"Foundations"
From workshop to classroom

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An evaluation of the impact of the "Foundations" supplement and pack at three primary schools in KwaZulu Natal.

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Declaration

I, Santhamoney Moodley, declare that this dissertation is my own work and has not been previously submitted for any degree in any University.

Researcher : Ms. S. Moodley

Dedication

This work is dedicated to my son Tristan and husband Divia. They were always a source of inspiration and their patience , tolerance and understanding was always appreciated.

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LIST OF ABBREVIATIONS

1. AC – Assessment Criteria

2. CEREP – Centre for Research, Evaluation and Policy

3. DET – Department of Education and Training

4. HOD – House of Delegates

5. HOD – Head of Department

6. HOR – House of Representatives

7. MIET – Media in education Trust

8. NAA – Newspaper Association of America

9. NIE – Newspapers in Education

10. OBE – Outcomes Based Education

11. SO – Specific Outcomes

12. UDW – University of Durban Westville

Abstract

Due to the unique nature of South African public education, it is not always viable to invest in expensive, high maintenance resources. Out of this context the Media in Education Trust (MIET) sought to provide resources that would meet the need for low maintenance resources, even harnessing the power of the educator as a resource. In 1999 the "Foundations" supplements made their appearance, featuring in certain prominent newspapers. Towards the latter part of 1999 the years work on "Foundations" was packaged into the "Foundations" pack, which consisted of 2 books and a series of 8 posters.

With this in mind this dissertation was initiated by the desire to evaluate the supplement and pack and its usage. The evaluation was narrowed even further by focussing specifically on participants of a workshop held on the usage of "Foundations". The dissertation was aimed at seeing if workshop participants were motivated to use the pack and whether these had become part of their teaching practice.

During the course of this research the Centre for Research, Evaluation and Policy at the University of Durban - Westville was commissioned to evaluate two of MIET's projects. The opportunity thus presented itself for the research scope to be expanded. During the course of this research data was evaluated from a MIET workshop at Berea in Durban, a workshop in Vryheid attended and a workshop in Empangeni viewed. The majority of participants viewed the workshops very positively. The questionnaires given to educators at specific schools revealed that the majority of educators are aware of "Foundations" and attempt to utilise it in some form or the other.

"Foundations" does have a unique place in classrooms throughout South Africa. What exists as an issue is the manner in which it is brought into the fore as a valuable resource .

CHAPTER ONE

Introduction

Low cost, low maintenance resources has been a trademark of organisations like MIET that desire to make affordable education available to the masses in South Africa. Of interest in this dissertation is the evaluation of the "Foundations" supplement and pack which is targeted at Foundation Phase educators in particular. This chapter highlights the rationale behind the choice of topic, purpose of the study, critical questions and introduces the reader to the "Foundations" pack. The concluding parts of the chapter focuses on what the reader can expect from chapters to follow.

1.1 Rationale for the study

There are largely two major reasons for conducting this research. The first one arises from a personal view as an educator, the other as a researcher in an evaluation project linked to this study. As an educator, especially one who has taught in both Primary and Secondary Schools resources in their many forms are a priority. They add a rich texture to lessons and assist in that never-ending battle for a pupil's attention. Being an educator of the twenty- first century is unique due to the immense media opportunities available. However, South African schools, particularly public schools are not always well equipped technologically speaking so there continues to be a need for affordable, low cost, low maintenance resources. At my present school for instance, our tape recorders and plug points continue to be unreliable in any lesson.

Subsequently my quest for suitable resources led me to the "Learn supplements". Educational newspaper supplements have always been a source of fascination to me. The "Learn" supplements catered for a multitude of grades, subject areas and offered interesting ways of teaching a concept. The supplements have, since their inception in South Africa been an intervention on the part of the Media in Education Trust (MIET) and the Department of Education and Culture to provide a resource which assists teachers and pupils in a variety of classroom contexts. They compelled me to begin a substantial collection due to their eye-catching nature, fascinating layout and contextualised activities. Of interest of late has been the focus on lessons in outcomes based contexts (this is a reference to classrooms which operate along the principles of outcomes based education). At present, a prominent Kwazulu

Natal newspaper, The Daily News carries the supplement together with two newspapers from the Eastern Cape. The credibility of the supplement has been undisputed due to their appearance in these respected newspapers. The supplement that will be focused on in this study is called "Foundations" and is produced twice a term. The target audience is mainly educators in the Foundation Phase. A "Foundations" pack was produced in the first year of the supplement's appearance and represented a fusion of the years work.

I chose to focus on "Foundations" because it is unique in that MIET holds workshops in conjunction with the supplement and trains selected educators on their use. It was also a fledgling supplement (the supplement appeared in 1999) and it seemed exciting to trace its origin and development. "Foundations" made its appearance during a crucial point in South African education, when educators were grappling with the concept of Outcomes Based Education (OBE) which as one educator commented: "OBE is a giant, a monstrous giant"

A researcher in 2000 the Centre for Research, Evaluation and Policy (CEREP) at the University of Durban Westville was provided with a task from the Media in Education Trust to evaluate the "Foundations" and "Read Right" project. Having been part of this research process, I have opted to allow my research to be a follow on from this. Included in this report will be some of the findings made by CEREP due to the nature of my interaction with this organisation.

Imperative in the "Foundations" series is the focus on Outcomes Based Education (OBE) primarily in the Foundation Phase. The Foundation Phase is the first stage in OBE and is geared towards grade R-3 learners. The aim is to provide learners with an opportunity to become more active citizens (Pretorius, 1998). Literacy, Numeracy and Lifeskills are the main themes in which children are expected to develop understanding.

