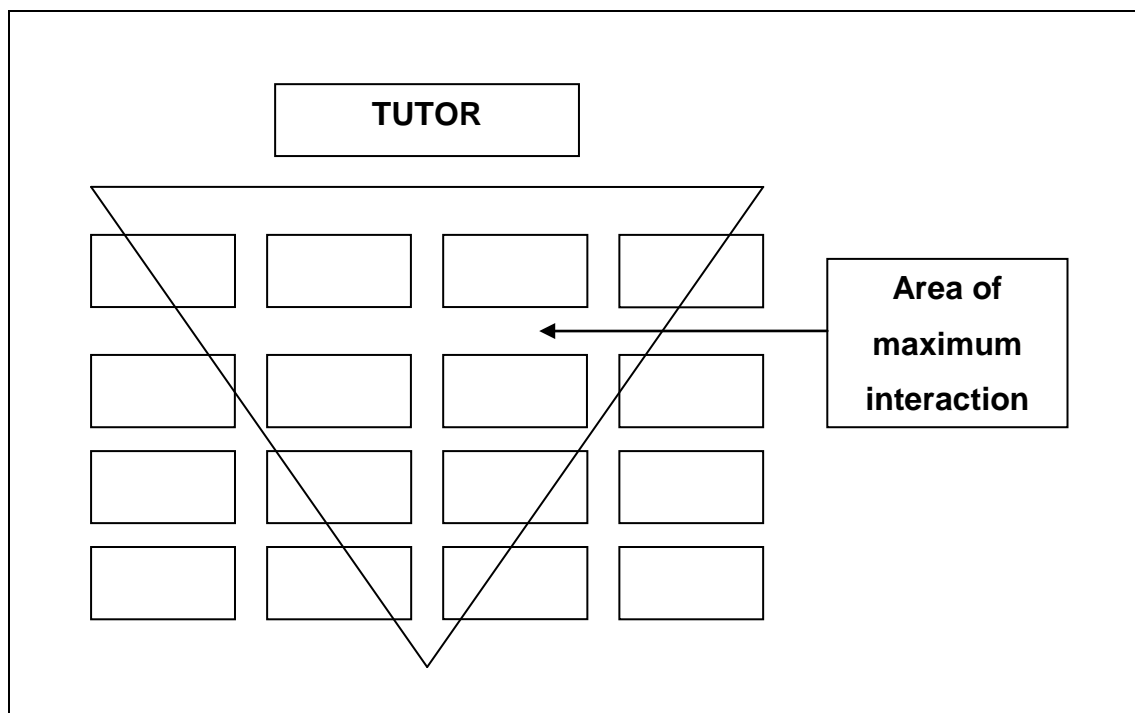
3.5.2 Managing learning in the classroom

Three basic skills have been identified as essential for all types of managers (Curzon, 2003:179):

- *Technical skill* implies the ability to use specialized techniques, such as a teacher utilizing appropriate instructional procedures.
- *Altruistic skill* involves the capacity to understand, motivate and work with other people, individually or in groups for example in classes.
- *Conceptual skill* is the mental capacity to coordinate the interests and activities of learners. As a manager the teacher must make decisions in situations which are novel or contradictory.

A teacher must make decisions about the use of space in the classroom. In a formal classroom of traditional rows of desks, the triangle of maximum interaction typically includes learners sitting in front and in the centre rows. Learners seated in these seats tend to be in the teacher's direct path of vision and perhaps for that reason are more likely to gain the teacher's attention (see Figure 3.3). Where the teacher is able to make such arrangements the more reticent learners should be encouraged to sit within the triangle area, and the more extroverted learners should sit outside it. A high rate of learner participation appears to emerge where the class is based on a U-shaped arrangement and the teacher sits in the centre of the U-gap (Curzon, 2003:186). The decision about the arrangement of desks in the classroom rests with the teacher and is also determined by the mode of instruction. The WIL skill required of PGCE student teachers is therefore the ability to utilise space in the classroom to ensure optimum teacher-learner interaction.

Figure 3.4: Triangle of maximum interaction



Source: Curzon, (2003:188)

3.5.3 Administrative WIL skills

The acquisition of administrative skills is crucial for PGCE student teachers, because a great deal of the teachers' time is devoted to classroom and school administration. To ensure the smooth-running of the school, teachers are expected to keep records. The record-keeping tasks are in addition to the monitoring of learners' extra-curricular activities and other related school activities. Teachers are expected to keep records relating to school organisation and records relating to the assessment of learner progress (Pollard, 2005:245). The organisational records range from attendance registers to records of group membership for various activities, timetables for use of shared facilities such as the hall and records of resource maintenance.

The administrative demands made on teachers' time is a source of frustration to the teachers and impacts on their morale. Manser (2005:14) refers to the anxiety experienced by teachers as a result of different demands on the timetable, teaching time allocations and the different forms of assessment as a result of the introduction of revised curricula.

In the OBE approach, the focus is on formative assessment which means that teachers have to provide learners with opportunities to improve on their performance if the need arises. As a result, the number of assessments per learner will be increased. Whilst the PGCE curriculum at NMMU provides the PGCE student teacher with the theoretical knowledge linked to OBE, the school environment will be the laboratory in which this theory is put into practice. The support from school-based mentors is therefore crucial for the student teachers to manage administrative tasks in the schools.

3.6 WIL skills for community, citizenship and pastoral role

The teacher's role cannot be confined to the dissemination of knowledge and the facilitation of teaching and learning. The role of the teacher is all-encompassing, since the teacher is in *loco parentis* for the duration of the learner's school attendance. The teacher therefore plays a pivotal role in the moulding of the learner.

3.6.1. Influence of teachers' methods and styles on learners

The only universal principle of goodness is according to Jarvis (2002:32-33) that it is never wrong to be concerned for the other. He states that this concern for the other should be self-evident in the teaching methods selected, the styles adopted and the endeavours that teachers make to relate to all their learners as people. He extends this principle to incorporate methods of assessment, focusing particularly on the ways in which teachers communicate with their learners when they assess written and oral work. Another important principle highlighted by Jarvis is the principle of truth. A concern for truth is seen as the basis for the distinction between education and indoctrination. Implicit in indoctrination is the disregard for the learners as autonomous people who should command respect.

3.6.2 Promoting democratic values and practices

Inclusion includes broad principles such as a dedication to building a more democratic society, a more equitable and quality education system, and a belief that extends the responsibility of regular schools to accommodate the diverse learning needs of all learners. It is based on a value-system that invites and celebrates diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of educational achievement or disability. Inclusion can also be seen "as an expression of the struggle to achieve universal human rights" (Landsberg *et al.*, 2005: 4).

As a result of the racially segregated government and provincial departments during the apartheid era, education and support services developed in these departments serving whites, Africans, coloureds and Indians were not the same since the former white provincial education departments were allocated the biggest slice from the governments' education budget (Landsberg *et al.*, 2005: 16). As a result, the majority of learners experiencing barriers to learning were discriminated against along racial lines and by policy and legislation that separated normal learners in the mainstream from learners identified as having special needs and requiring education in special schools. However, with the introduction of democracy in South Africa in 1994, the

emphasis has been on important values such as equity, non-discrimination, liberty, respect and social justice which have provided the framework for the constitution.

3.6.3 Developing a supportive and empowering environment for learners

The following quote (Goduka, 1999:89) relates to a disadvantaged child in the USA but is a reflection of the current conditions of many African children in rural and urban areas in South Africa:

...is a child of another world, our laws do not bind him, our standard middle class ambitions do not inspire him...Teachers in first to third grades feel the child slipping away. By the fourth grade he has fallen behind. By the eighth grade he may be as many as three years back, his mind closed, his behavior rebellious. By high school age he is more than likely a dropout, headed for chronic unemployment, disdaining the 'outside' middle-class world that already disdains him, secretly contemptuous of him, a waste of human being. A failure.

According to Goduka (1999:90) the disadvantaged are those for whom the curriculum is outdated, inadequate or irrelevant. The PGCE has to sensitise student teachers so that they can exercise empathy to empower all learners. Opportunities are created in the PGCE curriculum at NMMU for PGCE student teachers to have alternate experiences in terms of their school placements. This means that if a student teacher chooses a former model C school in one school term then the student teacher is expected to choose a school in a disadvantaged community in the following school term.

3.6.4 Collaborating with colleagues

The PGCE has to provide the student teacher with insight regarding the school ethos, which may be collaborative or non-collaborative. Collaboration is discussed in detail in this chapter. An additional example of a school ethos is the ethos of Catholic private schools, where the emphasis is on Catholic values and Biblical norms that are considered crucial for their learners. PGCE student teachers must therefore be

encouraged to determine the school ethos, as an analysis of the school ethos will prepare the student teacher for the realities in the WIL environment. The PGCE student teachers at NMMU are given assignments which incorporate observation and critical analysis of the school ethos during their initial placements at the schools.

3.6.4.1 Teacher collaboration

Visagie (2002:8) regards teacher collaboration as a level of collegiality at which teachers in successful schools discussed, designed, conducted, analysed, evaluated, and experimented with their teaching. She highlights the conditions for effective teacher collaboration which include teachers' subject specialities, departmental organization, hierarchical structures, and the historical barriers between vocational and academic subjects.

Visagie (2002:11) refers to a secondary school culture as a system that often balkanized its teachers into departmental 'cubbyholes'. Balkanized cultures limit collaboration to subject/learning area departments. It provides little or no significant collaboration across sub-groups. Student teachers must be made aware of the negative possibilities that may arise in the school environment.

Collaborative schools provide a climate and structure that encourage teachers to work with one another and the principal. Collaboration fosters school improvement and professional growth, and benefits all members of the school community.

3.6.4.2 School-based mentors

The role played by school-based mentors is crucial to the student teachers' acquisition of WIL skills. Kader (2003:15) states that one of the cooperating teacher's roles is categorized as instructional supervision where specific skills and competences are demonstrated to the student teacher either by the cooperating teacher or when s/he observes the class of another teacher. Much of what is learned is based on the apprenticeship model of training and uses the cooperating teacher as a model of good practice.

Cohen *et al.* (1996:21) emphasize the importance of the mentor's role in initial teacher education. The partner to competence-based initial training enables differential progression in student teachers to be addressed, in mentoring. This means that a school-based mentor has the responsibility for the specific development of specific competences in specific student teachers. For future high school teachers the required competences are set out in five main areas:

- subject knowledge;
- subject application;
- class management;
- assessment and recording of learners' progress; and
- further professional development.

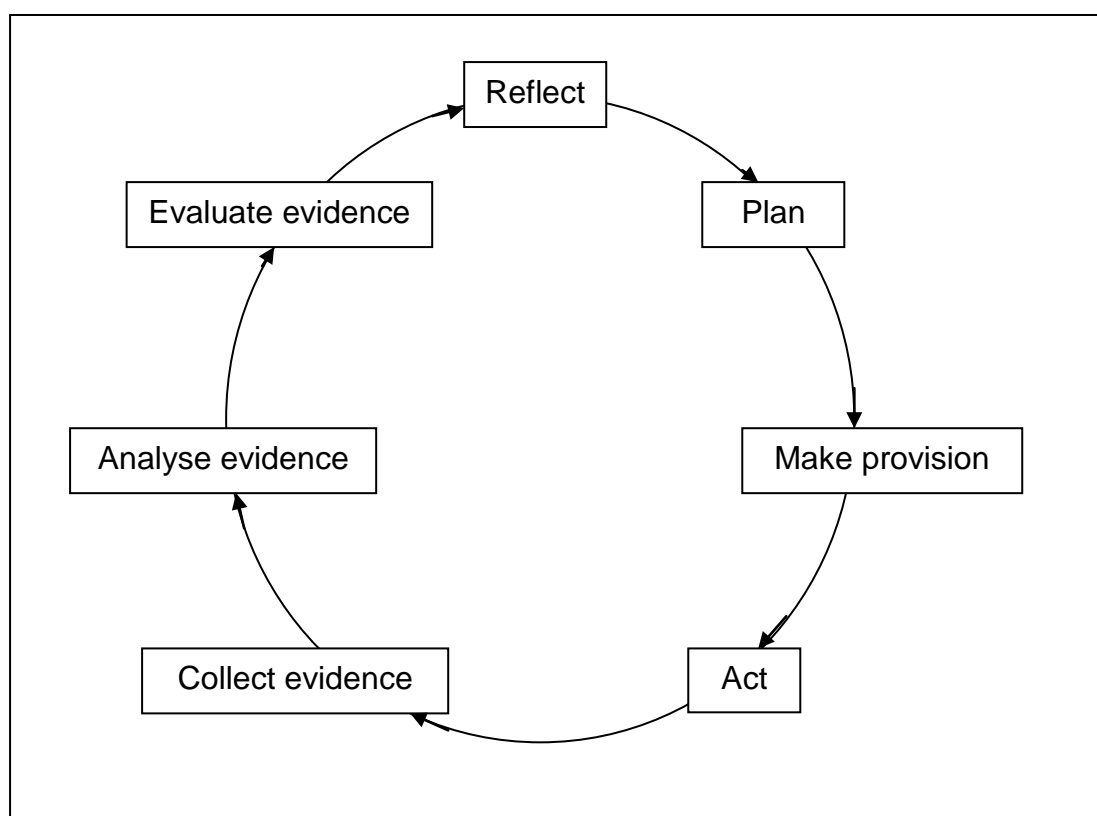
3.6.4.3 HEI teacher-educators' roles

The onus is on the teacher-educators at HEIs to ensure that there is a smooth transition between the HEI and the schools at which the PGCE student teachers are placed. Gitywa (2001:26-27) focuses on the teacher-educators' role in the mentoring relationship by stating that teacher-educators need to ensure that they provide the student teachers with a set of guidelines when they go to the schools to do their observations, practice teaching, and evaluate lessons. She contends that another crucial role of teaching practice lecturers, which is to inform the school-based mentors of the experience expected for practicum students as well as the extent of the supervisory role expected of them. The significance of the teacher-educators' contribution to successful observation and supervision of teaching practice cannot be effective if lecturers do not visit prospective sites and spend time with school-based and student teachers. If school-based mentors are expected to observe student teachers' lessons, teacher-educators at HEIs should guide them on how to observe student teachers. The FoE at NMMU has a Teaching Practice Committee that coordinates visits to placement schools. To ensure that potential problems during the placement are addressed, the FoE at NMMU also has a designated academic, whose task it is to liaise with the school-based mentors.

3.7 WIL skills as a scholar, researcher and lifelong learner

One of the challenges of teaching is that we have to be involved in it to do it well and yet detached from it to see what we are doing (Squires, 2003:9). Student teachers are expected to plan, make provision and act as indicated in Figure 3.5. As reflective practitioners, student teachers need to monitor, observe and collect data on their own. Thereafter, they need to critically analyse the data. The next step in the process is the evaluation of the data so that decisions can be taken. Finally, the student teacher may have to revise classroom policies, plans and provision before the cycle is repeated. Student teachers are therefore constantly expected to reflect on their practice. The model in Figure 3.5 represents these key stages in the reflective process (Pollard *et al.*, (2005:17)

Figure 3.5: The process of reflective teaching



Source: Pollard *et al.*, (2006:17)

3.7.1 Showing professionalism

Shulman (2004: 530) states that all professions are characterized by the following attributes:

- the obligation of *service* to others, as in a calling;
- *understanding* of a scholarly or theoretical kind;
- a domain of skilled performance or *practice*;
- the exercise of *judgment* under conditions of unavoidable uncertainty;
- the need for *learning from experience* as theory and practice interact; and
- a professional *community* to monitor quality and aggregate knowledge.

3.7.1.1 Service: The moral and ethical ideal

Shulman (2004: 530) states that the professional educator's challenge is to help future professionals develop and shape a robust moral vision that will guide their practice and provide a prism of justice, responsibility, and virtue through which to reflect on their actions.

3.7.1.2 Theory: Functions of research and role of academy

Shulman (2004: 531-532) refers to the theory-practice debate and mentions that the recurrent challenge of all professional learning is negotiating the inescapable tension between theory and practice. That is, in nearly every form of professional education, students perceive the practicum experiences as truly valuable, while barely tolerating the academic experiences.

3.7.1.3 Practice: The skills and strategies of profession

In support of practice, Shulman (2004: 532-533) says that the field of practice is the place where professions do their work, and claims for knowledge must pass the ultimate test of value in practice. While the theoretical is the foundation for the entitlement to practice, professional practice itself is the end to which all the knowledge is directed.

3.7.1.4 Judgement under uncertainty

Shulman (2004: 534) emphasizes the need for professionals to be innovative by stating that the responsibility of the developing professional is not simply to apply what s/he has learned to practice but to transform, adapt, merge and synthesize, criticize, and invent in order to move from the theoretical and research-based knowledge of the academy to the kind of practical clinical knowledge needed to engage in professional work.

3.7.1.5 Learning from experience

Shulman (2004: 535-536) again reinforces the inseparable link between theory and practice by stating that lessons of practice learned from experience must have a way of getting back to the broad community of practitioners so that all can profit from one another's experiences. Lessons of practice must also find their way back to the academy to inform, as well as to problematize, knowledge development in the academy itself.

Finally Shulman (2004:537) notes that no professional can function well in isolation and he asserts that professionals require membership in a community.

3.7.1.6 Professions as learning and monitoring communities

Shulman's (2004: 536-537) reference to a community of professionals once again focuses on the need for collaboration amongst professionals. For example, school principals at placement schools work collaboratively with the PGCE coordinator at NMMU to determine how and when the school placements for the PGCE student teachers will be planned. There are also many members of the teaching fraternity in Port Elizabeth who are postgraduate students at NMMU. These educators also conduct research collaboratively with teacher-educators at the university. Professional knowledge is somehow held by a community of professionals who not only know collectively more than any individual member of the community but also maintain certain public responsibilities and accountabilities with respect to individual practice. By creating and fostering the work of communities of practice, individual

experience becomes communal, distributed expertise can be shared, and standards of practice can evolve. The PGCE students also work collaboratively with the school-based mentors when evaluating and reflecting on their practice.

3.8 WIL skills as an assessor

Assessment is a vital part of the quality assurance processes, which is basic to students' learning, academics learning about improving their teaching and facilitation and to systems learning about what they are doing well and less well. The primary purpose of assessment is to ensure that the learning outcomes of any course or programme are achieved and sometimes to measure the level of that achievement (Jarvis, 2002:161). A shortcoming referred to by Jarvis (2002:162) is that when learners are involved in the assessment process the aims of assessment tasks are not explained to them by teachers. According to Pickford and Brown, (2006:13):

Assessment is the engine that drives learning and feedback is the oil that lubricates the cogs of understanding.

3.8.1 Significance of self- assessment and peer-assessment

Jarvis (2002:164-165) states that with the complex mix of students at HEIs, the demands for more ownership of the process of assessment have been growing. In addition the demands on teachers for the marking of assessment tasks and the realisation that a learner can learn more and differently from peer and self-assessment has seen the shift from teachers as the traditional assessors. He notes the following weaknesses and strengths of the peer and self-assessment strategies:

3.8.1.1 Strengths of self-assessment and peer-assessment

When successfully implemented, it:

- allows sharing of learning;
- leads to autonomous learners;

- leads to more competent learners;
- promotes reflective students, who might become lifelong learners; and
- develops skills like team work, group work, leadership and problem solving.

The PGCE curriculum at NMMU prepares student teachers, particularly in the method modules, to continuously develop the WIL skills to assess tests, tasks, assignments and examinations in their area of expertise.

3.8.1.2 Weaknesses of self- assessment and peer-assessment

The disadvantages of self-and peer-assessments is that learners may:

- under- or over-estimate their achievement;
- feel intimidated by strong personalities in a group;
- over-estimate their friends' achievements;
- under-estimate the achievement of their enemies; and
- argue that they are not able to assess their achievement.

3.8.2 Planning an assessment

These disadvantages present challenges to the PGCE student teachers during the planning of assessments as depicted in Figure 3.6. Continuous reflection on practice by the PGCE student teachers will also expose the disadvantages of self- and peer-assessments. The student teachers will then be compelled to seek strategies to overcome the problems they encounter. The ability to adapt and adjust assessments during the lesson implementation phase is an important WIL skill that can only be developed in the school environment.

Finally, parents and other stakeholders may distrust the process because they may believe that only trained teachers can adequately assess the achievement of learners. All stakeholders in teacher-education have to engage in discussions relating to the variety of types of assessments depicted in Figure 3.7. Once consensus relating to the various types of assessments has been reached by the

stakeholders, the PGCE student teachers will enter school environments that embrace the various types of assessments.

Figure 3.6: Planning an assessment

Planning an Assessment
<ul style="list-style-type: none">• Identify the purpose of the assessment.• Define the domain.• Start with the instructional objectives.• Decide what to assess.• What content should be covered?• Which skills should be required?• Decide how to assess.• What types of items or tasks should be used?• Finalize the assessment blueprint and item specifications.

Source: Ward & Murray-Ward, (1999: 86)

3.8.3 Interpreting classroom assessments

Student teachers need to have an understanding of the commonly used references for interpreting their classroom assessments. Oosterhof (1999:12) summarizes the four references commonly used for interpreting classroom assessments as presented below. The assessments of PGCE student teachers encompass the four types of referenced assessments in Figure 3.7. These assessments are evident in the modules and study guides. The study guides provide the PGCE student teachers with guidelines relating to how they will be assessed in the PGCE programme. These guidelines coupled with their implementation provide the PGCE student teachers with examples which they can use in the school environment.

The purpose of the assessment may be formative or summative. Ward and Murray-Ward (1999:86-105) use the term *domain* to refer to the content and skills specifically defined to describe the variable of which the assessment is a sample. When using the term domain in this sub-section a clear distinction is made between this term and the four domains of Danielson which have guided the design of the questionnaires in this study. It is a coincidence that one of the four domains of Danielson is based on assessment.

Figure 3.7: Four references commonly used for interpreting classroom assessments

	Interpretation provided by this reference	Condition that must be present for this reference to be useful
Ability - referenced	How are student teachers performing relative to what they are capable of doing?	Requires good measures of what student teachers are capable of doing.
Growth - referenced	How much have student teachers changed or improved relative to what they were doing earlier?	Requires pre- and post measures of performance that are highly reliable and a relatively <i>low</i> relationship between student teachers' performance on the pre- and post measures.
Norm - referenced	How well are student teachers doing with respect to what is typical or reasonable?	To whom student teachers are being compared must be clearly understood.
Criterion- referenced	What can student teachers do and not do?	Content domain that was assessed must be well-defined.

Source: Adapted from Oosterhof, (1999:12)

Ward and Murray-Ward (1999:86-105) state that ideally, the domain of classroom assessment should be defined by the objectives of instruction or intended outcomes and the question of what is to be taught and how it is to be taught should have been resolved before assessments are developed. Ward and Murray-Ward (1999) further

state that they have found that teachers often do not have clear objectives for their teaching or that objectives are not stated in a way that lets them serve as a basis for assessment. The PGCE students at NMMU acquire this knowledge and application in the method lectures, where the focus is on lesson planning. In these lectures student teachers are guided in terms of the critical and developmental outcomes of OBE. When deciding what to assess with regard to the content, Ward and Murray-Ward describe the following four specific steps in defining the content domain:

- Identify the construct for the assessment.
- Identify and collect sources of information.
- Identify and organise the content.
- Assign weights.

They describe the construct as the variable, namely the quality or skill that the assessment is intended to measure. They refer to the sources of information as specific textbook series used and or lists of skills or concepts to be included in instruction for certain subject areas. They emphasise that although skills and content for chapters or units may be outlined in the teachers' manual for a textbook, most of the material will still need additional organisation before it can be used as a basis for developing assessments. Once the topics have been appropriately organised and prioritized, they maintain that it would be easy to assign weights according to their importance. In the case of the PGCE student teachers at NMMU the lesson planning is guided by clearly defined outcomes which show the skills, knowledge, attitudes and values that learners will be able to demonstrate on completion of the lesson. Assessment is therefore imperative to monitor the learners' progress.

When deciding what to assess with regard to skills, Ward and Murray-Ward (1999:86-105) highlight the following two issues involved in identifying skills:

- Some of the skills should call for higher-level thinking.
- The skills must be operationally defined, in order to communicate what is meant.

They further state that in order for students to learn critical thinking skills, it is important that assessments incorporate those skills. Ward and Murray-Ward are of the opinion that the assessment should tap more than low level skills, and that tasks should require both application and integration. In the PGCE at NMMU, student teachers have formative and summative assessments. The modules are exit level modules and are therefore moderated by external moderators. The external moderators therefore monitor the examinations to ensure that higher order thinking skills are incorporated in the summative examinations as well in the continuous assessment modules.

3.8.4 Types of assessment

Oosterhof (1999:17-18) differentiates between formative and summative evaluations. The former occur during instruction with the purpose of monitoring learning in order to determine whether instruction should continue, be modified, or cease. The latter evaluations follow instruction and typically involve unit tests, mid-term and final examinations, and projects or other end-of-unit assignments. Whilst formative evaluations require criterion-referenced interpretations, summative evaluations require norm-referenced interpretations.

Bourdillon and Storey (2002:184-186) identify the following five characteristics that impact on the improvement of learning through formative assessment:

- modelling quality: showing learners the learning strategies and goals;
- dialogue and the provision of effective feedback to learners;
- a recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are crucial influences on learning;
- the active involvement of learners in their own learning; and
- the need for learners to be able to assess themselves and understand how to improve.

The ongoing involvement of student teachers in peer and self-assessment, particularly during micro-teaching at NMMU provides the students with examples that they can follow in their classrooms in the schools when working with learners.

3.8.5 Limitations of classroom assessments

The limitations of ability-referenced assessments according to Oosterhof (1999:11-12) are that teachers usually only have tentative ideas of what each learner can do rather than information relating to specific abilities that are significant for the learner's present performance. He states that teachers do not know precisely which abilities are prerequisites to the skills they are trying to teach. Neither of the conditions for growth-referenced tests tabulated by Oosterhof is viewed by him as normally occurring with classroom assessments. Because of the problems with ability-referenced and growth-referenced interpretations of learner performance, Oosterhof (1999:13) recommends using these types of assessments in formative evaluations, so as to allow for the correction of inaccurate evaluations in later assessments. The limitation of norm-referenced interpretations according to Oosterhof, is that they do not define what a learner can and cannot do, whilst criterion-referenced tests do not answer questions about what is typical and reasonable. He does however acknowledge that norm-referenced and criterion-referenced interpretations are generally the most useful frames of reference for describing learner performance.

3.8.6 Using formative feedback when assessing practical skills

The following are suggestions by Pickford and Brown (2006:22-24) on using formative feedback to enhance learning when assessing practical skills:

- Plan to maximise the impact of formative feedback by spending extra time helping learners to understand the importance of feedback in the development of practical skills.
- Provide opportunities for learners to respond to feedback.
- Think about the means by which feedback is delivered. A demonstration of the practical skill is a useful form of feedback.

- Ensure that learners receiving oral feedback have a means of recording this.
- Get work back to the learners fast in the early stages of a programme.
- Consider giving them instant feedback immediately after demonstration/ submission.
- Explore the uses of computer-assisted formative assessment.
- Review the advice given to students to help them to understand the various discourses within the HEI.
- Avoid destructive criticism.
- Provide opportunities for resubmission of work as part of a planned programme
- Get learners to give each other formative assessment.

An understanding of these factors is crucial for PGCE student teachers to fulfil their roles as assessors. Modelling quality is closely aligned to requirements in OBE where learners are informed via outcomes about why they are learning. The provision of feedback is an important aspect of formative assessment, because it provides the learners with guidelines on how to improve their work. It is important for teachers to be aware of how comments and feedback to learners can have a positive or negative effect, thereby impacting on a learner's self-esteem. Providing feedback must include discussions with learners and attempts to teach them to be reflective about their learning. Learners must be trained in self-assessment so that they can understand the main purpose of their learning. PGCE student teachers may need to change preconceived notions that teachers are the sole assessors in the teaching and learning environment. A training programme will be beneficial to guide PGCE student teachers with the above-mentioned aspects of feedback.

3.8.7 Assessing in the workplace

Pickford and Brown (2006:113-116) state that it is not uncommon for issues concerning the reliability and consistency of assessment to arise, especially where workplace assessors, such as the school-based mentors may initially have little familiarity with the instructional requirements of the HEIs. They recommend the following activities to foster consistency of placement assessments:

- Providing a comprehensive mentor briefing manual that is detailed yet undaunting and easy to use.
- Running training sessions for mentors, as assessors to familiarise them with expectations and practice in the university.
- Undertaking visits or establishing virtual conversations to placement student teachers at which views on progress can be triangulated between the student teacher, the teacher-educator at the HEI and the school-based mentor.
- Pairing experienced and inexperienced school-based mentors as assessors and brokering opportunities for mentoring of the novice and induction into the HEI home assessment systems.

Pickford and Brown (2006:113-116) state further that learners are likely to need:

- clearly articulated placement outcomes, for both the student and the employer;
- an identified list of skills and abilities linked to the learning outcomes of the programme;
- measures for tracking of performance over time, so that progress can be self-evaluated and monitored by the DoE, school-based mentor and teacher-educator;
- clear time lines establishing what needs to be achieved by when; and
- contingency plans and / or 'helpline' facilities for students or their teacher-educators to use if things don't go according to plan.

3.9. WIL skills as a learning area/ subject/ discipline/ phase specialist

As potential secondary school teachers, the PGCE student teachers access ITE with subject knowledge, by virtue of their undergraduate degrees. This gives these students the advantage over ITE student teachers who enter HEIs directly after completing their secondary schooling.

3.9.1 Categories of teacher knowledge

Bourdillon and Storey (2002:51) refer to the following categories of teacher knowledge identified by Shulman:

- Content knowledge.
- General pedagogical knowledge, that is the broad principles and strategies of classroom management and organisation that appear to transcend subject matter.
- Curriculum knowledge, which includes knowledge of the way in which subjects are organized in schools, a knowledge of the National Curriculum, knowledge of literacy, numeracy and ICT.
- Pedagogical content knowledge refers to the way in which teachers transform their knowledge of the subject for the classroom through their knowledge of explanation, styles of teaching and learning, activities and tasks.
- Knowledge of learners and their characteristics.
- Knowledge of educational contexts, ranging from the working of the group or classroom, to the way in which schools are financed and governed.
- Knowledge of historical ends which refers to the purposes and values of education together with its history and philosophy.

3.9.2 Dimensions of subject knowledge

There are four dimensions of subject knowledge that influence the teaching and learning of beginning teachers. They are (Bourdillon & Storey, 2002:54-55):

- *Content knowledge.* A lack of content knowledge can cause teachers to avoid teaching topics with which they are unfamiliar and may also mean that teachers rely heavily on textbook interpretations. Furthermore, teachers who lack content knowledge often choose to lecture than to engage in open discussion and exploration, where pupils ask questions which the teacher is unable to answer.

- *Substantive knowledge* is the framework or model of explanation which guides the inquiry in a discipline, and which varies from subject to subject. It has important implications for how and what teachers choose to teach.
- *Syntactic knowledge* provides the procedures and processes of enquiry in a subject area.
- *Beliefs about subject knowledge*. The extent to which beginning teachers are open to examining their assumptions about their subject knowledge and approaches to teaching and learning can be determined by their own experiences of learning, their gender, ethnicity and beliefs.

Cohen *et al* (1996:187) refer to Dowson who differentiates between the roles of a teacher as a subject specialist and the wider role of the teacher. With regard to the teacher-as-subject-specialist she argues that the teacher must be able to:

- communicate the special relevance and rewards of the subject;
- support and stretch all students in learning the knowledge, skills and processes of the subject in question;
- achieve the best possible examination results;
- contribute to the running of the department; and
- sustain subject expertise and enthusiasm.

Bourdillon and Storey (2002:49) refer to research on ITE courses by Baker *et al.* which indicates the following ways in which subject knowledge is beneficial to the beginning teachers' development:

- They feel confident in the classroom and as a result are able to structure individual lessons and sequences of lessons and to select appropriate teaching methods.
- Confidence about subject knowledge facilitates the production of classroom resources and learning materials.
- Their teaching reflects their depth of subject knowledge.
- They are able to cope with unexpected questions and are able to respond to complex enquiries.

- They are adept at helping pupils understand the language and organising concepts of their subject.
- They have an understanding of how the subject links to basic skills, such as for example, literacy and numeracy requirements.

The entrance requirement for the PGCE is an undergraduate degree. There are however, many student teachers who have postgraduate degrees when they are admitted to the PGCE programme. As a result of their acquisition of content knowledge during their first degrees the PGCE students display the findings relating to subject content knowledge listed above.

3.9.3 Maintaining a network with the academic community

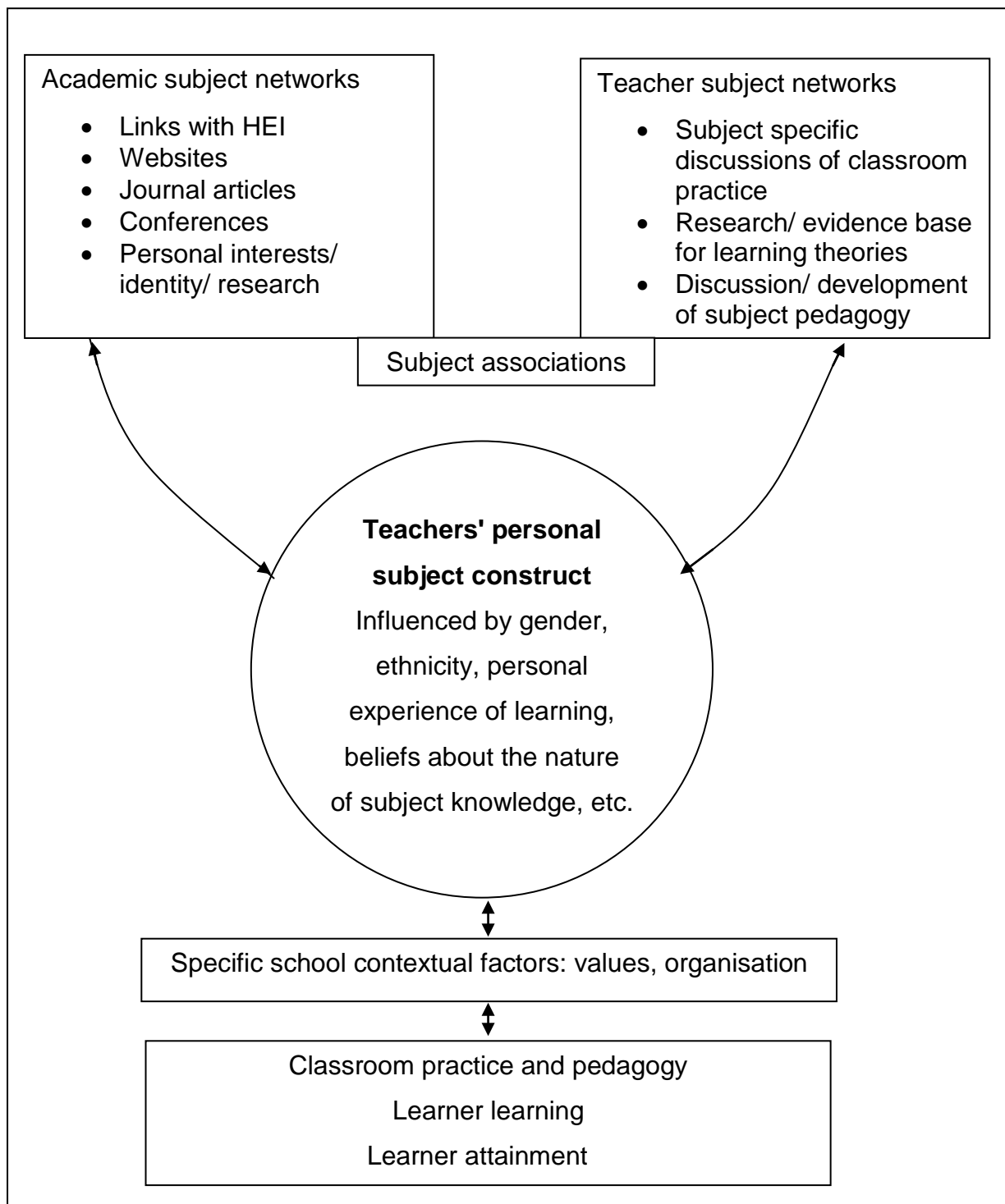
Maintaining a network with an academic community is an important part of a teacher's subject knowledge development. This can be done through subject associations, websites and continuing academic study in the area of subject knowledge. Figure 3.8 presents the different support structures that influence subject teaching and learning. Figure 3.8 shows that maintaining the network with the academic community is an important part of teachers' subject knowledge development. In-service teachers often upgrade their qualifications and therefore have links with HEIs. They therefore work collaboratively with the HEIs. The internet also provides a wealth of information relating to research that is undertaken by teachers. Journal articles are for example easily accessible on the Internet. Subject associations provide teachers with opportunities to network with a wide audience in their areas of expertise. This type of networking provides access to conferences. Figure 3.8 indicates the beneficial effect that networking has on the teachers' teaching philosophies and on how networking adds value to the dissemination of content knowledge in their classrooms and the schools.

3.10 Summary

In this chapter the focus was on the seven roles and associated competences for educators. The criteria relating to the seven roles for educators overlapped with

those in the four domains of Danielson. This chapter concluded with the emphasis on the need for stakeholders in ITE to network. The inextricable link between the theory offered at HEIs and the WIL skills acquired in the schools was also reinforced in this chapter.

Figure 3.8: Networks of support, teachers' subject knowledge and pedagogy



Source: Adapted from Bourdillon and Storey, (2002:5)

CHAPTER FOUR

RESEARCH DESIGN

4.1 Introduction

The focus of this chapter is on a discussion of the scientific methods and procedures employed in gathering data and the exposition of the methodological choices I made to ensure that the research outcomes were valid and reliable. I used a quantitative approach which is referred to by Creswell (2005:39) as a type of educational research in which the researcher decides what to study, asks specific narrow questions, collects numeric data which is numbered data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. As this study requires numeric data that ask specific questions, two questionnaires were distributed. One questionnaire was directed at school – based mentors and the other at PGCE student teachers. These research instruments provided me with opportunities to gain insight from school-based mentors with regard to whether there is a balance between the theoretical knowledge provided by HEIs and the WIL skills that student teachers need. The questionnaires directed at PGCE student teachers provided perspectives from the students with regard to the relevance of their WIL skills for the schools at which they were placed. The use of questionnaires is indicative of the following characteristics of quantitative research (Creswell, 2005:41):

- An emphasis on collecting and analysing information in the form of numbers.
- An emphasis on collecting scores that measure distinct attributes of individuals and organizations.
- An emphasis on the procedures of comparing groups or relating factors about individuals or groups in experiments, correlational studies, and surveys.

The design of the questionnaires will be described at length in this chapter. In addition to the questionnaires, I was guided by my personal experience as a former teacher in FET, my experience as a lecturer at an HEI where I work predominantly in

preparing student teachers by developing their WIL skills and my experience as a coordinator of the PGCE programme. In spite of my interaction with student teachers in the PGCE programme, I will be objective in order to ensure that the conclusions and the recommendations derived in this study are unbiased.

4.2 Hypothesis and variables of the study

Struwig and Stead (2001:4) state that quantitative research examines variables which are based on the hypotheses derived from a theoretical scheme and that these variables must be measured. In this study the variables are measured through the use of questionnaires. The hypothesis for this study was:

The PGCE makes a significant contribution to the development of the WIL skills of ITE student teachers.

The rationale for this hypothesis is that the one year duration of the PGCE programme of study makes it imperative that WIL skills are developed because PGCE students access the programme with a degree, but they need the didactic skills to implement the theory in the schools.

The study focuses on the one-year full time PGCE qualification and its relevance to WIL. The variables for the study are firstly, the one year PGCE curriculum which is the independent variable and secondly, the WIL skills of student teachers which is the dependent variable. The independent variable focuses on the time frame of the one year PGCE curriculum and the dependent variable determines whether the curriculum is adequate for the student teacher to acquire the skills as clearly delineated in the questionnaires.

4.3 Purpose of the study

The purpose of the study is to establish what Struwig and Stead (2001:5) refer to as the causal relationships or cause and effect relationship between the independent and dependent variables. In this study I examined the extent to which the one year PGCE curriculum develops the WIL skills of student teachers. The one year PGCE

is the independent variable and it is hypothesised that it will develop the WIL skill which is the dependent variable. This deductive approach that will measure the quantitative data precisely is according to Struwig and Stead (2001:5) a positivist research paradigm.

In order to define the variables of the study an analysis of national and international PGCE models was done in chapter two. An analysis of WIL was done from an in-depth literature study in chapter three with the focus on teacher competences. I will explain the methodology for this study in terms of the stages of the research process. This will incorporate information on data collection methods and data analysis and interpretation.

4.4 Research objectives

After fourteen years of independence, the quality of education in South Africa continues to be challenged. One of these challenges is the adequate preparation of PGCE student teachers in initial teacher education programmes. The research objective is to provide valid, accurate responses to the research questions posed in chapter one of this study.

A review of suitable literature was undertaken to provide the theoretical framework for the research questions, the compilation of the two questionnaires, the interpretation of the data and the conclusion and recommendations. According to Mouton (1996:175), a research design is an exposition or plan of how the researcher plans to execute the research problem that has been formulated. The objective of the research design is to plan, structure and execute the relevant project in such a way that the validity of the findings is maximised.

4.5 Procedures

4.5.1 Questionnaires

I chose questionnaires as the research instruments to ensure that I remained detached and avoided any bias or subjectivity. The reason for my detachment could

be ascribed to my involvement as a former teacher in the FET band, as a former PGCE coordinator at an HEI and my direct involvement with students presently as a General Subject Didactics lecturer in the B Ed (FET). I decided to use questionnaires for the following reasons:

- It was possible to hand deliver the school-based mentor questionnaires to teachers at schools.
- I was able to hand deliver the PGCE student questionnaires to schools where I was able to access the students.
- Respondents were given the questionnaires during the latter half of the second term and allowed to complete them during the school vacation so as not to pressurise teachers prior to or during the mid-year examination.
- Since limited numbers of PGCE students could be accessed at schools I posted questionnaires with self-addressed envelopes to PGCE students. I was able to access the students on the database at the university.
- Telephonic communication was used to follow up on those who received questionnaires in the post.
- The questionnaires were designed taking into account internationally researched work-integrated learning skills that are relevant to teachers.
- The questionnaires were designed using English only, but I was available telephonically or via e-mail for further clarification.
- A consent form as well as a personal letter was attached to each questionnaire.

I also made provision for student teachers and mentors to make comments after completing the structured questionnaire. These additional comments will shed more light on the statistical data.

4.5.2 Questionnaire adaptation

I adapted the two questionnaires using Danielson's rubric on teacher competences. Copyright permission was granted by Danielson (refer to Addendum 5) to use the internationally valid domains and elements she identified (see Addendum 6), which

reflect the competences that teachers are expected to master. The four domains and elements in each domain identified by Danielson guided the design of the questionnaires. The domains, sub-domains and elements identified by Danielson overlapped with the seven roles for educators as identified by the DoE. I ensured that links existed with regard to the questions asked, the problems identified and the objectives of the research. The focus of each of Danielson's domains can be summarised as follows:

DOMAIN	SUB-DOMAIN	ELEMENT
1	a, b, c, d ,e ,f	Preparation and planning
2	a, b ,c ,d, e	The classroom environment
3	a, b, c, d, e	Instruction
4	a, b, c, d, e, f	Professional responsibilities

Each of the four domains consists of sub-domains. Each sub-domain is further divided into elements. Questions are grouped according to each of the elements within a sub- domain. The components of the elements therefore ensured that respondents were guided with the focus of the questions. Each element within a sub-domain was rated by the respondents on a five-point Likert-type scale. The respondents were guided with the rating, where 1 indicated poor, 3 indicated average and 5 indicated excellent. Thereafter, the respondents gave an overall rating out of ten for the particular sub-domain. The distribution of the items per domain for both the PGCE student teacher questionnaire and school-based mentor questionnaire is as follows:

Domain 1	55 items
Domain 2	31 items
Domain 3	34 items
Domain 4	32 items

One questionnaire (see Addendum 7) was directed at PGCE student teachers and the other questionnaire (see Addendum 8) was directed at the school-based mentors. The questionnaire was adapted under the guidance of Dr Jacques

Pietersen, a statistician from the Nelson Mandela Metropolitan University, and Professor Prakash Singh, my supervisor.

4.5.3 Reliability and validity of the quantitative research

A description of how the research design was structured will be presented to verify reliability and increase the validity of the research findings.

4.5.3.1 Reliability

Burns (2000:337) defines reliability as the relative absence of errors of measurement in a measuring instrument. Internal consistency reliability is an index that calculates the extent to which the test items all reflect the same attribute (Struwig and Stead:132). Struwig and Stead (2001:133) recommend the use of Cronbach's coefficient when individuals respond to items on multiple levels and when the measures have Likert-type scales where responses range from for example 'strongly agree' to 'strongly disagree'. I used Cronbach's coefficient alpha, which is a measure of the internal consistency of items on an instrument when the items are scored as continuous variables; for example, strongly agree to strongly disagree (Creswell, 2005:589). The reliability of the study is described further in the next chapter. A five point scale was used in the questionnaires that I adapted from Danielson (1996).

4.5.3.2 Validity

The validity of a measuring instrument's scores refers to the extent to which the instrument measures what it is intended to measure. The validity of a test's scores is related to its reliability. If the test scores are not reliable its scores are not valid (Struwig and Stead: 2001:138). According to Sapsford and Jupp (2006:23) validity is the extent to which the research conclusions can plausibly be taken to represent a state of affairs in the wider world. The items on the questionnaire have face validity which according to Struwig and Stead (2001:139) refers to whether the items of the test appear to measure what the test purports or claims to measure. All the items on the questionnaire are linked to WIL skills for educators and the WIL skills overlap

with the competences that are identified in the seven roles for educators as discussed in chapter three. In addition, Danielson's research instrument which was adapted for my questionnaires has already been proven effective in regard to content validity. The items therefore also have content validity which is described by Struwig and Stead (2002:139) as the extent to which the items reflect the theoretical content domain of the construct being measured.