There exist eight learning areas which pupils are expected to be taught. The learning areas are grouped in the following way:

1. Language, Literacy and Communication

2. Human and Social Sciences

3. Technology

4. Mathematical literacy, Mathematics and Mathematics Sciences

5. Natural Sciences

6. Arts and Culture

7. Economic and Management Sciences

8. Life orientation

(Policy Document: 1997)

Outcomes based education refers to a learning system which embraced new methods of learning. Critical thinking, the role of the teacher as a facilitator, outcome centred involvement of community and the transformation of learning to everyday situations is paramount to its belief systems (Olivie, 1998). Outcomes based education has been an initial form in which curriculum 2005 has manifested itself (Naicker, 1999). On June 2000, the Minister of Education Kader Asmal announced to South Africa after a report conducted by an appointed committee that curriculum 2005 had not reached its desired outcome. Bearing this point in mind, this research will serve to evaluate the impact of the "Foundations" supplement.

1.2 Purpose of the study

"Foundations" target audience is mainly educators in the Foundation Phase The supplement was first introduced on 22 February 1999 and highlighted what the future issues would contain. The programme organisers contain information on classroom management and include helpful guides for parents. In the Phase organiser section of the supplement educators are shown possible lessons and the critical outcomes that would be attained. Although these supplements have been designed to assist educators in the classroom, I have observed that not many educators employ the supplement as a teaching resource. The reasons for this could be wide ranging from access to the supplement to understanding hereof. These speculations have prompted me to seek a thorough understanding of this phenomenon by evaluating the supplement. The area of supplement design is an intriguing one, which I aim to make headway into. One of the main target audiences of the supplement is under resourced schools in rural areas. In this study I hope to evaluate the overall success

of the supplement. My study changed during the period of my research to focus more on the workshops run by MIET and the implications on the supplement, pack and participants of those workshops. Having exposed the reader to the rationale and purpose of the study, illumination will now be provided on the statement of purpose and critical questions.

1.3 Statement of Purpose

The purpose of this study is to evaluate the impact of the "Foundations" supplement and pack from workshop to classroom.

In order to evaluate the "Foundations" pack and supplement, the following critical questions have been constructed within a framework of evaluation.

1.3.1 Critical Questions

Critical question 1

Are "Foundations" workshops serving their desired purpose?

Critical question 2

Do participants of workshops use and value the "Foundations" pack and supplements?

Critical question 3

Do participants of "Foundations" workshops encourage its use?

The "Foundations" pack is one of the entities under scrutiny. The following analysis introduces the reader to the pack itself and its counterpart the "Foundations" supplement.

1.4 What does the "Foundations" pack consist of?
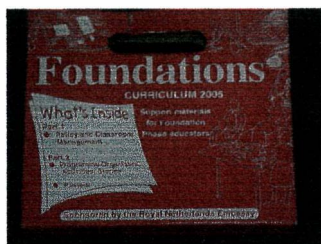
Slide 1.1: The "Foundations" pack

The "Foundations" packs were sent to schools during the year 2000. As a means of being cost effective, packs reached schools from a central delivery point, either a school or district office.

- ❖ **Part 1** – Policy and Classroom Management – this book deals with issues such as :

    Reporting to parents, the role of teacher as facilitator, and means of assessing learners via

    the use of portfolios

- ❖ **Part 2** – Programme organisers, Activities and stories

    In OBE Phase Organisers are general topics under which programme organisers are based. A Phase organiser could be Health and Safety while the Programme organiser would be Healthy Living. In these books activities together with the Specific outcomes and Assessment Criteria are provided for educators in regard to different Phase and Programme organisers.

- ❖ **Posters** – a set of 8 posters were supplied with the pack. The posters relate to the activities provided in Part 2.

The pack was delivered to schools in a brightly coloured, red cardboard carry case.

1.5 The "Foundations" supplement

The issues of "Foundations" that were eventually collapsed to form the pack existed as A3 size pages, roughly 12 in total, depending on the issue (see Appendix A and B for Issue 1 and Ed4/2000). The initial copies are carbon copies of the "Foundations" pack, which meant that

no alteration had been conducted with the original product prior to it going into print in book format. Each issue of the supplement contained "guidelines for classroom management, activities, discussion charts and stories" ("Foundations – Issue 1"). The posters supplied with each supplement are identical to the series of 8 in the pack. The material is newspaper quality, which means that they are not really durable. The year 2000 saw a change in the format of "Foundations" which resulted in educators able to manipulate the resource (via cutting) into A4 format making it therefore easy to store. The supplements from 2000 onwards did not feature any more posters.

1.6 An overview of the Chapters

In chapter 1 the rationale behind the choice of topic is explored, purpose of the study, and an examination of the resource pack and supplement presented.

In chapter 2, the Methodological framework focuses on the relationship involving CEREP and MIET, and the rationale behind the choice of instruments. The process of data collection is presented together with how it relates to the critical questions.

Chapter 3 begins with definitions of evaluation, the definitions and scope of the field and the chosen evaluation approach, decision – oriented approach. An examination is thereafter offered of the Conceptual Framework utilised, which will include the theories of Information Literacy, Visual Literacy and Media Literacy. The Literature Review will involve an examination of the world of Educational Technology and newspapers.