4.5.4 Ethics

Creswell (2005:12) identifies the following ethical issues that must be considered in the research process:

- respecting the rights of participants;
- honouring research sites; and
- reporting research fully and honestly.

I respected the rights of those who participated in the study by providing them with the aim and objectives of the study, disclosing my identity and highlighting the relevance of the results of the study. The participants were also given a consent form which emphasised that their participation was voluntary and that there were no risks involved. Furthermore, they were informed that they had the right to refuse to participate or withdraw at any time during the study. They were assured of anonymity and their confidentiality was guaranteed. I protected their identities by assigning numbers to returned questionnaires and only shared the data with the statistician and supervisor of the study.

I honoured the research sites by requesting permission from the principals, or in their absence, the deputy principals to distribute questionnaires to mentors and student-teachers. I respected the participants involved in my research by reporting data honestly, giving credit for material from other sources and ensuring that plagiarism was not committed.

4.6 Target population

The admission requirement for a student who wants to register for the PGCE programme is a degree that satisfies the requirements of the Department of Education (see Addendum 9 which is an extract of the FoE Prospectus). In this study a fixed finite population is under consideration, where the population elements are labelled so that each element can be identified (Lehtonen & Pahkinen, 1996:7). The target population comprised of the PGCE graduates in 2006 and 2007 and the school-based mentors during that period who were accessible at Nelson Mandela Metropole.

4.7 Sample

I used *convenience sampling* which, according to Creswell (2005:590), is a quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied. Gorard (2001:24) refers to convenience sampling as a form of non-probability sampling which is composed of those cases chosen only because they are easily available. The two groups of subjects were therefore selected on the basis of their accessibility and availability to the researcher.

4.8 Researcher's role

In my capacity as the researcher I identified the respondents and modified the domains to suit the context of my research. My role included the following:

- Access the 2006 and 2007 database of PGCE graduates.
- Identify the school-based mentors at schools in Uitenhage and Port Elizabeth where PGCE student teachers completed their WIL.
- Modify the work-integrated learning domains identified by Danielson (1996) and be guided by the literature on ITE and WIL to design student teacher questionnaires and school-based mentor questionnaires.

4.9 Data collection

Eighteen high schools in Port Elizabeth and two in Uitenhage provided the sites where the student teachers could be accessed. I chose these sites, firstly, because I reside in Port Elizabeth. Secondly, the sites are in close proximity to the higher education institution where I am employed and thirdly, because of financial constraints. The primary data collection was based on two questionnaires to determine the adequacy of the PGCE to develop the work-integrated learning skills of student teachers. Forty PGCE mentor questionnaires were distributed to forty school-based mentors in twenty high schools. Questionnaires were also distributed to sixty-two PGCE graduates who graduated in 2006 and 2007. The specific domains and elements outlined in the questionnaire are indicative of teacher competences that are accepted internationally, as confirmed by a review of the relevant literature.

The subjects were given a fortnight to return the completed questionnaires. Although the questionnaires were structured, each questionnaire was augmented with a subsection allowing for additional comment from respondents. The purpose of the subsection was to provide the researcher with additional insights that may have been overlooked by a purely structured questionnaire.

I visited the high schools and debriefed the principals. In the absence of the principals, I debriefed the deputy principals about the focus of the study and also requested permission to conduct the research at their schools. The senior personnel at the schools elected to issue the questionnaires to the respondents at their schools. This was done to avoid any disruptions during the June examinations, as many of the teachers were invigilating.

My e-mail address and telephone details appear on the consent document thereby allowing the respondents' access to me should further clarification of the questionnaires be required. The principals agreed that the completed questionnaires could be collected after a fortnight. A fortnight after issuing the questionnaires to the schools, I visited the schools to collect the data. Some of the schools met the deadline, but others had to be revisited to collect the questionnaires. When visiting

the schools, I found that there were mentors who had retired or who had been transferred to other institutions. In most instances the same mentors were responsible for mentoring the 2006 and 2007 cohort of PGCE student teachers. On average, a mentor would have mentored a student teacher in one or two learning areas.

4.10 Limitations of the study

The study did not involve PGCE students who had outstanding modules after the year of study, in spite of them having spent the prescribed period in the schools completing teaching practice. The study was therefore restricted to those students who had graduated. The researcher also found that there were limited numbers of PGCE graduates who were in full-time teaching posts at schools. Furthermore, of the twenty high schools I visited, nineteen were in urban areas and one was a township school.

4.11 Summary

A quantitative method of data collection, specifically using questionnaires was the preferred method to determine the adequacy of the PGCE from the perspective of both the PGCE students and the school-based mentors. An analysis of the domains and elements of Danielson (1996) which informed the compilation of the questionnaires was provided. Confirmation of the validity and reliability of the questionnaires by virtue of the international relevance of the research instrument was given.

With the design and methodology used in this study, reference was made to the hypothesis, variables in the study, purpose of the study, ethical issues, target population, site, researcher's role, sampling strategies, data collection strategies and limitations of the design.

CHAPTER FIVE

ANALYSIS, INTERPRETATION AND SYNTHESIS OF THE DESCRIPTIVE AND INFERENCE DATA

5.1 Introduction

In this chapter an analysis, synthesis and interpretation of the statistical data is presented. The analysis and interpretation of the statistical data is also linked to the literature study. The objectives of the research, discussed in chapter one are taken into account when analyzing and interpreting the statistical data. Questionnaires were completed by 20 PGCE student teachers and 28 school-based mentors at 20 secondary schools.

The data collected from the responses to the questionnaires was analysed using the programme, *Statistica Version 8.0*. This programme is a windows-based general statistical package for the analysis of quantitative data. The data is also interpreted in this chapter. A summary of the responses from the respondents to the questionnaire is presented in tabular and graphic form.

5.2 Profile of the sample

Ninety-nine percent of the responses received were from former model – C schools and 1% of the responses received was from a township school, because the student teachers who completed the questionnaires are employed at these schools. This study does not require that types of schools be compared to determine the WIL skills. There is, however, the possibility of future research focusing on the impact of different types of schools on the development of WIL skills.

5.3 Reliability of the questionnaires

The internal reliability for each of the sub-domains was calculated by using Cronbach's coefficient alpha. Cronbach's alpha is a coefficient of reliability or internal consistency. A high value, close to 1, means that there is high internal reliability of the construct. This means that the items are highly correlated and measure the same construct to a high degree. The higher the score, the more reliable the generated scale is.

In Table 5.1 Cronbach's alpha as well as the average inter – item correlation is presented. It can be seen that they are all relatively high. The alpha values range from 0.84 to 0.95 which is an indicator of the measurement of the same construct to a high degree. These high values indicate that all the sub – domains have high internal reliability, considering that Reynaldo and Santos (1999:2) cite Nunnally who indicated 0.7 to be an acceptable reliability coefficient. A rating of 0.7 and above is acceptable, but below 0.7 may be an indication of areas that need attention. It can therefore be deduced that the items were a consistent measure and that the four domains, namely, Preparation and planning, The classroom environment, instruction, and Professional responsibilities which indicate the WIL skills crucial for teachers, were also consistent.

Although there is a difference in the reliability coefficients that range from 0.84 to 0.95 this difference is not regarded as significant. There was no indication that school principals interfered with the responses received from the mentors or student teachers.

Table 5.1 Cronbach's alpha and the average inter – item correlation

Domains and Elements in Sub-domains	Sub-domain	Cronbach's Alpha	Average inter-item correlation
Domain 1: Preparation & planning			
Knowledge of content	1 (a)	.89	.52
Knowledge of learners	1 (b)	.93	.54
Selection & implementation of goals	1 (c)	.92	.55
Awareness of & access to resources	1 (d)	.92	.71
Lesson structure& learning activities	1 (e)	.91	.50
Assessment	1 (f)	.89	.55
Domain 2: Classroom environment			
Teacher & learner interactions	2 (a)	.90	.67
Learner expectations & pride in work	2 (b)	.92	.64
Classroom management	2 (c)	.93	.65
Monitoring of learner behaviour	2 (d)	.89	.60
Safety & use of physical resources	2 (e)	.84	.54
Domain 3: Instruction			
Language proficiency	3 (a)	.86	.64
Questioning & discussion techniques	3 (b)	.88	.50
Content disclosure	3 (c)	.92	.50
Feedback	3 (d)	.93	.78
Lesson adjustment	3 (e)	.85	.55
Domain 4:Professional responsibilities			
Reflection on teaching	4 (a)	.89	.68
Administrative skills	4 (b)	.94	.73
Interaction with parents & families	4 (c)	.95	.79
Collegiality & community service	4 (d)	.90	.63
Professional development	4 (e)	.86	.62
Service to learners & leadership	4 (f)	.89	.64

5.4 Analysis and interpretation of each domain

Each of the domains on the questionnaire will be discussed by comparing the school-based mentors' ratings of the PGCE student teachers and the student teachers' ratings of themselves per sub-domain on the questionnaire. These ratings are the overall ratings out of ten on the questionnaire, expressed as a percentage for each sub-domain. The ratings are therefore not a percentage of the respondents, but an average rating per sub-domain. The observed differences were small and not statistically significant at the 5% level. However, due to the size of the sample which consisted of 28 school-based mentors and 20 PGCE student teachers, effect size calculations were used, specifically Cohen's *d* values.

The group of school-based mentor ratings of student teachers was compared with the student teacher ratings of themselves. The independent samples *t*-test was used to test whether significant differences exist between the ratings of the school-based mentors and PGCE student teachers. Table 5.2 gives the results of these tests for Domain 1.

Effect size was used because the *t*-tests may not be powerful enough to indicate an important difference due to the small samples. Creswell (2005:186) describes effect size as a means for identifying the practical strength of the conclusions about group differences or about the relationship among group variables in a quantitative study. Therefore use was made of the effect size (Cohen's *d*) to show where possible, practical significant differences existed. Cohen's *d* is calculated as the difference between the means divided by the pooled standard deviation.

5.5. Domain 1: Preparation and planning

The *t*-test is parametric. The assumption is that the data is normally distributed. The notion of degrees of freedom (*df*) refers to the number of values that are free to vary when certain restrictions are placed on the data (Blaikie, 2003:190). The *df* is used in a *t*-test and is the sum of the two sample sizes minus 2. Standard deviation is the measure of the dispersion of distributions of interval-level and ratio-level data. It is the square root of the sum of the squared deviations of all values from the mean,

divided by the number of values (Blaikie, 2003:321). When the standard deviation is much smaller than the mean it suggests that the mean is a reasonable summary. When the standard deviation is larger than the mean it suggests that the mean is not a reasonable summary of the figures in question. Hence, whenever a mean is quoted it should be accompanied by the standard deviation (Gorard, 2001:65).

Table 5.2 Domain 1: Preparation and planning

Variable	T-tests; Grouping: Group Group 1: Mentor Group 2: Graduate								
	Mean Mentor	Mean Graduate	df	p	Valid N Mentor	Valid N Graduate	Std.Dev. Mentor	Std.Dev. Graduate	Cohen's d
Dom1a	7.3	6.9	45	0.213	27	20	1.1	1.2	0.4
Dom1b	6.6	6.7	44	0.945	26	20	1.4	2.0	0.0
Dom1c	7.0	6.7	45	0.537	27	20	1.4	1.9	0.2
Dom1d	7.1	6.8	43	0.648	25	20	1.8	2.1	0.1
Dom1e	7.1	6.9	44	0.770	26	20	1.4	1.5	0.1
Dom1f	6.9	6.8	44	0.768	26	20	1.4	1.7	0.1

All the p values in Table 5.2 are two-tailed p values, because we are testing whether there are significant differences between the means and not specifically that one is greater than the other. From Table 5.2, the differences in the means of the mentors and graduates were calculated as depicted in Table 5.3. Table 5.2 shows that all 20 PGCE respondents gave ratings on the six sub-domains. In sub-domains 1a and 1c 27 mentors responded and in sub-domains 1b, 1e and 1f, 26 mentors responded. Responses were only received from 25 mentors for sub-domain d. The effect size (Cohen's d) for one variable, namely Domain 1a, was 0.4 which can be interpreted as of medium practical significance. This points to a sub-domain where a real difference may exist between mentors' and graduates' ratings, but since the rating of the mentors is higher, it is not seen as problematic. The remaining elements in this domain were of small practical significance since the values of Cohen's d were less than or equal to 0.2. In these sub-domains, therefore, no problems seem to exist in terms of the standard of the graduates.

Table 5.3 Differences in means of mentors and graduates in Domain 1

Sub-domain	Differences between means
1a	.4
1b	.1
1c	.3
1d	.3
1e	.2
1f	.1

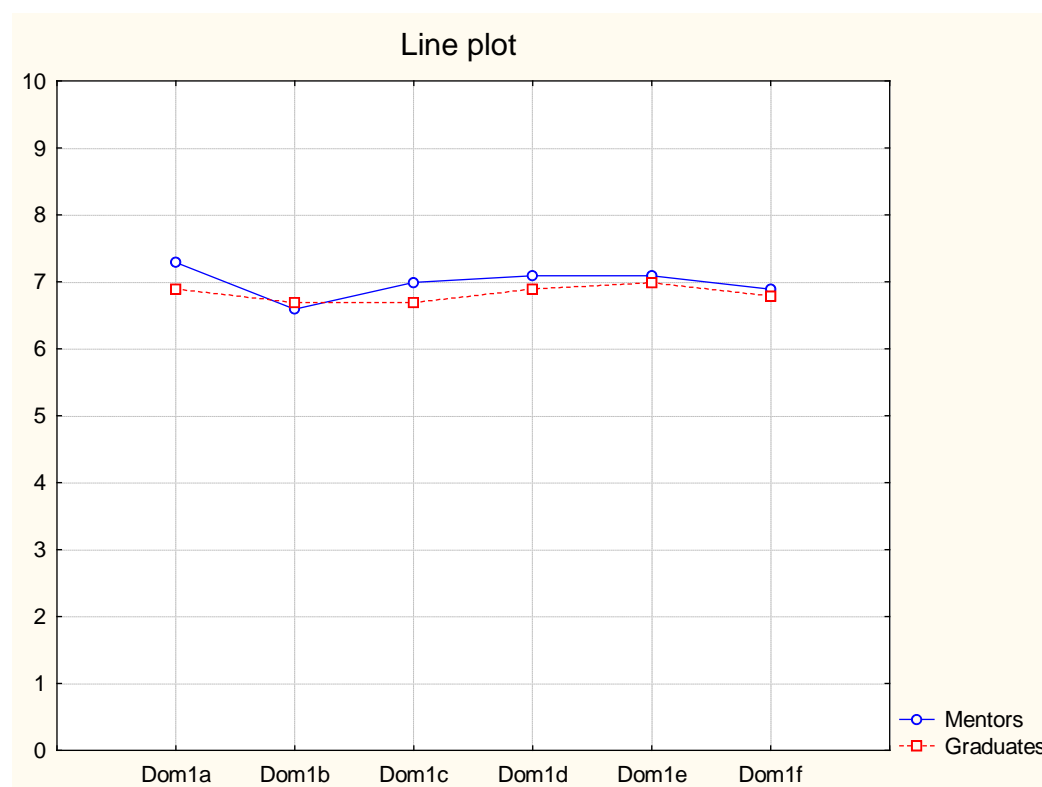
The differences in means range from .1 to .4. It is therefore clear from Table 5.3 that the differences in means are relatively small. The t-tests also show that these differences are not statistically significantly different at the 5% level, that is $p \geq 0,05$, since all p-values are greater than 0.05. Emphasis must therefore not be placed on the differences between the two groups. In both groups the mean values are approximately between 6.6 and 7.3 (on the scale 0 to 10), indicating ratings from both school-based mentors and PGCE student teachers in respect of the adequacy of the PGCE with regard to the WIL skills associated with preparation and planning. Graph 5.1 is a graphical representation of the means of the two groups.

Domain 1 consists of six sub-domains, namely sub-domain 1 (a), sub-domain 1(b), sub-domain 1(c), sub-domain 1 (d), sub-domain 1 (e) and sub-domain 1(f). Each sub - domain is further grouped into elements. The elements are indicative of the core competences relating to preparation and planning that student teachers are expected to develop in WIL environments.

In graph 5.1 the focus in sub-domain 1 (a) is on knowledge of content and content-related pedagogy. In sub-domain 1 (a) the school-based mentors rated the student teachers higher than they rated themselves. The PGCE student teachers may have been conservative in their self-assessments while the mentors have observed their content knowledge as being at an acceptable level. The higher rating of 73% from the mentors is as a result of the mentors observations of the benefits of the subject content knowledge that the student teachers have acquired in their undergraduate degrees prior to registering for the PGCE. Bourdillon and Storey (2002:49) refer to

the impact of the mastery of subject content knowledge on the teaching of beginning teachers. It reflects their depth of subject knowledge and their ability to help learners understand the language and organizing of concepts in their subjects.

Graph 5.1 Domain 1: Preparation and planning



Sub - domain 1 (b) in graph 5.1 focuses on the PGCE student teachers' knowledge of learners. In this sub-domain the ratings of school-based mentors and student teachers were 66% and 67% respectively. The knowledge that student teachers have of learners could be ascribed to the maturity of the PGCE students and their exposure to many individuals in a number of varied occupations prior to registering for the PGCE.

School – based mentors gave the student teachers a rating of 70% in sub-domain 1c in Graph 5.1 which is higher than the 67% student teachers rating of themselves in terms of the goals and the interpretation of OBE as described in sub - domain 1 (c). The possibility exists that the student teachers were unsure about their WIL skills as a result of the constant modifications to the curriculum. Manser (2005:11) refers to the discontent and frustrations amongst educators, principals and their unions

regarding the haphazard and unprofessional manner with which the new OBE curricula have been introduced and upgraded.

The mentor rating of 71% for the PGCE students in sub-domain 1 (d) in graph 5.1 which refers to teaching resources was higher by 2% than the student teachers ratings of themselves, which is indicative of the students' capacity to access resources. The student teachers do, however, have to take cognizance of the poverty in the Eastern Cape. Manser (2005:6) highlights the poverty and inequality which still prevails in the province. In the light of these inequalities, PGCE student teachers must be encouraged by HEIs to focus not only on accessing existing resources, but also on creating innovative resources that will be inexpensive, if use is made of the natural resources in the province.

The data of both the school-based mentors and the student teachers which was 71% and 69% respectively in sub-domain 1 (e) in graph 5.1 suggest that the standard of lesson planning, content selection, selection of resources for teaching and time management are WIL skills that the PGCE student teachers coped with adequately. This suggests that the lesson planning done by the student teachers satisfies the criteria for lesson planning in the WIL environment.

Sixty-nine percent of the school-based mentors and 68% of the student teachers in sub-domain 1 (f) in graph 5.1, which relates to assessment shows that the student teachers have clarity about formative and summative assessment and about the significance of providing learners with feedback.

5.6 Domain 2: The classroom environment.

The t-test is parametric. The assumption is that the data is normally distributed. The degrees of freedom (df) is used in a t-test and is the sum of the two sample sizes minus 2.

The table below gives the results of the t-tests for the sub-domains of Domain 2 (The classroom environment).

Table 5.4 Domain 2: The classroom environment

Variable	T-tests; Grouping: Group Group 1: Mentor Group 2: Graduate								
	Mean Mentor	Mean Graduate	df	p	Valid N Mentor	Valid N Graduate	Std.Dev. Mentor	Std.Dev. Graduate	Cohen's d
Dom2a	7.9	7.8	44	0.881	26	20	1.5	1.7	0.0
Dom2b	7.4	7.7	46	0.546	28	20	1.6	1.5	0.2
Dom2c	6.8	6.5	45	0.499	27	20	1.8	1.4	0.2
Dom2d	6.8	6.5	45	0.612	27	20	1.7	1.8	0.2
Dom2e	7.5	7.1	46	0.371	28	20	1.6	1.7	0.3

All the p values in Table 5.4 are two-tailed p values, because we are testing whether there are significant differences between the means and not specifically that one is greater than the other. The effect sizes in the region of 0.2 or smaller indicate small practical significance. This confirmed the statistical test being non-significant. There is no indication whatsoever of any practically or statistically significant differences in these cases.

From Table 5.4 the differences in the means of mentors and graduates were calculated as depicted in Table 5.5.

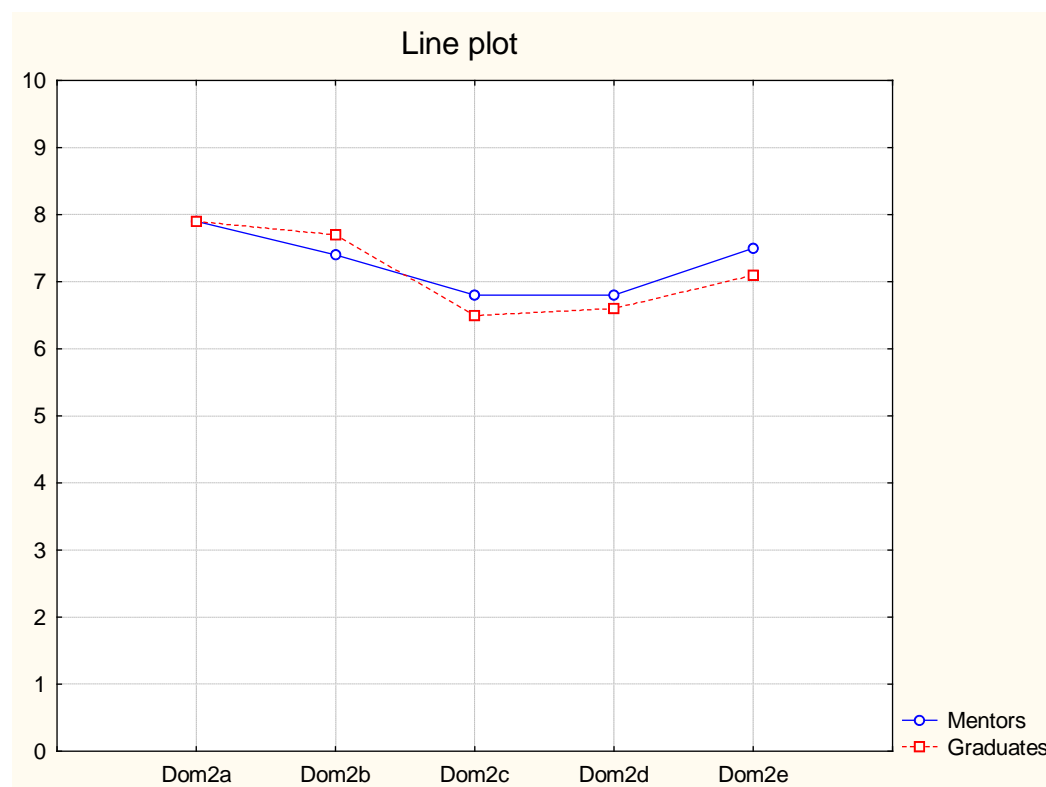
Table 5.5 Differences in means of mentors and graduates in Domain 2

Sub-domain	Differences between means
2a	.1
2b	.3
2c	.3
2d	.3
2e	.4

The differences in the means range from .1 to .4. It is therefore clear from Table 5.5 that the differences in the means are relatively small. The t-tests also show that these differences are not statistically significantly different at the 5% level, that is, $p \geq 0.05$, since all p-values are greater than 0.05. Too much emphasis must therefore not be placed on the differences between the two groups. This means that although

in this sample this difference was observed, it may not be a real difference in the population, that is, the difference may have occurred due to chance.