Chapter 4 is multifaceted with an evaluation of MIET's project proposal, an analysis of workshops attended, follow up on participants of the workshops, and analysis of questionnaires administered. The collected data will be presented according to how it relates to the critical questions.

Chapter 5 presents the conclusion together with recommendations.

1.7 Conclusion

The arena of educational resources is a largely untapped market in terms of educational research. In South Africa research in this field is minimal with more focus being placed on resources that are sold rather than those freely distributed. With the introduction of OBE

there arose a distinct need for resources that were cost effective and designed to provide guidelines to the understanding of various jargon. MIET, a non-governmental organisation opted to produce a resource designed to meet this need. In this dissertation the produced resource will be evaluated to determine the value of the process involved in the training of educators, the resource itself and will also strive to follow up on three participants at their respective schools via three critical questions. This chapter has aimed to provide an introduction to the rationale behind the study and purpose thereof. The "Foundations" pack and supplement has only been introduced. In the next chapter the focus moves to the methodology of the research. Included therein will be the report the researcher was part of in 2000 and how this impacted on the research process and data collection.

CHAPTER TWO

Introduction

While chapter 2 introduced the reader to the context of the study and the data collection strategies, in this Chapter various sections have been collapsed to present a more coherent picture. Encapsulated in Chapter 3 are theories of evaluation, the chosen conceptual framework and the Literature Review. The conceptual framework the researcher has chosen to utilise involves the all-encompassing field of Information Literacy and the need for Media and Visual literacy's in a society in which technology is advancing at an ever-increasing rate. The chapter will begin with a discussion of evaluation and then proceed to Information Literacy.

2.1 Evaluation

To begin my meandering on a solid note requires an explanation of one of the key concepts in my proposal statement, evaluation. To all intent and purposes, everything in life is subject to a degree of evaluation whether this is the success or failure of a community centre or the appropriateness of choosing the correct brand of video machine. As common as this term may be, "evaluation" has sometimes-contestable definitions in terms of educational technologists and educationists in general.

Some authors like Guba and Lincoln (1989) believe that a definition of evaluation research would be futile and therefore does not engage in a discussion of one. Schumacher and McMillan (1993) sum up evaluation research as the use of suitable research method tools to determine the true worth of a particular educational practice, be it an educational resource or a project that has been implemented. Rossi and Freeman (1993) provide the following definition of evaluation research:

"Evaluation research is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs."

Social research procedures are a reference to the various methodologies and data collection strategies necessary for evaluation. In terms of conceptualisation, the scope of this research will focus on the mandate MIET used in the production of the "Foundations" package and supplement together with the role played be the Department of Education in conceptualisation and design. The ""Foundations" pack and supplements can be regarded as a social intervention programme in its bid to improve educators understanding and implementation of OBE. It also operates as a programme that is people rather then profit orientated. What the two definitions provided highlights, is that evaluation is required to judge the success or failure of a project and initiate means of improving practice, if need be. Educational technologists view evaluation as paramount to instructional design (Ellington et al, 1993) and highlight that evaluation plays a vital role in the development of educational programmes. As with most projects, evaluation is undertaken for the sole purpose of influencing decision-makers in a variety of different contexts, with the ultimate aim being the improving of practice.

Seels and Richey (1994) highlight that traditional and evaluation research has differing characteristics with the former serving to enhance knowledge in a particular field while the latter would gauge data seeking to inform practice.

In order to differentiate between the various ideologies with regard to evaluation, a suitable staring point is needed. Formative and summative evaluation will seek to enter the discussion and direct it to the evaluation method of choice

2.1.1 Formative and Summative evaluation

Evaluation can be primarily of a formative or summative nature. Formative evaluation seeks to provide feedback during the evaluation and subsequently improve practice. According to Morris et al (1987), the formative evaluator monitors the programme and makes timeous assessments. The formative evaluator also employs a host of evaluation techniques ranging from observations to interviews. This research will therefore be formative in nature as opposed to summative evaluation which measures in its totality the sum results at the end of the evaluation (Gronlund, 1985). Formative evaluation differs substantially from summative evaluation in terms of target audiences. The former targets

people involved in the design and compilation of a programme or project whereas the latter targets the educators and other possible users of the programme (Schumacher and McMillan, 1993).

2.1.2 The Agricultural/Botanical approach and the Social/Anthropological approach

Ellington et al (1983) emphasises that there exist two contrasting paradigms of evaluation, which are namely the Agricultural/Botanical approach and the Social/Anthropological approach. The former is concerned primarily with the end results as compared to what the input has been. In such a context the teaching materials, methods of teaching and teaching and learning environment may be considered. Contrary to this purely scientific approach is the Social approach, which is more developmental in nature. Its concerns surround the analysis of the process of education. The evaluator employs a much more subjective approach and explores the opinions and belief systems of a range of resources from staff to parents. In this approach no single evaluation tool is sufficient. These approaches serve to bring to the fore that evaluation can range from purely qualitative to quantitative in nature. The middle ground seems an ideal to be strived for.

2.1.3 Differing evaluation approaches

In the field of evaluation research an array of approaches exist. In order to present a cohesive entity the different approaches are highlighted

There exist a variety of different evaluation approaches:

❖ Objectives-oriented approaches: these approaches focus on the extent to which the target audience has successfully understood the objectives, with instruments used including questionnaires, interviews and observations.

❖ Consumer-oriented approaches: these approaches provide an evaluation, which will be useful to educators in choosing appropriate curricular resources, for instance.