Graph 5.2 Domain 2: The classroom environment



Domain 2 consists of five sub-domains, namely sub-domain 2 (a), sub-domain 2(b), sub-domain 2(c), sub-domain 2 (d) and sub-domain 2 (e). Each sub-domain is further grouped into elements. The elements are indicative of the core competences linked to WIL and the classroom environment.

In graph 5.2 sub-domain 2 (a) with specific reference to the two elements, namely *Teacher Interaction with Learners* and *Learner Interactions* received ratings of 79% and 78% from the school-based mentors and PGCE student teachers respectively. A possible reason for this could be the emphasis on mutual respect and respect for cultural diversity which has been enshrined in the constitution in post-apartheid South Africa (Section 7(1): Constitution Republic of South Africa). Furthermore, there has been greater racial integration at former model C schools since 1994 and this, coupled with the maturity of PGCE students has lead to students being sensitized to cultural, racial and linguistic diversity.

The school-based mentors rating of 74% for the student teachers was lower than the student teachers rating of 77% for themselves in sub-domain 2 (b) in Graph 5.2 where the focus is on motivating the learners to take pride in their work and achievements. This perception of the school-based mentors could be ascribed to the student teachers' focus on the disclosure of subject specific content to ensure syllabus coverage.

With regard to sub-domain 2 (c) in Graph 5.2 where the focus is on coping with group work, and the management of instructional time and transitions, the school-based mentors gave the student teachers a rating of 68% compared with the students; rating of themselves at 65%. The need exists for student teachers to develop reflective competences, so that their self assessments will be more closely aligned to that of the school-based mentors. However, the rating indicates that the PGCE curriculum is adequate to develop this WIL skill of student teachers.

In sub-domain 2 (d) in Graph 5.2 the focus is on the behaviour of learners. The school-based mentors gave the student teachers a rating of 68% which is higher than the student teachers rating of 65%. In sub-domain 2 (e) in graph 5.2 which is linked to safety and classroom arrangement the mentors once again rated the students higher (75%) than the students rated themselves (71%). The lower ratings of 65% and 71% by student teachers of themselves in these two sub-domains compared with the school-based mentors ratings of the student teachers could be indicative of the uncertainty that the student teachers have about issues relating to the discipline of learners.

5.7 Domain 3: Instruction.

The t-test is parametric. The assumption is that the data is normally distributed. The degrees of freedom (df) is used in a t-test and is the sum of the two sample sizes minus 2.

The table below gives the results of the t-tests for the sub-domains of Domain 3 (Instruction).

Table 5.6 Domain 3: Instruction

Variable	T-tests; Grouping: Group Group 1: Mentor Group 2: Graduate								
	Mean Mentor	Mean Graduate	df	p	Valid N Mentor	Valid N Graduate	Std.Dev. Mentor	Std.Dev. Graduate	Cohen's d
Dom3a	7.6	7.8	45	0.691	27	20	1.5	1.3	0.1
Dom3b	7.2	6.6	45	0.196	27	20	1.5	1.6	0.4
Dom3c	7.1	6.8	45	0.603	27	20	1.3	1.7	0.2
Dom3d	6.9	6.9	43	0.915	27	18	1.6	1.8	0.0
Dom3e	6.6	7.3	45	0.117	27	20	1.5	1.6	0.5

All the p values in Table 5.6 are two-tailed p values, because we are testing whether there are significant differences between the means and not specifically that one is greater than the other. Medium effect size is indicated by 0.4 and 0.5. This points to a possible real difference although the difference was not statistically significant. The difference in terms of sub-domain 3 (b) does not need attention since the mentors' rating was higher than that of the graduates. However, further investigation may be needed into sub-domain 3 (e) since the mentors did not rate the graduates as high as they rated themselves. The other three effect sizes are small, indicating small practical significance. From Table 5.6 the differences in the means of mentors and graduates were calculated as depicted in Table 5.7.

Table 5.7 Differences in means of mentors and graduates in Domain 3

Sub-domain	Differences between means
3a	.2
3b	.6
3c	.3
3d	.3
3e	.9

The differences in the means range from .2 to .9. It is therefore clear from Table 5.7 that the differences in the means are relatively small. The t-tests also show that these differences are not statistically significantly different at the 5% level, that is $p \geq 0,05$, since all p-values are greater than 0.05. Too much emphasis must therefore not be placed on the differences between the two groups. This means that although

in this sample this difference was observed, it may not be a real difference in the population, that is, the difference may have occurred due to chance.

Graph 5.3 Domain 3: Instruction



In sub-domain 3 (a) in graph 5.3 the competence to be mastered is language proficiency. In this WIL skill, the student teachers rated themselves at 78% which is higher than the mentors rating of 76%. Lemmer *et al* (2006: 7) state that the acquisition of a second language may take five to seven years to obtain sufficient CALP and two years to acquire BICS. The lower rating of 76% by PGCE students as compared to mentors on language proficiency could relate to the reality that English is not the mother tongue of all PGCE students. Hence, there is a need to intensify the students' acquisition of English in the PGCE and offer ongoing support, since English is the medium of teaching and learning, particularly in the FET phase in the schools.

In Graph 5.3, sub-domain 3 (b) looks specifically at the capacity of student teachers to make use of questioning and discussion techniques, whilst simultaneously engaging all learners. The mentor rating of 72% for the students was higher than the

students rating of 66% for themselves. Students may feel less confident about their capacity because of what Shulman refers to as “wait-times” and “critical moments,” as discussed in Chapter 3 to enhance their questioning techniques.

In terms of the WIL skills in sub-domain 3 (c) in Graph 5.3 linked to the disclosure of content during instruction, the pacing of lessons and the utilization of resources, the school based mentors once again rated the students higher (71%) than the students rated themselves (68%). The WIL competences, such as disclosing content and using resources can be planned in advance. Pacing lessons however requires ongoing practice. The limited exposure of PGCE student teachers to teaching practice during two school terms could possibly be a reason for insufficient practice at pacing lessons. This may account for the student teachers lower rating.

The equivalence of the ratings of both the mentors and the student teachers with regard to feedback which is the focus of sub-domain 3 (d) in graph 5.3 is indicative of the student teachers' capacity to cope successfully with assessment in the WIL environment during instruction.

Sub-domain 3(e) in graph 5.3 highlights the student teacher's capacity to respond spontaneously, since this sub-domain looks at the student teacher's capacity to adjust lessons using an extensive repertoire of strategies and to assist learners whilst enhancing teaching. In this regard the mentors' rating of the students was 66% which is lower than the rating of 73% which students gave themselves. The mentors' lower rating of the PGCE student teachers in sub-domain 3e suggests that the PGCE student teachers are seen to experience difficulties with spontaneity when dealing with unexpected events during teaching.

5.8 Domain 4: Professional responsibilities

The t-test is parametric. The assumption is that the data is normally distributed. The degrees of freedom (df) is used in a t-test and is the sum of the two sample sizes minus 2.

The table below gives the results of the t-tests for the sub-domains of Domain 4 (Professional responsibilities).

Table 5.8 Domain 4: Professional responsibilities

Variable	T-tests; Grouping: Group Group 1: Mentor Group 2: Graduate								
	Mean Mentor	Mean Graduate	df	p	Valid N Mentor	Valid N Graduate	Std.Dev. Mentor	Std.Dev. Graduate	Cohen's d
Dom4a	6.6	6.9	43	0.483	26	19	1.7	1.7	0.2
Dom4b	6.5	7.0	42	0.355	25	19	1.9	1.8	0.3
Dom4c	5.3	6.0	36	0.443	18	20	3.1	2.7	0.3
Dom4d	7.0	6.6	38	0.710	21	19	2.7	2.7	0.1
Dom4e	7.1	6.9	40	0.842	23	19	2.2	2.2	0.1
Dom4f	6.8	7.1	42	0.657	25	19	2.1	1.7	0.1

All the p values in Table 5.8 are two-tailed p values, because we are testing whether there are significant differences between the means and not specifically that one is greater than the other. The effect sizes are all small indicating small practical significance. This confirmed the statistical test being non-significant. There is no indication whatsoever of any practically or statistically significant differences in these cases. From Table 5.8 the differences in the means of mentors and graduates were calculated as depicted in Table 5.9.

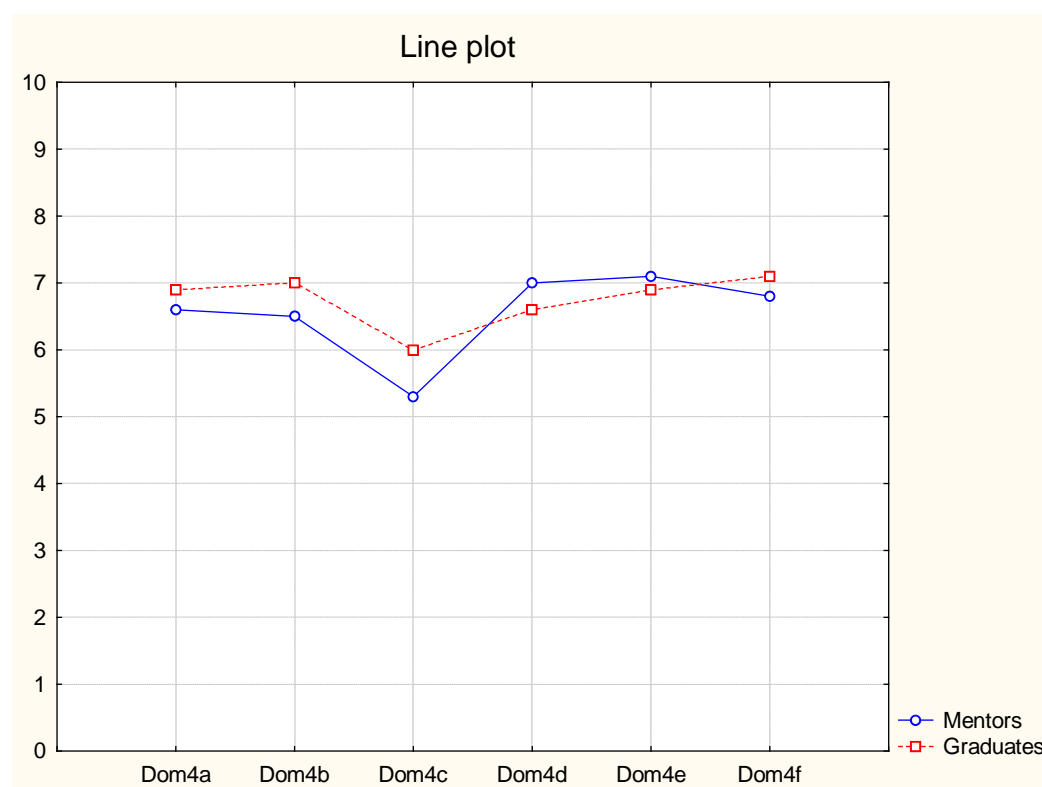
Table 5.9 Differences in means of mentors and graduates in Domain 4

Sub-domain	Differences between means
4a	.3
4b	.5
4c	.7
4d	.4
4e	.2
4f	.3

The differences in the means range from .2 to .7. It is therefore clear from Table 5.9 that the differences in the means are relatively small. The t-tests also show that these differences are not statistically significantly different at the 5% level, that is $p \geq$

0, 05, since all p-values are greater than 0.05. Too much emphasis must therefore not be placed on the differences between the two groups. This means that although in this sample this difference was observed, it may not be a real difference in the population, that is, the difference may have occurred due to chance.

Graph 5.4 Domain 4: Professional responsibilities



Sub-domain 4 (a) in Graph 5.4 refers specifically to the student teachers' capacity to reflect on practice. The lower mentor rating of 66% for students compared with the students' ratings of their capacity at 69% suggests that this is a WIL skill that needs more attention in the HEIs. The capacity of student teachers to cope with administrative issues, particularly with the recording of learner progress as indicated in sub-domain 4 (b) in Graph 5.4 was rated lower by school mentors at 65% than the student teachers' rating of 70%. Once again there is a need for the HEIs to give attention to the development of WIL skills linked to record-keeping and related administrative tasks in the schools. The following response from a PGCE student teacher on the last item which was allowed for below the questionnaire, is indicative of this gap in their training:

Somebody that can teach teachers how to put systems in place can become a millionaire.

In Graph 5.4 sub - domain 4 (c) professional responsibilities, with specific reference to the three elements, namely, *information about the instructional programme*, *information about individual students / learners*, and *engagement of families in the instructional programme* received the lowest rating from the school-based mentors (53%) as well as the PGCE student teachers (60%). The possibility exists that student teachers were not afforded opportunities to engage with parents informally at school functions or formally in terms of discussions about learners' progress, whether positive or negative. The following responses from school-based mentors to the last item on the questionnaire, which is open-ended suggests that the HEI needs to emphasise the need for the student teachers to be exposed to parents on an ongoing basis under the guidance of the school based mentor:

In high school the communication with parents / family is only through the report at the end of the term and at parent teacher functions.

Student teachers are not expected to liaise with parents. This is conducted through the Subject Head or through the Grade Head, according to school procedure.

Aspects such as collegiality and participation in school and district projects, which are the WIL skills in sub-domain 4 (d) in Graph 5.4, received higher ratings (70%) from school based mentors, suggesting that the mentors were more positive about the student teachers' collegial and leadership skills than the students (66%) were about their own skills.

The almost equivalent ratings of both the school based mentors (71%) and student teachers (69%) in sub-domain 4 (e) in Graph 5.4 with regard to the student teachers' enhancement of content knowledge coupled with pedagogic skills, affirms the research related to the strengths that PGCE student teachers have as a result of their content knowledge acquisition during their undergraduate degrees.

Finally, sub-domain 4 (f) in Graph 5.4 which describes the student teacher's capacity to be of service to learners and to participate in decision-making is seen as an area that needs development, since the school based mentors ratings of student teachers were lower (68%) than the student teachers' ratings (71%) of themselves.

5.9 Correlation amongst elements per domain

Below are the Pearson product-moment correlation coefficients for the six elements of Domain 1 in Table 5.10 for the mentors' data.

Table 5.10

	Group=Mentor Correlations Marked correlations are significant at $p < .05000$ N=23 (Casewise deletion of missing data)					
Variable	Dom1a	Dom1b	Dom1c	Dom1d	Dom1e	Dom1f
Dom1a	1.00	0.88	0.88	0.64	0.76	0.81
Dom1b	0.88	1.00	0.81	0.61	0.79	0.84
Dom1c	0.88	0.81	1.00	0.76	0.79	0.89
Dom1d	0.64	0.61	0.76	1.00	0.72	0.80
Dom1e	0.76	0.79	0.79	0.72	1.00	0.81
Dom1f	0.81	0.84	0.89	0.80	0.81	1.00

The coefficients are all positive and very high, as well as statistically significant at the 5% level. This means that the mentors rated the student teachers consistently on the six elements. For example the Pearson correlation between 1a (knowledge of content) and 1c (selection and implementation of goals) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 1a and 1c as rated by the mentors.

Table 5.11

Group=Graduate Correlations Marked correlations are significant at $p < .05000$ N=20 (Casewise deletion of missing data)						
Variable	Dom1a	Dom1b	Dom1c	Dom1d	Dom1e	Dom1f
Dom1a	1.00	0.67	0.58	0.56	0.49	0.24
Dom1b	0.67	1.00	0.84	0.57	0.78	0.66
Dom1c	0.58	0.84	1.00	0.71	0.68	0.62
Dom1d	0.56	0.57	0.71	1.00	0.65	0.52
Dom1e	0.49	0.78	0.68	0.65	1.00	0.81
Dom1f	0.24	0.66	0.62	0.52	0.81	1.00

The Pearson product-moment correlation coefficients among the six elements of Domain 1 in Table 5.11 for the students' data are all positive and fairly high, as well as statistically significant at the 5% level. This means that the students rated themselves consistently high or low) on the six elements. For example the Pearson correlation between 1b (knowledge of learners) and 1c (selection and implementation of goals) is 0.84 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 1a and 1c as rated by the graduates.

Table 5.12

Group=Mentor Correlations Marked correlations are significant at $p < .05000$ N=25 (Casewise deletion of missing data)					
Variable	Dom2a	Dom2b	Dom2c	Dom2d	Dom2e
Dom2a	1.00	0.81	0.62	0.57	0.64
Dom2b	0.81	1.00	0.78	0.79	0.66
Dom2c	0.62	0.78	1.00	0.85	0.80
Dom2d	0.57	0.79	0.85	1.00	0.75
Dom2e	0.64	0.66	0.80	0.75	1.00

Table 5.12 shows the Pearson product-moment correlation coefficients among the five elements of Domain 2 for the mentors' data. The mentors again rated the student teachers consistently high on the six elements. For example the Pearson correlation between 2c (group work and management of instructional time and transitions) and 2d (behaviour of learners) is 0.85 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 2c and 2d as rated by the mentors.

Table 5.13

Group=Graduate Correlations Marked correlations are significant at $p < .05000$ N=20 (Casewise deletion of missing data)					
Variable	Dom2a	Dom2b	Dom2c	Dom2d	Dom2e
Dom2a	1.00	0.57	0.54	0.77	0.36
Dom2b	0.57	1.00	0.30	0.51	0.50
Dom2c	0.54	0.30	1.00	0.74	0.16
Dom2d	0.77	0.51	0.74	1.00	0.41
Dom2e	0.36	0.50	0.16	0.41	1.00

In Domain 2 in Table 5.13 the student teachers' rating of themselves was less consistent as there were a number of low correlations. For example the Pearson correlation between 2e (safety and classroom arrangement) and 2c (group work and the management of instructional time and transitions) is 0.16 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 2e and 2c as rated by the graduates.

Table 5.14

Group=Mentor Correlations Marked correlations are significant at $p < .05000$ N=25 (Casewise deletion of missing data)					
Variable	Dom3a	Dom3b	Dom3c	Dom3d	Dom3e
Dom3a	1.00	0.65	0.88	0.79	0.72
Dom3b	0.65	1.00	0.67	0.65	0.75
Dom3c	0.88	0.67	1.00	0.84	0.78
Dom3d	0.79	0.65	0.84	1.00	0.74
Dom3e	0.72	0.75	0.78	0.74	1.00

Table 5.14 shows the Pearson product-moment correlation coefficients among the five elements of Domain 3 for the mentors' data. The mentors rated the student teachers consistently high on the five elements. For example the Pearson correlation between 3a (language proficiency) and 3c (content disclosure, lesson pacing and resources) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 3a and 3c as rated by the mentors.

Table 5.15

Group=Graduate Correlations Marked correlations are significant at $p < .05000$ N=18 (Casewise deletion of missing data)					
Variable	Dom3a	Dom3b	Dom3c	Dom3d	Dom3e
Dom3a	1.00	0.39	0.68	0.55	0.79
Dom3b	0.39	1.00	0.26	0.30	0.40
Dom3c	0.68	0.26	1.00	0.59	0.62
Dom3d	0.55	0.30	0.59	1.00	0.66
Dom3e	0.79	0.40	0.62	0.66	1.00

In Domain 3 in Table 5.15, in general the student teachers' rating of themselves was inconsistent. For example the Pearson correlation between 3a (language proficiency) and 3e (teacher spontaneity) is 0.79 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 3a and 3e as rated by the mentors. The Pearson correlation between 3a (language proficiency) and 3d (feedback) is 0.55 as rated by the mentors. The students' rated themselves inconsistently on the elements in Domains 2 and 3. Based on their responses they have not experienced the elements as linked to a common theme.

Table 5.16

Group=Mentor Correlations Marked correlations are significant at $p < .05000$ N=16 (Casewise deletion of missing data)						
Variable	Dom4a	Dom4b	Dom4c	Dom4d	Dom4e	Dom4f
Dom4a	1.00	0.83	0.62	0.86	0.70	0.85
Dom4b	0.83	1.00	0.69	0.85	0.67	0.82
Dom4c	0.62	0.69	1.00	0.70	0.62	0.77
Dom4d	0.86	0.85	0.70	1.00	0.81	0.91
Dom4e	0.70	0.67	0.62	0.81	1.00	0.85
Dom4f	0.85	0.82	0.77	0.91	0.85	1.00

Table 5.16 shows the Pearson product-moment correlation coefficients among the six elements in Domain 4 for the mentors' data. The mentors rated the student teachers consistently high on the six elements. For example the Pearson correlation between 4d (collegiality and participation in school and district projects)) and 4f (service to learners and participation in decision-making)) is 0.91 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 4d and 4f as rated by the mentors.

Table 5.17

Group=Graduate Correlations Marked correlations are significant at $p < .05000$ N=17 (Casewise deletion of missing data)						
Variable	Dom4a	Dom4b	Dom4c	Dom4d	Dom4e	Dom4f
Dom4a	1.00	0.72	0.59	0.78	0.74	0.77
Dom4b	0.72	1.00	0.79	0.62	0.71	0.66
Dom4c	0.59	0.79	1.00	0.75	0.76	0.72
Dom4d	0.78	0.62	0.75	1.00	0.77	0.84
Dom4e	0.74	0.71	0.76	0.77	1.00	0.88
Dom4f	0.77	0.66	0.72	0.84	0.88	1.00

In Domain 4 in Table 5.17 the students rated themselves consistently high. For example the Pearson correlation between 4e (enhancement of content knowledge and pedagogic skills) and 4f (service to learners and participation in decision-making) is 0.88 with a highly significant p-value of less than 0.05. This indicates that a significant relationship exists between 4e and 4f as rated by the graduates.

5.10 Descriptive statistics

In this section the following descriptive statistics are given for each of the sub-domains within the four domains: Valid N, Mean, Minimum, Maximum, Variance, Standard Deviation, Skewness and Kurtosis.

5.10.1 Valid N

This column gives the number of respondents with valid responses for each of the sub-domains and therefore the number of values used in the calculations of all the statistics.

5.10.2 Mean

This column gives the average rating out of 10 expressed as a percentage, for each of the sub-domains.

5.10.3 Minimum

This column gives the minimum observed rating for each of the sub-domains.

5.10.4 Maximum

This column gives the maximum observed rating for each of the sub-domains.

5.10.5 Variance and standard deviation

These statistics are measures of the amount of spread in the data. The variance is the average squared deviation from the mean and the standard deviation is the square root thereof. Variance means that the scores will assume different values depending on the type of variable being measured (Creswell, 2005:600). It is the sum of the squared deviances of all values from the mean, divided by the number of values (Blaikie, 2003:323).

5.10.6 Skewness

Skewness or, equivalently, a skewed distribution has a long tail extending to one side, either on the right or the left. If the long tail is on the left side, the distribution is called negatively skewed and if the long tail is on the right side it is called positively skewed. The skewness statistic takes on positive values for positively skewed distributions and negative values for negatively skewed distributions. If the values are bigger, the deviation will be bigger from the symmetric normal distribution.

5.10.7 Kurtosis

Kurtosis is a measurement that describes the degree of peakedness of a distribution relative to the normal distribution. When there is a heavy concentration of values around the centre, that is highly peaked, the distribution is called leptokurtic, while a platykurtic distribution is flat, that is the values are widely spread out around the centre (Wegner, 1993:98). The kurtosis statistic takes on positive values for more

peaked distributions and negative values for more flat distributions when compared to the normal distribution.

5.11 Descriptive statistics: Domain 1

Table 5.18: Domain 1: Mentors

Variable	Group=Mentor Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom1a	27	7.3	4.0	9.0	1.2	1.1	-1.4*	2.1*
Dom1b	26	6.6	4.0	9.0	2.1	1.4	-0.5	-0.8
Dom1c	27	7.0	4.0	9.0	1.8	1.4	-0.8	0.0
Dom1d	25	7.1	3.0	9.0	3.4	1.8	-1.0*	0.3
Dom1e	26	7.1	4.0	9.0	1.9	1.4	-0.5	-0.6
Dom1f	26	6.9	4.0	9.0	1.9	1.4	-0.7	-0.5

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.18 gives the descriptive statistics of the six sub-domains of Domain 1 for the *mentors'* data. The mean ratings ranged from 6.6 for sub-domain 1b (knowledge of learners) to 7.3 for sub-domain 1a (knowledge of content). The minimum observed rating was 3/10 on sub-domain 1d (awareness of and access to resources). The maximum observed rating of 9/10 was observed for all sub-domains. From the variance and standard deviation one can see that the spread of values was lowest for sub-domain 1a (knowledge of content) with a $sd=1.1$ and highest for sub-domain 1d (awareness of and access to resources) with a $sd=1.8$.

Only in two sub-domains, namely 1a (knowledge of content) and 1d (awareness of access to resources) did the distribution of values differ significantly from the normal distribution in terms of their skewness. Skewness for sub-domain 1a (knowledge of content) was -1.4 and for sub-domain 1d (awareness of and access to resources) was -1.00. Specifically, the distribution was negatively skewed. Significant differences, in terms of the kurtosis (peakedness) were observed for sub-domain 1a (knowledge of content). The value is positive, meaning that its distribution was more peaked than the normal distribution.

Table 5.19: Domain 1: Graduates

Variable	Group=Graduate Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom1a	20	6.9	5.0	9.0	1.4	1.2	-0.2	-0.8
Dom1b	20	6.7	2.0	10.0	3.8	2.0	-0.8	0.9
Dom1c	20	6.7	2.0	10.0	3.8	1.9	-0.8	0.8
Dom1d	20	6.8	3.0	10.0	4.5	2.1	-0.2	-0.6
Dom1e	20	6.9	3.0	10.0	2.4	1.5	-0.8	2.0*
Dom1f	20	6.8	1.0	9.0	2.8	1.7	-2.2*	6.8*

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.19 gives the descriptive statistics of the six sub-domains for the *graduates'* data. It can be seen that the graduates rated themselves on average just below 7/10 on all six sub-domains. The mean ratings ranged from 6.7 for sub-domain 1b (knowledge of learners) and 1c (selection and implementation of goals) to 6.9 for sub-domain 1a (knowledge of content) and 1e (lesson structure and learning activities). The minimum observed rating was 1/10 on sub-domain 1f (assessment), while the maximum of 10/10 was observed for sub-domains 1b (knowledge of learners), 1c (selection and implementation of goals), 1d (awareness of and access to resources) and 1e (lesson structure and learning activities). From the variance and standard deviations one can see that the spread of values was lowest for sub-domain 1a (knowledge of content) with a $sd = 1.2$ and highest for Domain 1d (awareness of and access to resources) with a $sd = 2.1$.

Only in one sub-domain, namely 1f (assessment) did the distribution of values differ significantly from the Normal distribution in terms of the skewness. Specifically, the distribution was negatively skewed, since the skewness = -2.2. Significant differences in terms of the kurtosis (peakedness) were observed for two sub-domains, namely 1e (lesson structure and learning activities) and 1f (assessment). Both values are positive, meaning that their distributions were more peaked than the normal distribution.

5.12 Descriptive statistics: Domain 2

Table 5.20: Domain 2: Mentors

Variable	Group=Mentor Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom2a	26	7.9	4.0	10.0	2.4	1.5	-0.6	0.5
Dom2b	28	7.4	4.0	10.0	2.5	1.6	-0.5	0.2
Dom2c	27	6.8	3.0	10.0	3.1	1.8	-0.6	0.0
Dom2d	27	6.8	2.0	9.0	2.8	1.7	-1.1*	1.2
Dom2e	28	7.5	3.0	10.0	2.7	1.6	-1.0*	1.3

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.20 gives the descriptive statistics of the five domains of Domain 2 for the *mentors'* data. It can be seen that the mentors' mean ratings of the graduates on the five sub-domains ranged from 6.8 on sub-domain 2c (classroom management) to 7.9 on sub-domain 2a (teacher learner interaction). The minimum observed rating was 2/10 on sub-domain 2d (monitoring of learner behaviour), while the maximum of 10/10 was observed for the sub-domains 2a (teacher learner interactions, 2b (learner expectation and pride in work), 2c (classroom management) and 2e (safety and use of physical resources). From the variance and standard deviations one can see that the spread of values was lowest for sub-domain 2a (teacher and learner interactions), where the $sd = 1.5$ and highest for sub-domain 2c (classroom management), where the $sd = 1.8$. In all the sub-domains the distribution of values did not differ significantly in terms of their skewness. Significant differences in terms of the kurtosis (peakedness) were observed for two sub-domains, namely 2d (monitoring of learner behaviour) and 2e (safety and use of physical resources). Both values are positive, meaning that their distributions were more peaked than the normal distribution.

Table 5.21: Domain 2: Graduates

Variable	Group=Graduate Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom2a	20	7.9	4.0	10.0	3.0	1.7	-0.8	-0.0
Dom2b	20	7.7	5.0	10.0	2.1	1.5	-0.3	-0.5
Dom2c	20	6.4	4.0	10.0	2.1	1.4	0.5	0.5
Dom2d	20	6.6	3.0	10.0	3.4	1.8	-0.4	-0.0
Dom2e	20	7.1	4.0	10.0	2.7	1.7	-0.0	-0.5

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.21 gives the descriptive statistics of the five sub-domains of Domain 2 for the *graduates*' data. It can be seen that the mean ratings ranged from 6.4 for sub-domain 2c (classroom management) to 7.9 for sub-domain 2a (teacher and learner interactions). The minimum observed rating was 3/10 in sub-domain 2d (monitoring of learner behaviour) while the maximum of 10/10 was observed for all the sub-domains. From the variance and standard deviations one can see that the spread of values was lowest for sub-domain 2c (classroom management) with a $sd=1.4$ and highest for sub-domain 2d (monitoring of learner behaviour) with a $sd=1.8$.

No significant differences from the normal distribution were observed in terms of skewness or kurtosis in all sub-domains.

5.13 Descriptive statistics: Domain 3

Table 5.22: Domain 3: Mentors

Variable	Group=Mentor Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom3a	27	7.6	4.0	10.0	2.3	1.5	-0.4	-0.1
Dom3b	27	7.2	4.0	10.0	2.2	1.5	-0.6	0.3
Dom3c	27	7.1	4.0	9.0	1.6	1.3	-0.9	0.8
Dom3d	27	6.9	4.0	10.0	2.7	1.6	-0.1	-0.5
Dom3e	27	6.6	4.0	10.0	2.2	1.5	0.2	-0.2

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.22 gives the descriptive statistics of the five sub-domains of Domain 3 for the *mentors'* data. It can be seen that the mentors rated the graduates on average just above 7/10 on all five sub-domains. The mean ratings ranged from 6.6 for sub-domain 3e (lesson adjustment) to 7.6 for sub-domain 3a (language proficiency). From the variance and standard deviation one can see that the spread of values was lowest for sub-domain 3c (content disclosure), where the $sd = 1.3$ and highest for sub-domain 3d (feedback) where the $sd = 1.6$. Only in one sub-domain, namely 3c (content disclosure) did the distribution of values differ significantly from the normal distribution in terms of the skewness. Specifically, the distribution was negatively skewed, since the skewness = -0.9. Significant differences in terms of the kurtosis (peakedness) were observed for two sub-domains, namely 3b (questioning and discussion techniques) and 3c (content disclosure). Both values are positive, meaning that their distributions were more peaked than the normal distribution.

Table 5.23: Domain 3: Graduates

Variable	Group=Graduate Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom3a	20	7.8	5.0	10.0	1.7	1.3	0.1	-0.0
Dom3b	20	6.6	4.0	10.0	2.5	1.6	-0.1	0.0
Dom3c	20	6.9	4.0	10.0	2.8	1.7	0.2	0.0
Dom3d	18	6.9	3.0	9.0	3.1	1.8	-0.6	-0.5
Dom3e	20	7.3	4.0	10.0	2.6	1.6	-0.1	-0.3

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.23 gives the descriptive statistics of the five sub-domains of Domain 3 for the *graduates'* data. It can be seen that the graduates rated themselves on average above 7/10 on four of the five sub-domains. The mean ratings ranged from 6.6 for sub-domain 3b (questioning and discussion techniques) to 7.8 for sub-domain 3a (language proficiency). The minimum rating was 3/10 on sub-domain 3d (feedback) while the maximum of 10/10 was observed for sub-domains 3a (language proficiency), 3b (questioning and discussion techniques), 3c (content disclosure) and 3e (lesson adjustment). From the variance and standard deviation one can see that the spread of values was lowest for sub-domain 3a (language proficiency) with a $sd = 1.3$ and highest for sub-domain 3d (feedback) with a $sd = 1.8$.

Only in one sub-domain, namely 3d (feedback) did the distribution of values differ significantly from the normal distribution in terms of its skewness. Specifically, the distribution was negatively skewed. Since the skewness = -0.6. Significant differences in terms of the kurtosis (peakedness) were observed for two sub-domains, namely 3d (feedback) and 3e (lesson adjustment). Both values are negative; therefore they lie within a trough.

5.14 Descriptive statistics: Domain 4

Table 5.24: Domain 4: Mentors

Variable	Group=Mentor Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom4a	26	6.6	2.0	9.0	3.0	1.7	-1.0*	0.9
Dom4b	25	6.5	3.0	10.0	3.4	1.9	-0.4	-0.6
Dom4c	18	5.3	0.0	9.0	9.4	3.1	-0.6	-0.8
Dom4d	21	7.0	1.0	10.0	7.5	2.7	-0.9	-0.4
Dom4e	23	7.1	1.0	10.0	5.0	2.2	-1.6*	2.0*
Dom4f	25	6.8	2.0	10.0	4.4	2.1	-0.8	0.2

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.24 gives the descriptive statistics of the six sub-domains of domain 4 for the *mentors'* data. The mean ratings ranged from 5.3 for sub-domain 4c (interaction with parents and families) to 7.1 for sub-domain 4e (professional development). The minimum observed rating was 0/10 on sub-domain 4c (interaction with parents and families), while the maximum of 10/10 was observed for sub-domains 4b (administrative skills), 4d (collegiality and community service), 4e (professional development) and 4f (service to learners and leadership). From the variance and standard deviation one can see that the spread of values was lowest for sub-domain 4a (reflection on teaching) with a $sd = 1.7$ and highest for sub-domain 4c (interaction with parents and families) with a $sd = 3.1$.

In two sub-domains, namely 4a (reflection on teaching and 4e (professional development), the distribution of values differs significantly from the normal distribution in terms of their skewness, where the skewness for 4a is -1.0 and for 4e it is -1.6. A significant difference in terms of the kurtosis (peakedness) was observed

for sub-domain 4e (professional development). The value 2.0 is positive, meaning that the distribution was more peaked than the normal distribution.

Table 5.25: Domain 4: Graduates

Variable	Group=Graduate Descriptive Statistics							
	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Skewness	Kurtosis
Dom4a	19	6.9	4.0	10.0	3.1	1.7	-0.4	-0.5
Dom4b	19	7.0	2.0	10.0	3.2	1.8	-0.8	2.5*
Dom4c	20	6.0	0.0	10.0	7.2	2.7	-0.4	0.2
Dom4d	19	6.6	1.0	10.0	7.0	2.7	-0.7	-0.3
Dom4e	19	6.9	2.0	10.0	5.1	2.2	-0.4	-0.4
Dom4f	19	7.1	3.0	10.0	3.0	1.7	-0.5	0.6

* in Skewness and Kurtosis columns indicates significant deviation (at 5% level) from normal distribution.

Table 5.25 gives the descriptive statistics of the six sub-domains of Domain 4 for the *graduates'* data. The mean ratings that the graduates gave themselves ranged from 6.0 for sub-domain 4c (interaction with parents and families), to 7.1 for sub-domain 4f (service to learners and leadership). The minimum observed rating was 0/10 for sub-domain 4c (interaction with parents and families) while the maximum of 10/10 was observed for all six sub-domains. From the variance and standard deviations one can see that the spread of values was lowest for sub-domains 4a (reflection on teaching) and 4f (service to learners and leadership) where the *sd* for both these sub-domains was 1.7 and highest for sub-domains 4c (interaction with parents and families) and 4d (collegiality and community service) where the *sd* =2.7.

In two sub-domains, namely 4b (administrative skills) and 4d (collegiality and community service) the values differed significantly from the normal distribution in terms of their skewness. Specifically the distribution was negatively skewed. The skewness= -0.87 for sub-domain 4b (administrative skills) and -0.7 for sub-domain 4d (collegiality and community service). Significant differences in terms of the kurtosis (peakedness) were observed for one sub-domain, namely 4b (administrative skills). The value 2.5 for this sub-domain is positive meaning that its distribution is more peaked than the normal distribution.

5.15 Summary of the findings

It can be deduced from both the descriptive and inferential data presented in this chapter that there is a significant correlation between the PGCE and WIL skills. This means that the more intense and focused the PGCE is on WIL skills, the greater the student teachers' capacity to cope with presentation and planning, the classroom environment, instruction and professional responsibilities. Conversely, the less intense and focused the PGCE is on WIL skills, the greater the likelihood of the student teachers' *incapacity* to prepare for teaching, managing the classroom environment, implementing instruction and satisfying the criteria relating to professional responsibilities.

This study provides evidence that the development of adequate WIL skills in the PGCE impacts positively on the teaching and learning environment of student teachers. The evidence in this chapter supports the assumption made in the study that the PGCE adequately develops the WIL skills of student teachers.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

The recommendations presented in this chapter are informed by the literature survey, responses to the questionnaire and analysis and interpretation of the research findings in chapter five. The recommendations are significant for PGCE student teachers, school based mentors, the DoE and academics involved with the education and training of educators at HEIs.

The purpose of these recommendations is to guide academics involved in ITE programmes to ensure that the curricula in these programmes prepare student teachers adequately by developing their WIL skills to meet the challenges in the schools. There are also additional recommendations that will assist academics at HEIs to improve on the quality of mentorship in the schools by ongoing liaison with school-based mentors. It is hoped that the establishment of symbiotic relationships with school-based mentors will have a positive impact on the teaching practice experiences of student teachers and hence impact positively on WIL skills. Whilst the focus of this study is not on the distribution of PGCE students in schools in the Eastern Cape Province, the need exists for the intake of PGCE student teachers to be more representative of the demographics of the schools in the Eastern Cape Province. This shortcoming was noted with the 1% response from a township school.

The development of effective WIL skills has a marked and positive influence on the student teachers' ability to function effectively in the schools. The domains identified by Danielson can be used to ensure that the PGCE focuses on the crucial WIL skills that ITE students need to master. All of the elements identified in each sub-domain of the four domains provide stakeholders in ITE with the variables that affect the acquisition of competences for effective teaching and learning. By exposing student teachers to the criteria in these sub-domains they will be focused to reflect on their

practice and in the process become more reflective practitioners. The long-term effect will be improved competency.

The descriptive and inferential statistical data in chapter five indicated that there is a significant correlation between the WIL skills acquired by PGCE student teachers and their capacity to function effectively in the teaching and learning environment. *The greater the development of the WIL skills of PGCE student teachers, the more effective they will be in the classroom and wider school community.* The converse is that the lesser the development of the WIL skills of PGCE student teachers, the greater the likelihood that their effectiveness in the classroom and wider school community will be reduced.

6.2 Findings

The findings in this study suggest that:

- Constant curriculum changes in the schools create uncertainty for student teachers.
- Student teachers need assistance to motivate learners to take pride in their work and achievements.
- Managing learner behaviour is cause for concern for student teachers.
- Language proficiency continues to be problematic in the teaching and learning environment, because it impacts on questioning, discussion techniques and the student teachers' capacity to explain concepts.
- Student teachers need assistance with the pacing of their lessons.
- Adjusting their lessons, which requires spontaneity from student teachers is needed.
- Opportunities need to be created for student teachers to gain access to the parents of their learners.
- Student teachers need to devote more time to the development of reflective skills.
- Excessive administrative tasks hamper delivery in the classroom and teacher and learner productivity.

6.3 Hypothesis of the study

The above-mentioned findings of the study relate specifically to suggestions that teacher-educators at HEIs should consider when re-curriculating the PGCE curriculum. In respect of the data received from both the school-based mentors and student teachers, the findings of the study clearly support the hypothesis:

Does the PGCE make a significant contribution to the development of the WIL skills of ITE student teachers?

6.4 Recommendations

The findings of the study are closely aligned to the competences listed in the seven roles for educators. These competences have been shown to overlap with the four domains, namely Preparation and planning, The school environment, Instruction and Professional responsibilities.

6.4.1 Preparation and planning

The student teachers' response to sub-domain 1c which relates to the goals and interpretation of OBE suggests that this is an area that needs attention at HEIs. Student teachers are placed at schools where teacher morale is low, as a result of constant changes in the OBE curriculum. Manser (2005:13) refers to the revised FET national curriculum for grades ten which results in educators teaching in a system that favours skills development rather than content learning up to grade nine, whereas in grade ten they have to deal with a curriculum that favours learning content over the development of skills. The following comment by a mentor is an indication of a shortcoming in the PGCE:

It is my observation that the PGCE programme introduces practical issues, such as the content of the RNCS document and assessment methods too late to the students.

Academics at HEIs have to consider introducing short courses to school-based mentors based on the content of the modules which relate to OBE in the PGCE curriculum. These short courses will serve to debrief the school-based mentors about the HEI expectations regarding WIL skills associated with OBE.

The WIL skills in the four domains are observable for feedback to be given to PGCE students by academics at HEIs and school based mentors. The WIL skills are demonstrable by PGCE student teachers for both school-based mentors and academics at HEIs to provide ongoing feedback and in the process contribute to the professional development of the student teachers. These WIL skills are also assessable to determine acceptable standards of competence for PGCE students to attain. The observable, demonstrable and assessable nature of the WIL skills in the four domains of Danielson is in keeping with OBE. The WIL skills listed in the domains of Danielson can be used by HEIs to inform the exit level outcomes for the PGCE.

I am aware, as an academic, that PGCE student teachers are given opportunities for alternative teaching practice experiences which entail exposure to disadvantaged schools. As a result of the poverty at these schools the resources are few and far between. Manser (2005:8) highlights the extent of the poverty in schools where there is no running water, no electricity, no telephones, no toilets and no postal services. The need therefore exists for the HEIs to encourage PGCE students to utilise natural resources and recycle material to create inexpensive teaching resources to use at these poverty-stricken schools.

6.4.2 School environment

The school-based mentors rating of the student teachers in sub-domain 2(b), where the focus is on motivating learners to take pride in their work and achievements, was lower than the students' rating of themselves. The evidence shows that this is a crucial WIL skill that needs to be developed at HEIs. The student teachers' lower rating of themselves in sub-domain 2d (Monitoring of learner behaviour) and sub-domain 2e (Safety and use of physical resources), suggest that HEIs need to address strategies linked to discipline and classroom management. These two sub-

domains are indicative of aspects with which experienced educators experience challenges. HEIs should therefore consider having workshops where all stakeholders in ITE are represented to ensure that strategies for the discipline of learners in the classroom are shared and therefore consistent. A possible outcome of such workshops could be the compilation of a book of strategies to ensure that discipline is maintained in the classrooms.

6.4.3 Improve instruction

The reality in South African schools where there are eleven official languages is that English is not the mother tongue of all PGCE students. English is however the medium of instruction in the FET band in the FoE at the NMMU. As a result language proficiency in the language of teaching and learning is problematic. Whilst modules in communication in the major languages in the Eastern Cape, namely English, Afrikaans and isiXhosa are included in the PGCE curriculum at the NMMU, these modules do not adequately address the needs of PGCE students as regards the disclosure of content in their specialisations. Closely linked to language proficiency is the capacity to use questioning and discussion techniques. The student teachers' rating of themselves at 66% suggests that they experience a degree of insecurity in this regard. HEIs will therefore have to impress on student teachers in ITE that every teacher, irrespective of his or her specialisation is first and foremost a language teacher.

The WIL skill in sub-domain 3(c), which included pacing of lessons was rated at 68% by the student teachers. The pacing of lessons is a WIL skill that requires ongoing exposure to learners. The two terms of teaching practice allotted to PGCE student teachers should therefore be extended to allow for greater exposure to the realities in the classroom. Domain 3(e) which looks at the student teachers' capacity to adjust lessons using a repertoire of strategies received a rating of 66% from the mentors. This suggests once again that there is a need for student teachers to be subjected to more time in the schools to acquire the WIL skills associated with spontaneity when dealing with unexpected events in the classroom. I made provision for student teachers to make comments after completing the structured questionnaire. This adds more insight to the statistical data analysed in chapter five.

The following comments from PGCE student teachers are evidence of student uncertainty:

The course did not fully equip us for teaching.

Without being offensive, it seems as though some lecturers have a euphemistic view of the school and the learners. Certain subjects need to be taught to PGCE students at the beginning of the year before they form their positions of comfort as teachers.

Although the PGCE prepared me adequately for the theoretical side of teaching, it did not empower me adequately for the practical side of teaching e.g. methods of discipline is probably the biggest challenge facing all schools.

I feel that more emphasis should be placed on administrative skills, e.g. time management and organisational skills.