- ❖ Expertise-oriented approaches: expertise is utilised to judge the worth of a particular programme or resource.

- ❖ Decision-oriented approaches: this type of evaluation can be done at any point in the implementation process.

- ❖ Adversary-oriented approach: the positive and negative aspect of a programme is the focus of evaluation.

- ❖ Naturalistic and participant-oriented: in this approach the actual participants of the inquiry are paramount in data collection.

(Adapted from Schumacher and McMillan: 1993)

2.1.4 The Decision-oriented approach

From the aforementioned models or approaches to evaluation, this research will be decision-oriented. According to Schumcher and McMillan (1993) decision-oriented evaluation implies a theory of educational change. Such evaluation can serve various purposes and can be entered into at any point in a programme. Of the types of evaluation studies that fall under the umbrella body of decision - oriented evaluation, implementation evaluation is most pertinent to the research being undertaken. This type of evaluation serves to understand the extent to which the programme is successful and provides information on programme development and monitors its progress. A myriad of data sources is utilised in implementation evaluation to provide a holistic view of a programme. Participant and community involvement is also essential to decision-oriented evaluation.

2.1.5 Evaluation tools

Numerous tools will be utilised to provide substantial materials evaluation. Questionnaires and interviews remain some of the more common tools for evaluation. Both of the aforementioned tools have their advantages and disadvantages. According to Ellington et al (1993), questionnaires can be disadvantageous when people employ the "Performing Dogs" Syndrome where they tend to want to please the researcher and say

what they believe is expected or the "Blue, Rosy and Purple" type question in which peoples responses would differ depending on when and where responses were elucidated. In order to seek a more balanced evaluation, observations of classroom practice and interviews will represent a portion of tools to be used. Subsequently, no single evaluation tool is sufficient when evaluation is being undertaken in order to ensure validity.

Evaluation therefore is an integral part of the research process, a process that seeks to provide a rounded perspective on a phenomenon. In this dissertation evaluation is pursued in the intent of gauging the success of a resource in the various stages of its development. One of the important means of distribution of "Foundations" supplements occurs via selective newspapers and the pack via distribution at various schools. What therefore remains to be seen is how educators interact with this resource which then requires a degree of Information Literacy as well as Visual and Media Literacy. The pack especially, was supplied with posters and books and required more then simple perusal but interaction for it to be beneficial.

The following discussion will deal with the concepts of Information, Visual as well as Media Literacy. It explores the various ideologies underlying these concepts and examines how they relate to the "Foundations" supplements and pack. These various components represent the conceptual framework utilised in this study.

2.2 Information Literacy

With the ever-increasing changes in technology, there arose a need for people to successfully deal with new competencies. The Internet, for example has fast become an up to date source of information, reliable or not. As a person interacting with this onslaught of information, skills such as selectiveness of information and the ability to analyse and critique available information becomes an imperative. Educators are faced with a multitude of resources designed to improve the teaching process. The ability to critically evaluate resources and select those that will be beneficial is a vital component of resource selection. Information Literacy was chosen because the "Foundations" pack and supplement require a degree of interaction and being information literate means that

educators need to successfully interact with resources and select and adapt those that could prove valuable.

According to Ercegovac, Z, Yamasaki, E. (1998), information literacy via the use of computers exists as a tool to engage with people internationally and allow for an exchange of ideas and views.

Hubbard S. (1987) states that as a society we are faced with the daily challenge of dealing with the information we encounter. How we deal with this information is an issue of concern; whether it is simply absorbed or regarded in a critical context, accepting some information and rejecting others i.e. being selective about the information we absorb. Are we sufficiently information literate as to able to use information successfully? Hubbard S. (1987) stresses that schools for instance are engaged in programmes to enable students to deal successfully with information.

Plotnick E. (1999,online) highlights that information does not only refer specifically to the printed word but rather includes other literacy's like visual, media and computers for example. The Education Policy Document (1997) highlights the need for an interpretation of images and non-verbal language (visual literacy) and the reading of Television and film as cultural messages (Media literacy). Under the all encompassing banner of Information Literacy, are its tenets of both Visual and Media Literacy.

"Knowing how to ask the right questions may be the single most important step in learning. " (ERIC Digests, 1994,Online)

The above statement very aptly sums up the need for Information literacy, a desire to interact with information by posing the right questions.

2.2.1 What is Information Literacy?

"Information Literacy--the ability to access, evaluate, and use information from a variety of sources--is central to all successful learning and by extension to all successful living."

(ERIC Digests, 1994, online)

" ...(Information Literacy is) a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact."

(Shapiro and Hughes, 1996, online –from Spitzer et al (1998)

Spitzer et al (1998) stress that any information one encounters whether via the printed medium or on Television, the idea of Information Literacy requires of the individual a critical interaction with such media. They also highlight that "information literacy extends into the realms of critical thinking and ethical usage of information." Information can be presented in numerous formats such as graphs and photographs, which need to be utilised ethically. A photograph for example could be distorted and designed to create a negative image.

2.2.2 The Information Literate

Firstly, the need for information is paramount to enabling people to be information literate. In most societies an act of even watching the news becomes superseded by the desire to watch a sitcom instead. Also, Information absorbed needs to be selectively done and not emotively. Thirdly, information received has to be assimilated into an already existing framework of knowledge. Essentially, such an individual is aware of the importance of being information literate and has the necessary skills to deal with the barrage of information faced with on a daily basis.