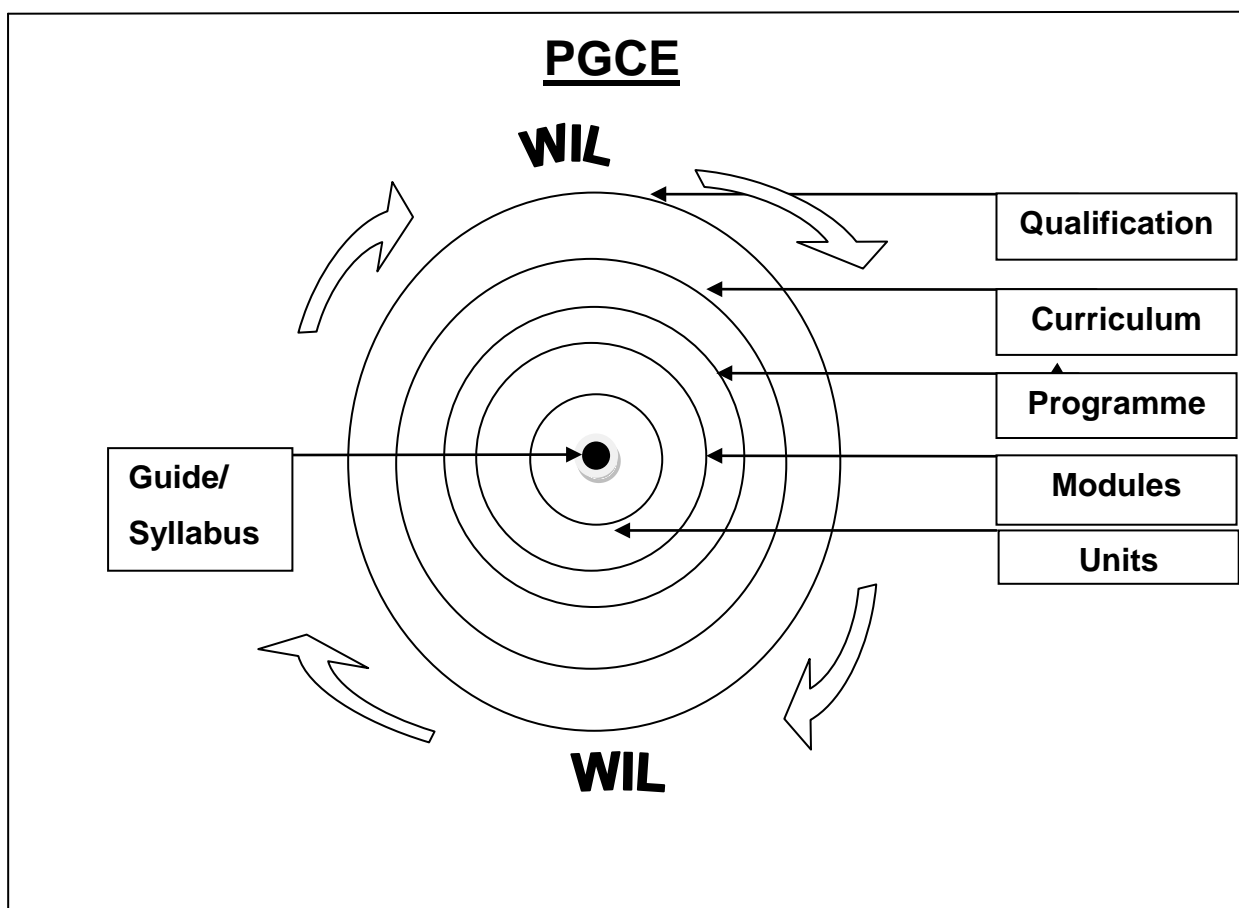
Although I enjoyed my PGCE year, I firmly believe that the most useful and enjoyable part was the six months practical. I learned more during this time than in any lectures. Although I found the lectures interesting I still battle to find the relevance in some of the modules.

The 2006 PGCE programme is out of touch with what really happens in the classroom. Had it not been for the guidance of my two school-based mentors I would not have developed into an efficient teacher.

The above-mentioned comments by the student teachers, point to the WIL skills that they have identified as being overlooked in the PGCE curriculum. The student teachers also emphasised the impact that WIL has on the PGCE curriculum. This impact is presented in Figure 6.1. WIL must be seen as the overarching component of the PGCE as a qualification. The interdependence of the modules, the programme, and the curriculum of the PGCE as a qualification is clearly outlined in

Figure 6.1. This framework can be used by teacher-training institutions to ensure the development of WIL skills of student teachers.

Figure 6.1: Impact of WIL on PGCE



6.4.4 Professional responsibilities

The lower rating of 66% of the mentors in sub-domain 4(a) compared with the students' rating of 69% which refers to the students' capacity to reflect on their practice, suggests that reflection is a WIL skill that needs to receive greater attention in the PGCE curriculum. The mentor rating of 65% for the ability of PGCE students to cope with administrative issues compared with the PGCE students' rating of 70% once again suggests that more time should be allocated to school placement, for PGCE student teachers to gain experience relating to the administrative duties in the schools. The following comment from a PGCE student teacher highlights the student's discontent:

So much of my time as a teacher is taken up with administration and classroom management, which are not suitably addressed in Teaching Practice.

I made provision for mentors' comments after they completed the structured questionnaire. This adds more insight to the statistical data analysed in chapter five. The mentor attitudes as depicted in their feedback are important considerations for the HEIs, as the mentors are the role models that student teachers are encouraged to emulate. Furthermore, they communicate whether the curriculum adequately develops the WIL skills of the student teachers.

Feedback from the mentors indicates that mentors are of the opinion that PGCE student teachers' access to parents is prohibited, as only experienced teachers liaise with parents and families. There is however, limited access via the report on learners, if PGCE student teachers are mentored with regard to the end of term reports. The following comments by mentors are indicative of their attitudes with regard to the student teachers' access to parents:

The student teachers had no opportunity to make contact with parents-they did not have that kind of responsibility in our school.

In the high school the communication with parents/families is mainly through the report at the end of the term and at teacher-parent functions.

Student teachers are also not expected to liaise with parents. This is conducted through the Subject Head or through the Grade Head, according to school procedure.

The mentors clearly indicated that the school management team deals with parents and the community. The teacher-educators at HEIs should therefore liaise with all stakeholders to impress upon them the significance of the student teachers' involvement with parents and the community, even if this involvement is guided and monitored by the school-based mentor or any other experienced educator. This

exposure to the wider school community will provide the student teacher with a breadth and depth of experience that will auger well for future dealings with parents. Liaison with parents need not always be attributed to negative learner behaviour. There are many occasions when learners excel and when their achievements need to be brought to the attention of their parents.

The feedback from school-based mentors relating to collegiality and participation in school and district projects, once again indicated a hesitance on the part of mentors to involve PGCE student teachers in these activities. In respect of sub-domain 4(f) which describes the student teachers' capacity to be of service to learners and to participate in decision-making, the mentors rating was 68%. Responses to the open-ended item on the questionnaire once again reflected the mentors' hesitance to allow the PGCE students to gain experience in decision-making, as is indicated by the following comments:

Some schools are still managed in such a way that even the staff members (post level 1) have very little decision-making power. It follows then that the student teacher would have even less.

I assume that taking a leading role would be at the university within the peer group of students.

Sub-domain 4(c) information about the instructional programme, information about individual students and engagement of families in the instructional programme and sub-domain 4(d) relationships with colleagues, service to the school, and participation in school and district projects are not applicable to student teachers. Student teachers are not called upon to assume leadership roles other than in the classroom.

Sub-domain 4(f) service to students, advocacy & decision-making is not applicable to a student teacher.

There was no need to treat "traditionally underserved" learners any differently or show any discrimination.

To overcome these problems and shift the paradigms of mentors, teacher-educators at HEIs need to ensure that the debriefing of the mentors incorporates requests for student involvement in these types of activities. In addition to debriefing the mentors the HEIs must consider entering into contracts with the schools to clearly demarcate the roles all stakeholders will play and to identify stakeholder expectations and the outcomes for the student placement.

The capacity to deal with administration in the schools is an area that needs urgent attention. Experienced educators are finding the administrative tasks cumbersome and excessive and their frustrations may filter through and affect the morale of student teachers. The following comments from mentors are indicative of the extent of the frustration experienced by educators:

The CASS requirements are such that very little room is left in terms of time and feedback to learners.

Big classes, time constraints, overworked and stressed teachers!

I feel this survey is rather senseless as the expectations for even an experienced teacher are too high. My student teacher was way from perfect, but learners enjoyed being taught by her.

The following comment by a PGCE student teacher indicates the frustration experienced by that student:

Student teachers should be assigned to experienced and well qualified teachers as mentors. Mentors that were provided to me were not much help with regard to guidance and help.

HEIs should therefore consider some type of incentive to encourage the school-based mentors to be passionate about their roles. Incentives could take the form of the accumulation of credits for attendance at short courses or workshops towards further study at the HEI. An additional incentive could be that such study is subsidised by the HEI. The possibility exists for school-based mentors to be

involved with the HEIs to develop aspects of the PGCE curriculum, such as strategies for learner discipline in the schools, key administration skills for the classroom and school and the development of interpersonal skills for interacting with parents and families.

The DoE should consider offering incentives to experienced teachers to become mentors to student teachers. The incentives could take the form of upward mobility in the profession for teachers who meet certain criteria relating to their mentoring roles. The criteria could, for example, include hours spent mentoring student teachers, evidence of student teacher growth and development, effective management of a mentoring programme and materials development relating to mentoring. In the event of the DoE being unable to release teachers from their duties to become full-time mentors, the expertise of retired school teachers should be utilised, as their expertise is invaluable.

Furthermore, the stakeholders, namely the teacher-educators at HEIs, the school-based mentors, a cross-section of members of school governing bodies from the placement schools and former and existing PGCE students should form an advisory committee which meets biannually to ensure that the PGCE qualification keeps abreast of the realities in the schools. An advisory committee could also negotiate to increase the PGCE student teachers' WIL experience.

The increase in the WIL experience is a major recommendation, because it entails a paradigm shift for the teacher-educators at HEIs. This means that the teacher-educators at HEIs should consider creating opportunities for school-based mentors to deliver and assess complete PGCE modules on behalf of the HEIs, in the schools. The implication is that all school-based mentors will have to obtain credits in a course on mentoring offered by the HEIs to ensure that the standards of the HEIs are not compromised.

Further research could possibly focus on the role of school-based mentors as stakeholders in the preparation of student teachers at HEIs. Such research could provide insights in terms of the WIL skills expected by school-based mentors and the

skills receiving attention during the theoretical preparation of student teachers at HEIs.

6.5 Conclusion

This study has provided an integrated approach to the development of WIL skills. The study has been carried out by separating WIL skills into four domains, namely Preparation and planning, the classroom environment, Instruction and Professional responsibilities. The seven roles of educators which overlap to a large extent with the four domains have been integrated in the discussion. The partnerships formed jointly by HEIs and schools can be seen to be an extension of the integrated approach to WIL skills development.

It should be noted that in this study, only the PGCE student teachers and school based mentors in FET for the period 2006 and 2007 participated in the research. For school placement to be successful, HEIs and schools have to establish partnerships based on mutual respect to jointly facilitate the acquisition of WIL skills. Knowledge relating to WIL skills will help all stakeholders in ITE to gain an awareness of the demands of WIL. The research instrument used was a questionnaire for school based mentors and PGCE student teachers in FET. The questionnaire can however be adapted for research in the GET band. It is hoped that the development of WIL skills will eventually lead to improved performance efficiency in the schools.

The findings of this study indicated that the PGCE adequately develops certain WIL skills of student teachers. It is thus clearly indicated that certain WIL skills of PGCE student teachers are adequately developed. There are, however shortcomings that the HEIs need to address in the PGCE. There is a need to be aware of the current realities in the schools and HEIs should take cognisance of these realities when re-curriculating ITE programmes. This will increase the levels of competence of the student teachers and as a result thereof, will enable them to be better equipped to deal with the challenges in the schools. The findings of this study clearly support the hypothesis that the PGCE is adequate to develop the WIL skills of student teachers.

I dedicate this inspirational verse (Gibran, 1970:33-35) to all school-based mentors who continue to create environments for WIL, and to all student teachers who reap the benefits from this wealth of expertise:

*And all knowledge is vain save when there is work,
And all work is empty save when there is love;
And when you work with love you bind your-
self to yourself, and to one another, and to God.*

Work is love made visible.

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2008-06-10

Ref: [HO7-EDU-FET-007/Approval]

Contact person: Ms Carmel Mahomed
E-mail: carmel.mahomed@nmmu.ac.za
Telephone: 041-5044585 (office)

Dear PGCE graduate / school-based mentor

You are being asked to participate in a research study on the relevance of the PGCE to develop teachers. I will provide you with the necessary information to assist you to understand the study and explain what would be expected of you (participant). These guidelines would include the risks, benefits, and your rights as a study subject. Please feel free to ask me (the researcher) to clarify anything that is not clear to you.

To participate, it will be required of you to provide a written consent that will include your signature, date and initials to verify that you understand and agree to the conditions.

You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study, to the researcher. Refer to the telephone number and e-mail address provided above.

Furthermore, it is important that you are aware of the fact that the study has to be approved by the Research Ethics Committee (Human) of the university. The RECH consist of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants, in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without RECH's approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human) you can call the Director: Research Management at (041) 504-4536.

If no one could assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

Participation in research is completely voluntary. You are not obliged to take part in any research. If you do partake, you have the right to withdraw at any given time, during the study.

Although your identity and that of your school will at all times remain confidential, the results of the research study may be presented at scientific conferences or in specialist publications.

This informed consent statement has been prepared in compliance with current statutory guidelines.

Yours sincerely



Carmel C Mahomed (Ms)
RESEARCHER

cc:

ADDENDUM 2

Faculty of Education
PO Box 77000
Nelson Mandela Metropolitan University
Port Elizabeth
6031

12 August 2008
The EDO
Mrs Mbopa
Department of Education

Dear Mrs Mbopa

I am a lecturer in the Faculty of Education at NMMU. Currently I am studying towards an M Ed degree.

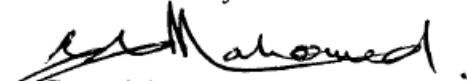
I am conducting research focusing on the relevance of the PGCE as an ITE qualification. Hence, I commenced accumulating data at the beginning of 2008 largely focusing on the PGCE students who have now qualified and the school-based mentors. Permission was granted by the NMMU Ethics Committee to proceed with the research. However, I require your consent to visit the High Schools in Port Elizabeth and Uitenhage during the third term to obtain the data from the selected sample as pointed out.

On completion of my studies I will provide the DoE with a bound copy of my final report. Please find attached the following:

- Ethics confirmation letter NMMU (REC-H)
- Human Ethics preamble letter
- A consent letter to be signed by the PGCE students who have qualified and school- based mentors

I intend completing my studies this year and will therefore have to collect the data as soon as possible. I look forward to a positive response from you.

Yours sincerely



Carmel C Mahomed (Mrs)



FACULTY OF EDUCATION

Tel . +27 (0)41 504 4310 Fax. +27 (0)504 1610

Ref: [H07-EDU-FET-007/Approval]

Contact person: Carol Poisat

21 August 2007

Ms C C Mahomed
Education Faculty
NMMU

Dear Ms Mahomed

**ADEQUACY OF THE POSTGRADUATE CERTIFICATE IN EDUCATION AT HIGHER
EDUCATION INSTITUTIONS IN THE EASTERN CAPE TO DEVELOP THE WORK-
INTEGRATED LEARNING SKILLS OF STUDENT TEACHERS**

Your above-entitled application for ethics approval served at the **August 2007** meeting of the Faculty Research, Technology and Innovation Committee (Education).

We take pleasure in informing you that the application was approved by the Committee.

The ethics clearance reference number is **H07-EDU-FET-007**.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely

Prof M M Botha
Chairperson: ERTIC

ADDENDUM 4



D/497/05
ETHICS CONSENT FORM

NELSON MANDELA METROPOLITAN UNIVERSITY

INFORMATION AND INFORMED CONSENT FORM

Title of the research project	ADEQUACY OF THE POSTGRADUATE CERTIFICATE IN EDUCATION AT HIGHER EDUCATION INSTITUTIONS IN THE EASTERN CAPE TO DEVELOP THE WORK-INTEGRATED LEARNING SKILLS OF STUDENT TEACHERS.
Reference number (for official use)	HO7-EDU-FET-007
Principal investigator	CARMEL MAHOMED (MRS)
Address	10 DAHLIA STREET MALABAR PORT ELIZABETH 6020
Postal Code	6020
Contact telephone number/ E-mail	041-5044585 (OFFICE) E-mail carmel.mahomed@nmmu.ac.za

		Initial
A.1 I HEREBY CONFIRM AS FOLLOWS:		
1.	<p>I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by</p> <p>of the Department of</p> <p>in the Faculty of</p> <p>of the Nelson Mandela Metropolitan University.</p>	<div style="border: 1px solid black; padding: 2px;">CARMEL MAHOMED (MRS)</div> <div style="border: 1px solid black; padding: 2px;">PROFESSIONAL TEACHER EDUCATION</div> <div style="border: 1px solid black; padding: 2px;">EDUCATION</div>
2.	The following aspects have been explained to me, the participant:	
2.1	<p>Aim: The investigator is studying to determine whether the one-year PGCE adequately prepares students for teaching.</p> <p>The information will be used to develop competent teachers at higher education institutions.</p>	
2.2	<p>Procedures:</p> <p>I understand that I will be completing a questionnaire in my capacity as PGCE student / school-based PGCE mentor.</p>	
2.3	<p>Risks:</p> <p>There are no risks involved.</p>	
2.4	<p>Possible benefits:</p> <p>As a result of my participation in this study I will be contributing to the professional development of teachers.</p>	
2.5	<p>Confidentiality:</p> <p>My identity will not be revealed in any discussion, description or scientific publications by the investigator.</p>	
2.6	<p>Access to findings:</p> <p>Any new information/or benefit that develops during the course of the study will be shared as follows: A copy of the findings will be available in the library at the NMMU.</p>	

2.7	Voluntary participation/refusal/discontinuation: My participation is voluntary <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle <input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE				
3.	The information above was explained to me/the participant by <div style="border: 1px solid black; padding: 2px; display: inline-block;">CARMEL MAHOMED</div> in <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px;">Afrikaans</td> <td style="padding: 2px;">English</td> <td style="padding: 2px;">Xhosa</td> <td style="padding: 2px;">Other</td> </tr> </table> and I am in command of this language. I was given the opportunity to ask questions and all these questions were answered satisfactorily.	Afrikaans	English	Xhosa	Other
Afrikaans	English	Xhosa	Other		
4.	No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.				
5.	Participation in this study will not result in any additional cost to me.				

A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT			
Signed/confirmed at		PORT ELIZABETH / UITENHAGE	on <div style="border: 1px solid black; width: 50px; height: 15px; display: inline-block;"></div> 2008
Signature of participant	Signature of witness		
	Full name of witness		

ADDENDUM 5

Dear Ms Danielson

I thank you profusely for the kind permission and quick response. We are very grateful. I shall forward your communication to our lecturer.

Kind regards
Maria

Maria Hansford
Copyright Officer
Legal Services
Summerstrand Campus (South)
Nelson Mandela Metropolitan University
P.O. Box 77000, Port Elizabeth 6000
Tel: (041) 5042741
Fax: (041) 5042183
e-mail: maria.hansford@nmmu.ac.za

From: Charlotte Danielson [mailto:charlotte_danielson@hotmail.com]
Sent: 18 February 2008 03:33
To: Hansford, Maria (Mrs) (Summerstrand Campus South)
Subject: RE: URGENT COPYRIGHT PERMISSION

Maria -

Do you mean the entire book?

I do hold the copyright for the 1996 edition of the book, so I can grant the permission. And I do grant it. And I wish you the best in your work.

In addition, I've attached a document that you might find useful. It will be included in a book in the future, but it has not yet been published, so I am still free to give it away. Please feel free to use it as well.

Best wishes, Charlotte

Charlotte Danielson
Educational Consultant
448 Ewing Street, Princeton, NJ, 08540, USA

(609) 683-0325 (voice)
(609) 921-1240 (fax)
charlotte_danielson@hotmail.com (e-mail)
www.danielsongroup.org

Subject: URGENT COPYRIGHT PERMISSION

Date: Mon, 18 Feb 2008 13:02:19 +0200

From: Maria.Hansford@nmmu.ac.za

To: charlotte_danielson@hotmail.com

Dear Madam

We request urgent copyright permission to duplicate your 'ENANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING (1996) for our Post graduate Certificate in education students (all previously disadvantaged).

We will make the copies available at no cost and strictly for educational purposes.

Kind regards

Maria

Maria Hansford
Copyright Officer
Legal Services
Summerstrand Campus (South)
Nelson Mandela Metropolitan University
P.O. Box 77000, Port Elizabeth 6000
Tel: (041) 5042741
Fax: (041) 5042183
e-mail: maria.hansford@nmmu.ac.za

NOTICE: Please note that this eMail, and the contents thereof,
is subject to the standard NMMU eMail disclaimer which may be found at:
<<http://www.nmmu.ac.za/disclaimer/email.htm>>>

Teacher Evaluation Instrument

Rubrics from:

Charlotte Danielson

Enhancing Professional Practice: a Framework for Teaching
1996

Domain 1: Preparation and Planning
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teacher Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher=s plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite , relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates students misconceptions.

Domain 1: Preparation and Planning
Component 1b: Demonstrating Knowledge of Students

Teacher Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
8. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows the patterns.
Knowledge of Students= Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different intelligences.	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students= varied approaches to learning in instructional planning.
Knowledge of Students= Skills and Knowledge	Teacher displays little knowledge of students= skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students= skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students= skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students= skills and knowledge for each student, including those with special needs.
Knowledge of Students= Interests and Cultural Heritage	Teacher displays little knowledge of students= interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students= interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Domain I: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals

Teacher Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Goals-Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable but teacher can also clearly articulate how goals establish high expectations and relate curriculum frameworks and standards.
Goals-Clarity	Goals are either not clear or are not stated as student activities. Goals do not permit viable methods of assessment	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration	Goals reflect student initiative in establishing important learning.

Domain I: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Teacher Standards

4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Domain I: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

Teacher Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selection or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer not variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson=s or Unit=s structure is clear and allows for different pathways according to student needs.

Domain I: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

Teacher Standards

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
8. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students
		to students.		contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Domain 2. The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Teacher Standards

3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teachers	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students= cultures. Students exhibit only	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
		minimal respect for teacher.	Students exhibit respect for teacher.	
Student Interactions	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2. The Classroom Environment
Component 2b: Establishing a Culture for Learning

Teacher Standards

3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the	Teacher communicates importance of the work	Teacher conveys genuine enthusiasm for the subject, and	Students demonstrate through their active participation, curiosity,
	content, suggesting that the content is not important or is mandated by others.	but with little conviction and only minimal apparent buy-in by the students.	students demonstrate consistent commitment to its value.	and attention to detail that they value the content=s importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work@ but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students

Domain 2. The Classroom Environment
Component 2c: Managing Classroom Procedures

Teacher Standards

3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Para-professionals	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make substantive contribution to the classroom environment.