Teachers need to be information literate in order to educate pupils about this. Being information literate will enable educators to successfully choose resources that will best serve the learning styles of pupils. In countries like America, associations such as The

American Association Of School Librarians (AASL), have a vested interest in creating both information literate educators and learners (Carr Jo Ann: 1998) and have realised the necessity of being information literate to the learning process – numerous papers presented on this topic.
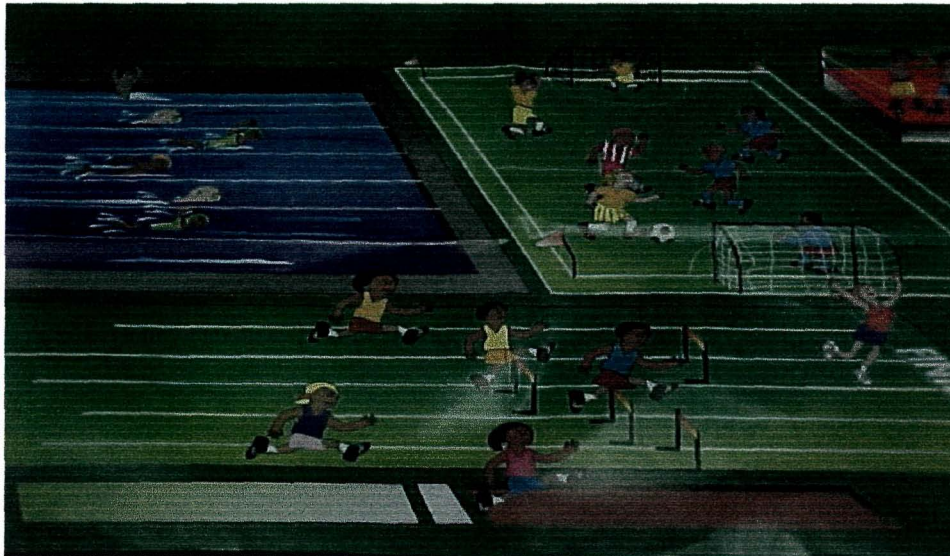
Slide 2.1: Poster 5

Table 2.2: Elements of information Literacy

The following table is an adapted version from: Spitzer et al (1998)

Elements of Information Literacy	Visual Literacy	Media Literacy
An information literate person is one who:	Visual literacy is:	Media Literacy is:
- Recognizes that accurate and complete information is the basis for intelligent decision making - Recognizes the need for information - Formulates questions based on information needs - Identifies potential sources of information - Develops successful research strategies - Accesses sources of information - Evaluates information - Organizes information for practical application - Integrates new information into an existing body of knowledge - Uses information in critical thinking and problem-solving (Doyle,1992)	- the ability to understand - and use images, - including the ability to think, learn and express oneself in terms of images (Bradin and Hortin,1982)	- the ability to access, - analyze, - and produce information for specific outcomes. (Aufderheide,1992)

Table 2.2 above serves to encapsulate the three chosen literacies. The Information Literate is one recognises the need for information, has the ability to access information and critically analyse the information encountered. The Visually Literate is one who has the ability to understand images and express oneself in terms of images. The Media Literate individual is

also able to analyse information and would be able to produce information based on the knowledge gained.

A sub discipline of Information Literacy, Visual Literacy features as pertinent to the discussion. Because posters feature so prominently in both "Foundations" supplement (1999 editions) and pack it becomes imperative that learners are taught how to interact with this presentation of diverse situations.

Slide 2.2: Poster 6

2.3 Visual literacy

2.3.1 What is visual literacy?

According to Branch (2000), visual literacy is an attempt to employ pictures to create meaning. The concept of visual literacy is not new and has heralded the introduction of 3 – D images. Computers, according to Branch have made it easy for even the inartistic to create tables, and graphs via such a device. His argument is that it is insufficient to accept graphic images as is but rather that an analysis is required of how people construct meaning from graphic illustrations. In a book, a graph could convey information about relations between variables and an illustration could be applicable to a range of interpretation contexts.

The idea of visual literacy is not enigmatic to the world of education but rather present in each of its discourses. In this dissertation questions of how people become visually literate will be considered. Illustrations play a supplementary role compared to the text. Similarly, in some instances the illustration may provide a more accurate illumination of ideas than the printed word. According to Branch, the following represents a definition of visual literacy,

"Visual literacy is the understanding of messages communicated through frames of space that utilise objects, images, and time, and their juxtaposition. The principles, rules and form that characterise a visual grammar are based on communicating perception and the ecology of symbol systems."

Imperative in this definition is the understanding of the messages that are being communicated. According to Branch, a symbol system is "constructed by discrete visual elements such as lines, shape and the interaction of lines and shape.