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Teacher Standards

3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

Teacher Standards

4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

	Level of Performance			
Element	Unsatisfactory	Basic	Proficient	Distinguished
Safety and arrangement of furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to learning and use of physical resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

Teacher Standards:

4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Teacher Standards

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

Elements	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher=s questions are virtually all of poor quality.	Teacher=s questions are a combination of low and high quality. Only some invite response.	Most of teacher=s questions are of high quality. Adequate time is available for students to respond.	Teacher=s questions are of uniformly high quality with adequate time for students to respond . Student formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teach mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussions, with teacher stepping when appropriate to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Teacher Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Elements	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students= knowledge and experience.	Representation of content is appropriate and links well with students= knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of students	Instructional groups are inappropriate to students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional of a lesson.	Instructional groups are productive and fully appropriate to students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students	Instructional materials and resources are partially suitable to the instructional goals, or students= level of	Instructional materials and resources are suitable to the instructional goals and engage students	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice,
	mentally.	mental engagement is moderate.	mentally.	adaptations, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	The lesson=s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Domain 3: Instruction
Component 3d: Providing Feedback to Students

Teacher Standards

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
8. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality: accurate, substantive, constructive and specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present: others are not.	Feedback is consistently high quality	Feedback is consistently high quality. Provision is made for students to use feedback in their learning
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Teacher Standards

3. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Elements	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching

Teacher Standards

7. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved,	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records

Teacher Standards

8. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher=s system for maintaining information on student completion of assignments is in disarray	Teacher=s system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher=s system for maintaining information on student completion of assignments is fully effective.	Teacher=s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher=s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher=s system for maintaining information on student progress in learning is effective.	Teacher=s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation
Non-instructional Records	Teacher=s records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher=s records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher=s system for maintaining information on noninstructional activities is fully effective.	Teacher=s system for maintaining information on noninstructional activities, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Communicating with Families

Teacher Standards

8. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Information about the instructional program	Teachers about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information provides little information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about	Teacher provides minimal information to	Teacher adheres to the school's required	Teacher communicates with	Teacher provides information to parents
Individual Students	parents and does not respond or responds insensitively to parent concerns about students.	procedures for communicating to parents. Responses to parent concerns are minimal.	parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Contributing to the School and District

Teacher Standards

9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving,	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
	Teacher avoids	Teacher participates	Teacher volunteers	Teacher volunteers
Service to the school	becoming involved in school events.	in school events when specifically asked.	to participate in school events, making a substantial contribution,	to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

Teacher Standards

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism

Teacher Standards

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
9. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students' needs	Teacher's attempts to service students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

INSTRUCTIONS: Dear **PGCE student teacher** please rate yourself on a 5 point scale where 1 indicates poor and 5 indicates excellent. For example, if your rating is average you should indicate it with a 3. **Indicate the year in which you were a PGCE student teacher with an X and also indicate your rating with an X on the numbers below. It is important that you fill in your method subjects.**

2006	2007

My method subjects are:

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Domain 1(a): Preparation and Planning									
Element:	As a student teacher I have:								
Knowledge of content	1.1 extensive content knowledge.	1	2	3	4	5			
	1.2 the ability to make connections between the content and other disciplines.	1	2	3	4	5			
	1.3 been continuously improving my content knowledge.	1	2	3	4	5			
Knowledge of Prerequisite Relationships	1.4 plans and practices that reflect understanding of prerequisite relationships among topics and concepts.	1	2	3	4	5			
	1.5 actively built on knowledge of prerequisite relationships when describing instruction or seeking causes for learner misunderstanding.	1	2	3	4	5			
Knowledge of Content-Related Pedagogy	1.6 made use of pedagogical practices that reflect current research on best pedagogical practice within the discipline.	1	2	3	4	5			
	1.7 continuously searched for best practice.	1	2	3	4	5			
	1.8 anticipated learners' misconceptions.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 1(b): Preparation and Planning									
Element:	As a student teacher I have:								
Knowledge of Characteristics of Age Group	1.9 a thorough understanding of typical developmental characteristics of the age group.	1	2	3	4	5			
	1.10 knowledge of exceptions to the patterns of typical developmental characteristics of the age group.	1	2	3	4	5			
	1.11 knowledge of the extent to which individual learners follow the patterns.	1	2	3	4	5			
Knowledge of Learners' Varied Approaches to Learning	1.12 a solid understanding of the different approaches to learning that different learners exhibit.	1	2	3	4	5			
	1.13 used where appropriate, knowledge of learners' varied approaches to learning in instructional planning.	1	2	3	4	5			
Knowledge of Learners' Skills and Knowledge	1.14 knowledge of learners' skills.	1	2	3	4	5			
	1.15 knowledge of groups of learners.	1	2	3	4	5			
	1.16 knowledge of individual learners' skills.	1	2	3	4	5			
	1.17 knowledge of each learner.	1	2	3	4	5			
	1.18 knowledge of learners with special needs.	1	2	3	4	5			

Knowledge of Learners' Interests and Cultural Heritage	1.19 knowledge of the cultural heritage of groups of learners.	1	2	3	4	5
	1.20 knowledge of the cultural heritage of each learner.	1	2	3	4	5
	1.21 respect for the learners' cultural heritage.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 1(c): Preparation and Planning						
Element:	As a student teacher I am able to:					
Goals-Value	1.22 select teaching and learning goals that are valuable in their level of expectations, conceptual understanding, and importance of learning.	1	2	3	4	5
	1.23 clearly articulate how teaching and learning goals establish high expectations.	1	2	3	4	5
	1.24 relate curriculum frameworks and standards.	1	2	3	4	5
Goals-clarity	1.25 write all teaching and learning goals clearly and in the form of learners' learning.	1	2	3	4	5
	1.26 that the teaching and learning goals permit viable methods of assessment.	1	2	3	4	5
Suitability for Diverse Learners	1.27 ensure that the teaching and learning goals take into account the varying needs of individual learners.	1	2	3	4	5
	1.28 ensure that the teaching and learning goals take into account the varying needs of groups of learners.	1	2	3	4	5
Balance	1.29 ensure that the teaching and learning goals reflect several different types of learning.	1	2	3	4	5
	1.30 ensure that the teaching and learning goals provide opportunities for integration.	1	2	3	4	5
	1.31 select teaching and learning goals that reflect my initiative in establishing important learning.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 1(d): Preparation and Planning						
Element:	As a student teacher I am:					
Resources for Teaching	1.32 fully aware of all resources available through the school or district.	1	2	3	4	5
	1.33 actively seeking other materials to enhance instruction, for example, from professional organizations or through the community	1	2	3	4	5
Resources for Learners	1.34 fully aware of all resources available through the school or district.	1	2	3	4	5
	1.35 able to gain access to resources for learners.	1	2	3	4	5
	1.36 aware of additional resources available through the community.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 1(e): Preparation and Planning									
Element:	As a student teacher I ensure that:								
Learning Activities	1.37 my learning activities are highly relevant to learners and instructional goals.	1	2	3	4	5			
	1.38 the progression of the activities in the unit is coherent, producing a unified whole.	1	2	3	4	5			
	1.39 my learning activities reflect recent professional research.	1	2	3	4	5			
Instructional Materials and Resources	1.40 all materials and resources that I use support the instructional goals.	1	2	3	4	5			
	1.41 all materials and resources that I use engage learners in meaningful learning.	1	2	3	4	5			
	1.42 my learners participate in the selection or adapting of materials.	1	2	3	4	5			
Instructional Groups	1.43 I vary instructional groups according to the different instructional goals.	1	2	3	4	5			
	1.44 I encourage my learners to select different patterns of instructional groups.	1	2	3	4	5			
Lesson and Unit Structure	1.45 my lesson's or unit's structure is clear.	1	2	3	4	5			
	1.46 my lesson' or unit's structure allows for different pathways according to learners needs.	1	2	3	4	5			
	1.47 my time allocations are reasonable.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 1(f): Preparation and Planning									
Element:	As a student teacher I ensure that:								
Congruence with Instructional Goals	1.48 my proposed approach to the assessment of the content is completely congruent with the instructional goals.	1	2	3	4	5			
	1.49 my approach to assessment is suitable for all the instructional goals.	1	2	3	4	5			
Criteria and Standards	1.50 the assessment criteria and standards I use are clear.	1	2	3	4	5			
	1.51 the assessment criteria and standards I use have been clearly communicated to learners.	1	2	3	4	5			
	1.52 I allow learners to contribute to the development of the criteria and standards.	1	2	3	4	5			
Use for Planning	1.53 I use assessment results to plan for individuals.	1	2	3	4	5			
	1.54 I use assessment results to plan for groups of learners.	1	2	3	4	5			
	1.55 my learners are aware of how they are meeting the established standards.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 2(a): The classroom Environment									
Element:	As a student teacher I:								
Teacher Interaction with Learners	2.1 am genuinely caring and respect individual learners.	1	2	3	4	5			
	2.2 ensure that my interactions with my learners are appropriate to developmental norms.	1	2	3	4	5			
	2.3 ensure that my interactions with my learners are appropriate to cultural norms.	1	2	3	4	5			
	2.4 command the respect of my learners.	1	2	3	4	5			
Learner Interactions	2.5 ensure that my learners demonstrate genuine caring for one another as individuals and as learners.	1	2	3	4	5			
Give yourself an overall rating out of ten for the above component. <div style="float: right; border: 1px solid black; padding: 2px 10px;">/10</div>									

Domain 2(b):The Classroom Environment									
Element:	As a student teacher I:								
Importance of the Content	2.6 am enthusiastic about my subject.	1	2	3	4	5			
	2.7 encourage my learners to demonstrate through their active participation, curiosity and attention to detail.	1	2	3	4	5			
	2.8 encourage my learners to value the importance of the content.	1	2	3	4	5			
Learner Pride in Work	2.9 ensure that my learners accept my insistence on work of high quality and demonstrate pride in that work.	1	2	3	4	5			
	2.10 ensure that my learners take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.	1	2	3	4	5			
Expectations for Learning and Achievement	2.11 I ensure that instructional goals and activities, interactions, and the classroom environment convey high expectations for learner achievement.	1	2	3	4	5			
	2.12 establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all learners.	1	2	3	4	5			
Give yourself an overall rating out of ten for the above component. <div style="float: right; border: 1px solid black; padding: 2px 10px;">/10</div>									

Domain 2(c): The Classroom Environment									
Element:	As a student teacher I ensure that:								
Management of Instructional Groups	2.13 tasks for group work are organized.	1	2	3	4	5			
	2.14 groups working independently are productively engaged at all times, with learners assuming responsibility for productivity.	1	2	3	4	5			
Management of Transitions	2.15 transitions occur smoothly, with little loss of instructional time.	1	2	3	4	5			
	2.16 learners assume some responsibility for efficient management of transitions.	1	2	3	4	5			

Management of Materials and Supplies	2.17 routines for handling materials and supplies occur smoothly, with little loss of instructional time.	1	2	3	4	5
	2.18 learners assume some responsibility for efficient handling of materials and supplies.	1	2	3	4	5
Performance of Non-instructional Duties	2.19 systems for performing non-instructional duties are well established.	1	2	3	4	5
	2.20 learners assume considerable responsibility for efficient operation of systems for non-instructional duties.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 2(d): The Classroom Environment						
Element:	As a student teacher I ensure that:					
Expectations	2.21 standards of conduct are clear to all learners.	1	2	3	4	5
	2.22 standards of conduct have been developed with learner participation.	1	2	3	4	5
Monitoring of learner behaviour	2.23 my monitoring of my learners is subtle and preventive.	1	2	3	4	5
	2.24 learners monitor their own and their peers behaviour, correcting one another respectfully.	1	2	3	4	5
Response to learner misbehaviour	2.25 my response to misbehaviour is highly effective and sensitive to learners' individual needs.	1	2	3	4	5
	2.26 learner behaviour is entirely appropriate.	1	2	3	4	5
<p>Give yourself an overall rating out of ten for the above component.</p> <p>/10</p>						
Domain 2(e): The Classroom Environment						
Element:	I ensure that:					
Safety and arrangement of furniture	2.27 the classroom is safe.	1	2	3	4	5
	2.28 the furniture arrangement is a resource for learning activities.	1	2	3	4	5
	2.29 learners adjust the furniture to advance their own purposes in learning.	1	2	3	4	5
Accessibility to learning and use of physical resources	2.30 my learners and I use physical resources optimally.	1	2	3	4	5
	2.31 learners accept that all learning is equally accessible to all learners.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 3(a): Instruction									
Element:	As a student teacher I ensure that:								
Directions and procedures	3.1 my directions and procedures are clear to learners.	1	2	3	4	5			
	3.2 my directions anticipate possible learner misunderstanding.	1	2	3	4	5			
Oral and written language	3.3 my spoken and written language is correct and expressive.	1	2	3	4	5			
	3.4 my choice of vocabulary enriches the lesson.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 3(b): Instruction									
Element:	As a student teacher I ensure that:								
Quality of Questions	3.5 my questions are of uniformly high quality.	1	2	3	4	5			
	3.6 I allow adequate time for learners to respond.	1	2	3	4	5			
	3.7 learners formulate many questions.	1	2	3	4	5			
Discussion Techniques	3.8 learners assume considerable responsibility for the success of the discussion.	1	2	3	4	5			
	3.9 my learners have opportunities to initiate topics.	1	2	3	4	5			
	3.10 my learners have opportunities to make unsolicited contributions.	1	2	3	4	5			
Learner Participation	3.11 I successfully engage all learners in the discussion.	1	2	3	4	5			
	3.12 learners themselves ensure that all voices are heard in the discussion.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 3(c): Instruction									
Element:	As a student teacher I ensure that:								
Representation of Content	3.13 representation of content is appropriate.	1	2	3	4	5			
	3.14 representation of content links well with learners' knowledge and experience.	1	2	3	4	5			
	3.15 learners contribute to the representation of content.	1	2	3	4	5			
Activities and Assignments	3.16 all learners are cognitively engaged in the activities and assignments in their exploration of content.	1	2	3	4	5			
	3.17 learners initiate or adapt activities and projects to enhance understanding.	1	2	3	4	5			
Grouping of learners	3.18 instructional groups are productive.	1	2	3	4	5			
	3.19 instructional groups are fully appropriate to the instructional goals of a lesson.	1	2	3	4	5			
	3.20 learners take the initiative to influence instructional groups to advance their understanding.	1	2	3	4	5			

Instructional Materials and Resources	3.21 instructional materials and resources are suitable to the instructional goals.	1	2	3	4	5
	3.22 instructional goals engage learners mentally.	1	2	3	4	5
	3.23 learners initiate the choice, adaptations, or creation of materials to enhance their own purposes.	1	2	3	4	5
Structure and Pacing	3.24 the lesson's structure is highly coherent, allowing for reflection and closure as appropriate.	1	2	3	4	5
	3.25 pacing of the lesson is appropriate for all learners.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 3(d): Instruction						
Element:	As a student teacher I ensure that:					
Quality: accurate, substantive, constructive and specific	3.26 feedback is of consistently of a high quality.	1	2	3	4	5
	3.27 provision is made for learners to use feedback in their learning.	1	2	3	4	5
Timeliness	3.28 feedback is consistently provided in a timely manner.	1	2	3	4	5
	3.29 learners make prompt use of the feedback in their learning.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 3(e): Instruction						
Element:	As a student teacher I am able to:					
Lesson adjustment	3.30 successfully make a major adjustment to a lesson.	1	2	3	4	5
Response to learners	3.31 successfully accommodate learners' questions or interests.	1	2	3	4	5
	3.32 seize a major opportunity to enhance learning, building on a spontaneous event.	1	2	3	4	5
Persistence	3.33 persist in seeking effective approaches for learners who need help, using an extensive repertoire of strategies.	1	2	3	4	5
	3.34 solicit additional resources from the school for learners who need help.	1	2	3	4	5

Give yourself an overall rating out of ten for the above component.

/10

Domain 4(a): Professional Responsibilities									
Element:	As a student teacher I am able to:								
Accuracy	4.1 make an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals.	1	2	3	4	5			
	4.2 cite many specific examples from the lesson and determine the strength of each.	1	2	3	4	5			
Use in future teaching	4.3 draw on an extensive repertoire of skills and offer specific alternative actions.	1	2	3	4	5			
	4.4 consider probable successes of different approaches.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 4(b): Professional Responsibilities									
Element:	As a student teacher I ensure that:								
Learner Completion of Assignments	4.5 my system for maintaining information on learner completion of assignments is fully effective.	1	2	3	4	5			
	4.6 learners participate in the maintenance of records.	1	2	3	4	5			
Learner Progress in Learning	4.7 my system for maintaining information on learner progress in learning is fully effective.	1	2	3	4	5			
	4.8 learners' contribute information and interpretation.	1	2	3	4	5			
Non-instructional Records	4.9 my system for maintaining information on non-instructional activities is fully effective.	1	2	3	4	5			
	4.10 learners contribute to my system of maintaining information on non-instructional activities.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 4(c): Professional Responsibilities									
Element:	As a student teacher I ensure that:								
Information about the instructional program	4.11 frequent information is provided to parents, as appropriate, about the instructional program.	1	2	3	4	5			
	4.12 learners participate in preparing material for their families.	1	2	3	4	5			
Information about individual students	4.13 information is provided to parents frequently on both positive and negative aspects of learner progress.	1	2	3	4	5			
	4.14 responses to parent concerns are handled with great sensitivity.	1	2	3	4	5			
Engagement of Families in the Instructional program	4.15 families are frequently and successfully engaged in the instructional program .	1	2	3	4	5			
	4.16 learners contribute ideas for projects that will be enhanced by family participation.	1	2	3	4	5			
Give yourself an overall rating out of ten for the above component.									
/10									

Domain 4(d): Professional Responsibilities									
Element:	As a student teacher I ensure that:								
Relationships with colleagues	4.17 support and cooperation characterize my relationships with colleagues.	1	2	3	4	5			
	4.18 I take the initiative in assuming leadership among the staff.	1	2	3	4	5			
Service to the school	4.19 I volunteer to participate in school and district projects, making a substantial contribution.	1	2	3	4	5			
	4.20 I assume a leadership role in at least some aspect of school life.	1	2	3	4	5			
Participation in school and district projects	4.21 I volunteer to participate in school and district projects, making a substantial contribution.	1	2	3	4	5			
	4.22 I assume a leadership role in a major school or district project.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

Domain 4(e): Professional Responsibilities									
Element:	As a student teacher :								
Enhancement of content knowledge and pedagogic skill	4.23 I seek out opportunities for professional development to enhance content knowledge and pedagogic skill.	1	2	3	4	5			
	4.24 I make a systematic attempt to conduct action research in my classroom.	1	2	3	4	5			
Service to the profession	4.25 I participate actively in assisting other educators.	1	2	3	4	5			
	4.26 I initiate important activities to contribute to the profession, such making presentations.	1	2	3	4	5			
Give yourself an overall rating out of ten for the above component.									

/10

Domain 4(f): Professional Responsibilities									
Element:	As a student teacher:								
Service to Students	4.27 I am highly proactive in serving learners.	1	2	3	4	5			
	4.28 I serve learners by seeking out resources when necessary.	1	2	3	4	5			
Advocacy	4.29 I make a particular effort to challenge negative attitudes.	1	2	3	4	5			
	4.30 I help to ensure that all students, particularly those traditionally underserved, are honoured in the school.	1	2	3	4	5			
Decision Making	4.31 I take a leadership role in team or departmental decision - making.	1	2	3	4	5			
	4.32 I help to ensure that such decisions are based on the highest professional standards.	1	2	3	4	5			

Give yourself an overall rating out of ten for the above component.

/10

ADDITIONAL COMMENTS

[illegible]

Thank you for your cooperation.

ADDENDUM 8

1

INSTRUCTIONS: Dear School-based mentor please rate the PGCE student-teacher on a 5 point scale where 1 indicates poor and 5 indicates excellent. For example, if your rating is average you should indicate it with a 3. A questionnaire must be completed for **each student that you mentored in 2007**. Please indicate your rating with an X on the number.

Domain 1(a): Preparation and Planning									
Element:	The student teacher:								
Knowledge of Content	1.1 displays extensive content knowledge.	1	2	3	4	5			
	1.2 can make connections between the content and other disciplines.	1	2	3	4	5			
	1.3 shows evidence of continuing pursuit of content knowledge.	1	2	3	4	5			
Knowledge of Prerequisite Relationships	1.4 uses plans and practices that reflect understanding of prerequisite relationships among topics and concepts.	1	2	3	4	5			
	1.5 actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for learner misunderstanding.	1	2	3	4	5			
Knowledge of Content-Related Pedagogy	1.6 implements pedagogical practices that reflect current research on best pedagogical practice within the discipline.	1	2	3	4	5			
	1.7 displays continuing search for best practice.	1	2	3	4	5			
	1.8 anticipates students' misconceptions.	1	2	3	4	5			

Give the student teacher an overall rating out of ten for the above element.

/10

Domain 1(b): Preparation and Planning									
Element:	The student teacher displays:								
Knowledge of Characteristics of Age Group	1.9 thorough understanding of typical developmental characteristics of the age group.	1	2	3	4	5			
	1.10 knowledge of the exceptions to the patterns of typical developmental characteristics of the age group.	1	2	3	4	5			
	1.11 knowledge of the extent to which individual learners follow the patterns.	1	2	3	4	5			
Knowledge of Learners' Varied Approaches to Learning	1.12 displays solid understanding of the different approaches to learning that different learners exhibit.	1	2	3	4	5			
	1.13 the ability, where appropriate, knowledge of the learners' varied approaches to learning in instructional planning.	1	2	3	4	5			
Knowledge of Learners' Skills and Knowledge	1.14 knowledge of groups of learners' skills.	1	2	3	4	5			
	1.15 knowledge of groups of learners	1	2	3	4	5			
	1.16 displays knowledge of individual learner's skills	1	2	3	4	5			
	1.17 knowledge of each learner.	1	2	3	4	5			
	1.18 knowledge of learners with special needs.	1	2	3	4	5			
Knowledge of Learners' Interests and Cultural Heritage	1.19 knowledge of the cultural heritage of groups of learners.	1	2	3	4	5			
	1.20 knowledge of the cultural heritage of each learner	1	2	3	4	5			
	1.21 respect for the learners' cultural heritage.	1	2	3	4	5			

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 1(c): Preparation and Planning									
Element:	The student teacher displays an ability to:								
Goals-Value	1.22	select teaching and learning goals that are valuable in their level of expectations, conceptual understanding, and importance of learning.			1	2	3	4	5
	1.23	clearly articulate how teaching and learning goals establish high expectations.			1	2	3	4	5
	1.24	relate curriculum frameworks and standards.			1	2	3	4	5
Goals-clarity	1.25	write teaching and learning goals clearly in the form of learners' learning.			1	2	3	4	5
	1.26	ensure that teaching and learning goals permit viable methods of assessment.			1	2	3	4	5
Suitability for Diverse Learners	1.27	ensure that teaching and learning goals take into account the varying needs of individual learners.			1	2	3	4	5
	1.28	ensure that teaching and learning goals take into account the varying needs of groups of learners.			1	2	3	4	5
Balance	1.29	ensure that teaching and learning goals reflect several different types of learning.			1	2	3	4	5
	1.30	ensure that teaching and learning goals provide opportunities for integration.			1	2	3	4	5
	1.31	ensure that teaching and learning goals reflect student initiative in establishing important learning.			1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 1(d): Preparation and Planning									
Element:	The student teacher:								
Resources for Teaching	1.32	is fully aware of all resources available through the school or district.			1	2	3	4	5
	1.33	actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.			1	2	3	4	5
Resources for Learners	1.34	is fully aware of all the resources available through the school or district			1	2	3	4	5
	1.35	knows how to gain access to resources for learners			1	2	3	4	5
	1.36	is aware of additional resources available through the community.			1	2	3	4	5

Give the teacher an overall rating out of ten for the above component.

/10

Domain 1(e): Preparation and Planning									
Element:	The student teacher ensures that:								
Learning Activities	1.37	learning activities are highly relevant to learners and instructional goals.			1	2	3	4	5
	1.38	the progression of the activities in the unit is coherent, producing a unified whole.			1	2	3	4	5
	1.39	learning activities reflect recent professional research.			1	2	3	4	5
Instructional Materials and Resources	1.40	all materials and resources support the instructional goals.			1	2	3	4	5
	1.41	all materials and resources engage learners in meaningful learning.			1	2	3	4	5
	1.42	learners participate in selecting or adapting materials			1	2	3	4	5

Instructional Groups	1.43 instructional groups are varied, as appropriate to the different instructional goals.	1	2	3	4	5
	1.44 the learners have a choice in selecting different patterns of instructional groups.	1	2	3	4	5
Lesson and Unit Structure	1.45 that the lesson's or unit's structure is clear.	1	2	3	4	5
	1.46 that the lesson's or unit's structure allows for different pathways according to learner needs.	1	2	3	4	5
	1.47 time allocations are reasonable.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 1(f): Preparation and Planning						
Element:	The student teacher ensures that:					
Congruence with Instructional Goals	1.48 the proposed approach to the assessment of the content is completely congruent with the instructional goals.	1	2	3	4	5
	1.49 the approach to assessment is suitable for all the instructional goals.	1	2	3	4	5
Criteria and Standards	1.50 assessment criteria and standards are clear.	1	2	3	4	5
	1.51 that assessment criteria and standards have been clearly communicated to learners.	1	2	3	4	5
	1.52 learners contributed to the development of the criteria and standards.	1	2	3	4	5
Use for Planning	1.53 assessment results are used to plan for individuals	1	2	3	4	5
	1.54 assessment results are used to plan for groups of learners.	1	2	3	4	5
	1.55 learners are aware of how they are meeting the established standards.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 2(a): The classroom Environment						
Element:	In the classroom there is evidence that:					
Teacher Interaction with Learners	2.1 the student teacher demonstrates genuine caring and respect for individual learners.	1	2	3	4	5
	2.2 the student teacher's interactions with learners are appropriate to developmental norms.	1	2	3	4	5
	2.3 the student teacher's interactions are appropriate to cultural norms.	1	2	3	4	5
	2.4 learners exhibit respect for the student teacher as an individual.	1	2	3	4	5
Learner Interactions	2.5 the student teacher motivates the learners to demonstrate genuine caring for one another as individuals and as learners.	1	2	3	4	5

Give the teacher an overall rating out of ten for the above component.

/10

Domain 2(b): The classroom Environment						
Element:	In the classroom the student teacher:					
Importance of the Content	2.6 conveys genuine enthusiasm for the subject.	1	2	3	4	5
	2.7 encourages learners to demonstrate through their active participation, curiosity and attention to detail.	1	2	3	4	5

	2.8 ensures that learners value the content's importance.	1	2	3	4	5
Learner Pride in Work	2.9 insists that learners accept teacher insistence on work of high quality and demonstrate pride in that work.	1	2	3	4	5
	2.10 ensures that learners take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.	1	2	3	4	5
Expectations for Learning and Achievement	2.11 ensures that instructional goals and activities, interactions, and the classroom environment convey high expectations for learner achievement.	1	2	3	4	5
	2.12 establishes and maintains together with learners through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all learners.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 2(c): The Classroom Environment						
Element:	The student teacher ensures that:					
Management of Instructional Groups	2.13 tasks for group work are organized.	1	2	3	4	5
	2.14 groups working independently are productively engaged at all times, with learners assuming responsibility for productivity.	1	2	3	4	5
Management of Transitions	2.15 transitions occur smoothly, with little loss of instructional time.	1	2	3	4	5
	2.16 learners assume some responsibility for efficient management of transitions.	1	2	3	4	5
Management of Materials and Supplies	2.17 routines for handling materials and supplies occur smoothly, with little loss of instructional time.	1	2	3	4	5
	2.18 learners assume some responsibility for efficient handling of materials and supplies.	1	2	3	4	5
Performance of Non-instructional Duties	2.19 systems for performing non-instructional duties are well established.	1	2	3	4	5
	2.20 learners assume considerable responsibility for efficient operation of systems for non-instructional duties.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 2(d): The Classroom Environment						
Element:	The student teacher makes sure that:					
Expectations	2.21 standards of conduct are clear to all learners.	1	2	3	4	5
	2.22 standards of conduct have been developed with learner participation.	1	2	3	4	5

Monitoring of learner behaviour	2.23 monitoring of learner behaviour is subtle and preventive.	1	2	3	4	5
	2.24 learners monitor their own and their peers behaviour, correcting one another respectfully.	1	2	3	4	5
Response to learner misbehaviour	2.25 his/her response to misbehaviour is highly effective and sensitive to learners' individual needs.	1	2	3	4	5
	2.26 learner behaviour is entirely appropriate.	1	2	3	4	5

Give the student teacher an overall rating out ten for the above component.

/10

Domain 2(e): The Classroom Environment

Element:	The student teacher ensures that:					
Safety and arrangement of furniture	2.27 the classroom is safe.	1	2	3	4	5
	2.28 the furniture arrangement is a resource for learning activities.	1	2	3	4	5
	2.29 learners adjust the furniture to advance their own purposes in learning.	1	2	3	4	5
Accessibility to learning and use of physical resources	2.30 both teacher and learners use physical resources optimally.	1	2	3	4	5
	2.31 learners accept that all learning must be equally accessible to all learners.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 3(a): Instruction

Element:	The student teacher's:					
Directions and procedures	3.1 directions and procedures are clear to learners.	1	2	3	4	5
	3.2 directions anticipate possible learner misunderstanding.	1	2	3	4	5
Oral and written language	3.3 spoken and written language is correct and expressive.	1	2	3	4	5
	3.4 choice of vocabulary enriches the lesson.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 3(b): Instruction

Element:	The student teacher:					
Quality of Questions	3.5 asks questions that are of uniformly high quality.	1	2	3	4	5
	3.6 allows adequate time for learners to respond.	1	2	3	4	5
	3.7 allows learners to formulate many questions.	1	2	3	4	5
Discussion Techniques	3.8 allows learners to assume considerable responsibility for the success of the discussion.	1	2	3	4	5
	3.9 allows learners to initiate topics.	1	2	3	4	5
	3.10 allows learners to make unsolicited contributions.	1	2	3	4	5

Learner Participation	3.11 successfully engages all learners in the discussion.	1	2	3	4	5
	3.12 Learners themselves ensure that all voices are heard in the discussion.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 3(c): Instruction						
Element:	The student teacher ensures that:					
Representation of Content	3.13 representation of content is appropriate.	1	2	3	4	5
	3.14 representation of content links well with learners' knowledge and experience.	1	2	3	4	5
	3.15 learners contribute to representation of content.	1	2	3	4	5
Activities and Assignments	3.16 all learners are cognitively engaged in the activities and assignments in their exploration of content.	1	2	3	4	5
	3.17 learners initiate or adapt activities and projects to enhance understanding.	1	2	3	4	5
Grouping of learners	3.18 instructional groups are productive.	1	2	3	4	5
	3.19 instructional groups are fully appropriate to the instructional goals of a lesson.	1	2	3	4	5
	3.20 learners take the initiative to influence instructional groups to advance their understanding.	1	2	3	4	5
Instructional Materials and Resources	3.21 instructional materials and resources are suitable to the instructional goals.	1	2	3	4	5
	3.22 instructional goals engage learners mentally.	1	2	3	4	5
	3.23 learners initiate the choice, adaptations, or creation of materials to enhance their own purposes.	1	2	3	4	5
Structure and Pacing	3.24 the lesson's structure is highly coherent, allowing for reflection and closure as appropriate.	1	2	3	4	5
	3.25 pacing of the lesson is appropriate for all learners.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 3(d): Instruction						
Element:	The student teacher ensures that:					
Quality: accurate, substantive, constructive and specific	3.26 feedback is consistently of a high quality.	1	2	3	4	5
	3.27 provision is made for learners to use feedback in their learning.	1	2	3	4	5
Timeliness	3.28 feedback is consistently provided in a timely manner.	1	2	3	4	5
	3.29 learners make prompt use of the feedback in their learning.	1	2	3	4	5
Give the student teacher an overall rating out of ten for the above component.						/10

Domain 3(e): Instruction						
Element:	The student teacher:					
Lesson adjustment	3.30 succeeds in making a major adjustment to a lesson.	1	2	3	4	5
Response to learners	3.31 successfully accommodates learners' questions or interests. 3.32 seizes a major opportunity to enhance learning, building on a spontaneous event.	1 1	2 2	3 3	4 4	5 5
Persistence	3.33 persists in seeking effective approaches for learners who need help, using an extensive repertoire of strategies. 3.34 solicits additional resources from the school for learners who need help.	1 1	2 2	3 3	4 4	5 5
Give the student teacher an overall rating out of ten for the above component.						/10
Domain 4(a) Professional Responsibilities						
Element:	The student teacher:					
Accuracy	4.1 makes a accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. 4.2 cites many specific examples from the lesson and determines the strength of each.	1 1	2 2	3 3	4 4	5 5
Use in future teaching	4.3 draws on an extensive repertoire of skills, so as to offer specific alternative actions. 4.4 considers probable successes of different approaches.	1 1	2 2	3 3	4 4	5 5
Give the student teacher an overall rating out of ten for the above component.						/10
Domain 4(b): Professional Responsibilities						
Element:	The student teacher makes use of effective systems for:					
Learner Completion of Assignments	4.5 maintaining information on student completion of assignments. 4.6 learners to participate in the maintenance of records.	1 1	2 2	3 3	4 4	5 5
Learner Progress in Learning	4.7 maintaining information on learner progress in learning. 4.8 ensuring that learners contribute information and interpretation.	1 1	2 2	3 3	4 4	5 5
Non-instructional Records	4.9 maintaining information on non-instructional activities. 4.10 ensuring that learners contribute to the teacher's system of maintaining information on non-instructional activities.	1 1	2 2	3 3	4 4	5 5
Give the student teacher an overall rating out of ten for the above component.						/10

Domain 4(c): Professional Responsibilities									
Element:	The student teacher:								
Information about the instructional program	4.11 provides frequent information to parents, as appropriate, about the instructional program.	1	2	3	4	5			
	4.12 allows learners to participate in preparing materials for their families.	1	2	3	4	5			
Information about individual students	4.13 provides information to parents frequently on both positive and negative aspects of learner progress.	1	2	3	4	5			
	4.14 responds to parent concerns with great sensitivity.	1	2	3	4	5			
Engagement of Families in the Instructional program	4.15 frequently and successfully engages families in the instructional program	1	2	3	4	5			
	4.16 presents opportunities for learners to contribute ideas for projects that will be enhanced by family participation.	1	2	3	4	5			

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 4(d): Professional Responsibilities									
Element:	The student teacher:								
Relationships with colleagues	4.17 ensures that his/her relationships with colleagues are characterised by support and cooperation.	1	2	3	4	5			
	4.18 takes the initiative in assuming leadership among the staff.	1	2	3	4	5			
Service to the school	4.19 assumes a leadership role in at least some aspect of school life.	1	2	3	4	5			
Participation in school and district projects	4.20 volunteers to participate in school and district projects, making a substantial contribution.	1	2	3	4	5			
	4.21 assumes a leadership role in a major school or district project.	1	2	3	4	5			

Give the student teacher an overall rating out of ten for the above component.

/10

Domain 4(e): Professional Responsibilities									
Element:	The student teacher								
Enhancement of content knowledge and pedagogic skill	4.22 seeks out opportunities for professional development to enhance content knowledge and pedagogic skill.	1	2	3	4	5			
	4.23 makes a systematic attempt to conduct action research in his classroom.	1	2	3	4	5			
Service to the profession	4.24 participates actively in assisting other educators.	1	2	3	4	5			
	4.25 initiates important activities to contribute to the profession, such as making presentations.	1	2	3	4	5			

Give the student teacher an overall rating out of ten for the above component.

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Domain 4(f): Professional Responsibilities

Element:	The student teacher:					
Service to Students	4.26 is highly proactive in serving learners.	1	2	3	4	5
	4.27 serves learners by seeking out resources when necessary.	1	2	3	4	5
Advocacy	4.28 makes a particular effort to challenge negative attitudes.	1	2	3	4	5
	4.29 helps ensure that all students, particularly those traditionally underserved, are honoured in the school.	1	2	3	4	5
Decision Making	4.30 takes a leadership role in team or departmental decision –making.	1	2	3	4	5
	4.31 helps ensure that such decisions are based on the highest professional standards.	1	2	3	4	5

Give the student teacher an overall rating out of ten for the above component.

/10

Thank you for your cooperation.

ADDITIONAL COMMENTS

This image shows a full page of a worksheet designed for handwriting practice. It features 18 horizontal dashed lines spaced evenly across the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Thank you for your cooperation.

4.3 POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION AND TRAINING)(31830)

(This qualification is on NQF level 6)

Admission

All prospective student teachers shall be selected.

A candidate must be in possession of a degree, or suitable qualification that complies with the requirements set out in the rules below.

The requirements for the structure of qualification, which precede the Certificate, are as follows:

- The qualification must include at least two sets of modules in two approved school subjects.
- One of these sets needs to be at second or third year level, and the other at least at second year level (for Further Education and Training (FET) purposes), or at least at first year level (for General Education and Training (GET) purposes).
- A candidate shall offer at least two school subjects at FET level or one at FET level and two at GET level.
- The Certificate shall not be awarded to students until they have complied with the requirements regarding the official languages.
- Computer literacy equal to the outcomes of the NMMU module WRO131. This level of competence will be assessed with a standardized diagnostic test prior to admission. (A student who does not satisfy this requirement may be allowed by the Dean to register concurrently as an occasional student for WRO131).

A prospective PGCE student who still has credits outstanding towards a degree may apply for admission to the PGCE on condition that the student satisfies the following criteria:

- The total credits outstanding for a degree may not exceed thirty (30);
- The credits outstanding may not be linked to a major subject for the degree;
- The credits outstanding may not include a major subject for the degree;
- The student must register concurrently for the degree and the PGCE.

Duration of study

The programme shall extend over at least one year of full-time study. Part-time study over a period of two years will only be considered in exceptional cases and with the permission of the Dean.

Obtaining the certificate

The certificate shall be obtained by completing the programme as prescribed by Senate. The certificate shall be awarded *cum laude* if candidates have obtained an overall average of at least 75%.

Programme

Modules	Codes	Credits
FIRST YEAR		
Education	PGED201	12
	PGED202	12
	PGED301	15
	PGED302	15
Subject: Citizenship	PECE203	12
Method of First FET School Subject		20
Method of Second FET School Subject		20
OR		
Method of First GET School Subject		10
Method of Second GET School Subject		10
Language Competency: Two of:		
Afrikaans	PLCA103	6
English	PLCE103	6
Xhosa	PLCX103	6
Zulu	PLCZ103	6
Other language	PLCO103	6
Human Movement Science: 1 Module	HMS116 – 128	5

At the conclusion of the module in language communication, the candidates' ability in the use of two official languages as medium of instruction shall be tested with a view to the endorsement of their certificates

Method modules

Unless Senate decides otherwise, candidates shall be admitted to a method module only if the relevant subject was passed at least at second-year degree level, except in the following cases:

Method Modules	Pre-requisite modules
Method of Mathematics (Senior Phase) (PMAG103)	Mathematics (W101-104)
Method of General Science (Physical Science) (PNSG103)	Physics and Chemistry (F101, 102 and CHG101, GHI101, GHO101)
Method of General Science (Biology) (PNSG103)	Botany and Zoology (BOT110 -140 and ZOO110 -140)
Method of Human and Social Sciences (Senior Phase) (PSSG103)	Geography or History or an equivalent combination of such modules to the value of at least 20 credits
Method of Life Orientation (Senior Phase) (PLOG103)	Psychology or HMS or Social Work or Sociology or Nursing or an equivalent combination of such modules to the value of at least 20 credits
Method of Arts and Culture (Senior Phase) (PACG103)	Music or Fine Arts or an equivalent combination of such modules to the value of at least 20 credits
Method of Technology (Senior Phase) (PETG103)	Computer Science or modules from Architecture, Building Science or Quantity Surveying or an equivalent combination of such modules to the value of at least 20 credits
Method of Economic Management Sciences (Senior Phase) (PEMG103)	Modules in Accounting, Business Management and/or Economics to the value of at least 20 credits.

Method Modules	Codes	Credits
FET Accounting (1st Mod)	PMAC101	10
FET Accounting (2nd Mod)	PMAC102	10
FET Afrikaans First Add (1st Mod)	PMAF101	10
FET Afrikaans First Add (2nd Mod)	PMAF102	10
FET Afrikaans Primary Lang (1st Mod)	PMAP101	10
FET Afrikaans Primary Lang (2nd Mod)	PMAP102	10
FET Business Economics (1st Mod)	PMBE101	10
FET Business Economics (2nd Mod)	PMBE102	10
FET Computer Applications Technology	PMCT101	10
FET Computer Applications Technology	PMCT102	10
FET Computer Studies (1st Mod)	PMCS101	10
FET Computer Studies (2nd Mod)	PMCS102	10
FET Economics (1st Mod)	PMEC101	10
FET Economics (2nd Mod)	PMEC102	10
FET Electrical Technology	PMET101	10
FET Electrical Technology	PMET102	10
FET English First Add (1st Mod)	PMEF101	10
FET English First Add (2nd Mod)	PMEF102	10
FET English Primary Lang (1st Mod)	PMEP101	10
FET English Primary Lang (2nd Mod)	PMEP102	10
FET Geography Method (1st Mod)	PMGE101	10
FET Geography Method (2nd Mod)	PMGE102	10
FET History Method (1st Mod)	PMHI101	10
FET History Method (2nd Mod)	PMHI102	10
FET Information Technology	PMIT101	10
FET Information Technology	PMIT102	10
FET Life Orientation	PMLO101	10
FET Life Orientation	PMLO102	10
FET Life Sciences Method (1st mod)	PMLS101	10
FET Life Sciences Method (2nd mod)	PMLS102	10
FET Maths Literacy Method (1st mod)	PMLM101	10
FET Maths Literacy Method (2nd mod)	PMLM102	10
FET Maths Method (1st module)	PMMM101	10
FET Maths Method (2nd module)	PMMM102	10

FET Physical Science Method (1st mod)	PMPS101	10
FET Physical Science Method (2nd mod)	PMPS102	10
FET Tourism	PMTO101	10
FET Tourism	PMTO102	10
FET Xhosa Primary Lang (1st Mod)	PMXH101	10
FET Xhosa Primary Lang (2nd Mod)	PMXH102	10
GET Arts and Culture	PACG103	10
GET Eco Man Sciences (only module)	PEMG103	10
GET Life Orientation (only module)	PLOG103	10
GET Maths Method	PMAG103	10
GET Natural Science Method (only module)	PNSG103	10
GET Social Studies (only module)	PSSG103	10
GET Technology	PTEG103	10

The choice of method and practical subject is subject to approval by Senate.

Note: Candidates must apply for permission to take a third method subject and this shall be allowed only on the following conditions:

- that the candidate can manage the extra work;
- that it is possible within the scope of the timetable;
- that the candidate possesses the second-year level background, and
- that the method subject concerned is offered in any case.

Candidates who have included Botany and Zoology (at least one of which is a major subject) and no other school subject in their degree, shall receive full recognition for their degree and Postgraduate Certificate in Education with methods in Biology (FET) and General Science (Biology) (GET). Botany and Zoology, one at least at second-year level, are required for the subject method Biology.

Candidates who have included Physics and Chemistry (at least one of which is a major subject) and no other school subject in their degree, shall receive full recognition for their degree and Postgraduate Certificate in Education with methods in Physical Science (FET) and General Science (Physical Science) (GET). Physics and Chemistry, one at least at second-year level, are required for the subject Method of Physical Science.

Teaching practice

Candidates shall undertake teaching practice for such periods as prescribed by Senate.

Note:

Costs of transport and subsistence incurred for the purpose of school attendance are the responsibility of the candidates. Candidates may be required to attend lectures in the afternoon or evening during periods of teaching practice. Candidates, who have not attained a satisfactory standard in teaching practice, shall again register at the University in order either (1) to attend a prescribed programme of teaching practice at local schools or (2) to teach as an unqualified teacher for such period as Senate may determine, after which they shall again be examined.

Examination requirements

Examinations shall be conducted in accordance with the provisions of the general rules for qualifications.

Classmark

In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a classmark of at least 40%.

Language endorsement

The qualification shall not be awarded unless a candidate has passed the prescribed examinations to prove competence in using two official languages as media of instruction. The competence shall be indicated by an endorsement on the student's academic record. Candidates shall be evaluated in respect of their proficiency in using the languages in writing and orally as a medium of instruction.

Faculty of Education
Assessment: Teaching Practice 200...

Name of Student:	School:	Date:	Final Assessment: (%)
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Grade:	Learning Areas:	Name of Assessor: (Indicate Lecturer/Teacher)	Signature:
	1..... 2..... 3..... (Position:)

CRITERIA	MARK	Remarks
Attitude	Enthusiasm	
	Confidence	
	Professionalism	
	Classroom Atmosphere	
	TOTAL (MAX. 20)	
Learner response	Learner involvement/- cooperation	
	Interest & Enthusiasm	
	Interaction with learners	
	TOTAL (MAX. 15)	

Key: Exceptional; performs beyond expectations = 5 Highly commendable = 4 Achieved = 3 Partially achieved; needs attention = 2 Not achieved = 1

CRITERIA		MARK	Remarks
Planning and Preparation	Outcomes		
	Content knowledge		
	Activities		
	Creativity		
	Assessment		
	TOTAL (MAX. 25)		
Classroom management	Teaching Strategies		
	Flexibility		
	Learner involvement		
	Language usage		
	Questioning techniques		
	Use of Resources		
	Time management		
	Discipline		
TOTAL (MAX. 40)			
FINAL TOTAL (MAX. 100)			

Key: Exceptional; performs beyond expectations = **5** Highly commendable = **4** Achieved = **3** Partially achieved; needs attention = **2** Not achieved = **1**