2.3.2 History of visual literacy

The art of story telling via the use of pictures and symbols is an age old means of communication and has been around since time immemorial. Bushman paintings, found thousands of years after their initial drawings, have brought a wealth of understanding to this civilisation's ways of life. According to Debes (1978), the Egyptians represent a civilisation for whom symbols were very important and emphasises that such written language were primarily sequential arrangements of culturally significant signs. He argues that sequential messages continue to be utilised even when sound represented an important mode of communication.
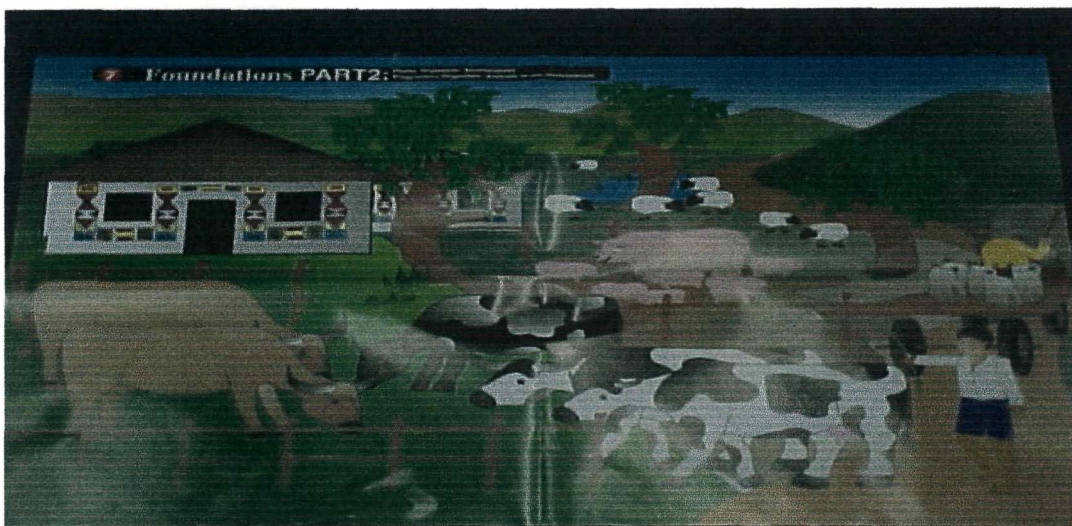
Slide2.3: Poster 7

The various slides featured in this chapter represent 3 posters from the series 8 contained in the "Foundations" pack. Being visually literate requires that the educator educate the learner to engage critically with the posters presented, not only in a one-dimensional sense. Questions posed therefore need to explore higher order thinking and move beyond simple dissemination and recalling of given information.

2.4 Media Literacy

2.4.1 What is Media Literacy?

Media is a largely untapped resource in South Africa. In the United States of America, the role of the media is an interactive one in which a relationship between schools and newspapers are fostered. The idea behind this is the belief that schoolwork should be skilled based and equips learners to become good citizens.

In countries like the United States of America, Media Literacy is a subject in the school curriculum but in South Africa it exists as a component of a subject discipline. The course ranges from class film productions to photography and the interpretations associated with such media. The Center for Media Literacy is an on-line organisation dedicated to the

furthering of Media Literacy in North America with it's mission statement focussing on a new literacy for the 21st century and is dedicated to furthering:

"the ability to communicate competently in all media forms, print and electronic, as well as to access, understand, analyze and evaluate the powerful images, words and sounds that make up our contemporary mass media culture".

The mission statement is apt considering the amount of media we take in on an average basis whether it is on Television or newspapers. Teenagers are also heavily influenced by advertising they come across in various media and subsequently seek "name brand" clothing.

Thoman (Online) believes that media literacy refers to the ability to interpret and create personal meaning from the multitude of verbal and visual symbols we take in everyday through television, radio, computers, newspapers and magazines, and of course advertising. She stresses that through visual literacy people become empowered to not simply accept information presented but rather to critically evaluate it and this way not appear vulnerable. Thoman (Online) also points out that the goal of media Literacy should be to enable people to become competent and literate in all forms of media and thus control the interpretation instead of vice versa. This has been an age-old means of control. It sometimes is quite mystifying as to why people will seek out particular brand name products at local retailers when cheaper alternatives are available. It leads one back to the subliminal, in most cases, advertising we are exposed to which seems to brain wash people into buying product X rather than Z.

2.4.2   Media Literacy and its Ideological agenda

Hobbs (1996) presented an interesting account of what people in the Media industry have been saying about media literacy in the form of a ballot.

Can media ever be ideologically free? To suitably answer this question one needs to analyse the various advertisements society is subjected to in an effort to sell a product, which in ordinary circumstances proves more of a liability than an asset. Hobbs argues (1996) that one of the major contributions made by media literacy is the understanding that information is socially constructed and that this can be learned through the analysis of classic works of literature and film just as well as through a close examination of Beavis and Butthead. It's

interesting that she includes Beavis and Butthead, which has never been regarded as culturally desirable viewing but thus reinforces that in an attempt to provide a well-rounded view, media in general needs to be analysed.

Considine (1995) argues that although people sometimes view the variety of media as being separate, ideologically they consistently construct, contain, carry and convey certain basic beliefs and values. These beliefs and value systems range and include stereotypical beliefs about women e.g. mother is portrayed as the one using and endorsing all the new kitchen products whether this be in magazines, radio broadcasts or Television.

A point to bear in mind is that all media is constructed by people to serve a particular purpose. The news one might watch is the final product of images we may never see, images which have been chosen to create and gauge emotional responses. Of interest, therefore would be different news bulletins portrayal of the same event.

2.4.3 Why is there a need for Media Literacy?

The Television (which was a significant development in the field of visual literacy) and computer is fast becoming a medium that is growing in popularity. People are spending more time as "couch potatoes" instead of using this time profitably. Due to this daily onslaught of media in every form, there needs to be a form of engagement which such media which allows for a critical interaction. Rather than foster a nation of passive recipients of information, media literacy needs to pre-empt a period of critical thinking. Debes (1978) argues that the impact of images on paper should not be forgotten. He emphasises that newspapers, through their use of a variety of pictures "were laying the basis in the minds of the young for picture interpretation skills". Similarly, if one engages in the thought behind Media Literacy it requires not only educators' interaction but also parents and students. Also Media Literacy together with the other literacies emphasises a need to foster critical thinking in learners.

The conceptual framework, which is an important aspect of discussion, has been framed by various literacies. Of interest in this dissertation is how "Foundations" responds to these literacies, in terms of guidelines for the educator, parent and student in their bid to effectively engage with the resource. The section to follow deals with the Literature review and how resources, especially print media features in the field of Educational Technology and the world of newspapers.

2.5 Literature Review

Introduction

The literature review will seek to delve into the world of Educational Technology, a field in which the role and appropriate use of resources is paramount. The arena of newspapers in education will serve as a follow on to this field.

2.5.1 Educational Technology

Definitions of Educational Technology

The field involving the evaluation of an educational resource aptly falls under the umbrella body of Educational Technology. Educational Technology was seen as synonymous with Technology in education with the prior incorporating the latter in its definition and development. Technology in education is concerned mainly with the arena of audio-visual media and comprises a hardware and software component. The hardware area is characterised by equipment like video machines and Over Head Projectors. The software side is concerned with the aid that is provided to the subsequent use of the hardware material. This aid included transparencies and slides (Percival and Ellington , 1984). Therefore the actual definition of Educational Technology is still in its infancy and a specific definition is evolving. No definition can as yet be regarded as the absolute definition. An abbreviated version of AECT's 1977 definition of Educational Technology stated:

"Educational Technology is a complex, integrated process involving people, procedures, ideas, devices and organisation for analysing problems and devising, implementing, evaluating and managing solutions to those problems involved in all aspects of human learning."

(Seels B.B , Richey R.C , 1984)

In this definition emphasis is placed on Educational Technology being a theory, a field of research and a profession (Seels B.B, Richey R.C, 1984). This particular definition appears unique in its focus on the field as a theory. The initial definitions of the concept viewed the field as solely within the area of audio-visual media (Percival and Ellington ,1984).

Text books like A.V Instruction: Technology, Media and Instruction perpetuated this notion that the field dealt solely with technological advances to aid teachers in their preparation. The focus of the

new definitions is still on the importance of resources but the move is now towards improving the quality of the teaching and learning process with the additional knowledge of educational learning theories and research (Percival and Ellington, 1984).

2.5.2 The three phases of Educational Technology

The arena of Educational Technology has evolved around three distinct lines and these are Mass Communication, Individualised Learning and Group Learning respectively (Percival and Ellington, 1984). The Mass Communication phase perpetuated the notion that people could be educated on a mass scale without increasing the number of teachers. The scope of this field of mass Communication includes educating children via the use of television. Sesame Street is one such example. It is a pre-school Television programme designed to offer such learners an orientation into the learning environment. The programme consists of various short segments focussing on a particular life skill. Sesame Street's audience has extended from within the United States of America to incorporate countries in Europe and Africa. A concern of Mass Communication however is its inaccessibility to many disadvantaged communities. UNISA is an institution that offers distance education thereby allowing students to work and study simultaneously. Study groups are formed in these institutions to provide a support structure during assignments and examinations. "Foundations" similarly exists as a Mass Communication technique in which a broad band of educators across South Africa have access to a resource primarily focussing on Outcomes Based Education. The pack and supplements also seeks to emphasise the role of both individualised learning and group learning techniques in the classroom context. Subsequently, these ideas are stresses in both areas of classroom management and the lessons respectively.

In the school environment emphasis is placed on the appropriate selection of audio-visual material and the successful use of such materials. At present, in South African schools we experience a shortage of audio-visual media and due to a lack of funds high tech material are unfeasible. Educational Technology is moving towards being more accessible to the masses. Presently teachers are taught how to create their own low budget resources which helps to reduce costs incurred by schools. Computers are only available in selected schools and those pupils that are exposed to it benefit from the work on the Internet. Resources centres are presently not being utilised at certain schools and could become a base for the development of resources, which would be on loan to the

rest of the school. Of importance in the future of Educational Technology is the correct implementation of audio-visual material based on the various learning theories to increase the quality of learning. In this manner, Educational Technology becomes a fusion of audio-visual material, learning theories and a particular approach to education.

2.5.3 The advancing field of Educational Technology

The field of Educational Technology has developed in many areas and these have their roots in the three aforementioned phases. Interactionist concepts of Educational Technology have also undergone development. The computer is regarded as an interactive tool, which allows people to develop and prepare their own texts. A technological development in the field revolves around the idea of "on-line" classrooms. The trend seems to move towards the idea of virtual classrooms. This highlights the virtual non-existence of numerous schools. In such virtual classrooms a teacher could deliver a lesson which could be accessed via a computer. The disadvantages of such a system would be that such a system would only be available to a privileged few. A major advantage would be that the teacher is accessible even beyond normal teaching hours. Technology is therefore forcing a change in the role of teachers. In South Africa ETV (Educational Television) is one arena in which technology will advance. The role of ETV aims to supplement what is being taught at schools and possibly campuses. ETV does not necessarily have to be in the same format as a classroom setting but rather can manipulate various resources to make learning fun. Another area in which Technology is advancing is in the area of study skills (Seels B.B, Richey R.C, 1984). The area of study skills is concerned with improving the teaching process. Many students experience problems with study material due to ineffectual study methods. This area has resulted in numerous books being published on how to teach study good study skills. Educational Technology is definitely advancing as it progresses whether it is in the classroom as a resource or as a new approach to teaching and learning.

As the world of work requires more co-operation between co-workers, similarly in educational Technology the group learning phase is of great importance. Students and pupils thereby become acclimatised into an environment of co-operation and harmonious working together. Technology is definitely going to improve the future of teaching and learning. In the classroom, besides the supplementation of various audio-visual materials, technology will also advance in the manner in which lessons are delivered and co-operative learning developed.

Ultimately the state of education and training in South Africa is undergoing a re-vamp due to the emerging field of technology in education.

2.5.4 Trends in Educational Technology

There has been a distinct shift in focus in the direction in which the field is moving. The following point of discussion serves to highlight some of the ways forward, in particular the changing role of teaching and learning.

Firstly, there has been a shift from teacher centred teaching to learner centredness (Ellington, Percival and Race, 1993). The traditional method of teaching, which encompasses the lecture format, still is practised in schools today. Teachers on the whole are resistant to not being the source of all knowledge. The Internet is a powerful tool for accessing information on any subject. Activities contained here could be used during lessons. A point to also bear in mind is that the South African Situation exists as such that teachers are made to cope with classes of 50 pupils and above and the physical structure of classrooms still remains constant. Urban schools receive on a yearly basis an influx of pupils compared to the rural areas. The concept of curriculum 2005 and Outcomes Based Education as one its existing tenets the belief that pupils must receive individualised attention by the facilitator of learning. In essence the practice of this belief is beginning to be given life on paper only. The situation of true learner centred teaching is only possible for the future if classroom sizes are decreased.

In essence in countries throughout the world there will always be a need for resources that are economically viable however technologically advanced our society becomes. Technology may advance but issues of finance to educational institutions generally remain stagnant. The section to follow discusses the field involving newspapers in education and the scope of the field in the South African context.

2.6 Newspapers in Education

Introduction

Newspapers have, since their inception represented a vehicle to inform people on a large scale via an inexpensive means. Eventually, young people also have become part of this audience, for

various reasons. Firstly, a newspaper could become a Math's lesson wherein products in an advertisement could be utilised. Secondly, a teacher could develop a Geography lesson based on the situations in various printed articles. The list becomes endless and so the newspaper is a tool to empower learners about local and international events. In essence, it is the cheapest textbook available which is constantly re-generating itself with up to date information.

2.6.1 The role of Newspapers in education

Newspapers are filled with a wealth of information, which can be utilised as a teaching/ curriculum resource. In the United States of America and Canada the Newspaper in Education (NIE) programme involves 90,000 teachers and 16,000 students per year (Kortner, 1988). This programme has been spurred on by the belief that newspapers can serve more of a purpose than simply being cut out and pasted into notebooks. The Northcliffe NIE project in the United Kingdom (online) encourages the use of NIE because it increases pupil and community involvement and is an up- to- date resource. This project also offers a catalogue on the Internet, which is targeted at different literary skill and aimed at suggesting means of effectively utilising the newspaper. In South Africa the Media in Education Trust and the Education Foundation has attempted (via the use of various booklets) to promote the newspaper as an effective teaching tool. The publication " Using newspapers and magazines for effective learning" highlights sample exercises and possible ways these resources can serve to encourage learning in the classroom. There are no NIE projects per say in South Africa but workshops and books on NIE are attempting to make headway in more traditional classroom. In an effort to reach a wider target audience in a cost-effective manner, the Media in Education Trust and Education Foundation run educational supplements, which cater for community and subject.

2.6.2 The Newspaper in Education Programme in America

The intervention and introduction of newspapers into classrooms across the country was initially spurred on by the New York Times in the 1930's. Their role existed as one of providing newspapers, supplements and curriculum resources. The period 1955 - 1960 earmarked a movement called "Newspaper in the Classroom" (NIC). This movement was spurred on by a survey, which reflected that 30-40% of students did not read outside of school and that the majority spent as much time on books as on watching television. It was not sufficient to attempt to target

young people and so the main focus was the educator. The period 1955-1960 saw about 100 teachers trained per year on the use of newspapers in their classrooms. As the programme developed so did the response from different newspapers. Schools were offered newspapers at half the price and in the 1970's to 1990 it began to develop as a supplementary text in lessons. The programme has grown from strength to strength and at present each newspaper in America has its own Newspaper in Education (NIE) programme. Newspapers like the Denver Mountain News, offers free newspapers to schools, free staff development workshops and inservice presentations to teachers. This initiative is made possible through corporate sponsorships. The Seattle Times, on the other hand does not have a large corporate sponsorship but instead offers the newspapers at a reduced rate of $.18 per copy. The Newspaper in Education programme is today found in 35 countries, including New Zealand, Canada and Australia. Programmes in New Zealand and Australia started in the 1970's and were largely based on the American experience. The newspaper supplements are now contextualised to the countries experience. The Newspaper Association of America is currently on-line and the majority of newspapers offer on-line activities for parents, learners and educators.

2.6.3 The South African experience

There is no clearly defined newspaper in education programme in South Africa. Various newspapers have however existed as vehicles for the delivery of supplements aimed at various segments of the population. The programmes are not as pro-active as those are in numerous international newspapers. . In South Africa the Media in Education Trust and the Education Foundation has attempted (via the use of various booklets) to promote the use of newspapers and magazines for effective learning. They highlight sample exercises and possible ways these resources can serve to encourage learning in the classroom. There are no NIE projects per say in South Africa but workshops and books on NIE are attempting to make headway in more traditional classrooms. In an effort to reach a wider target audience in a cost-effective manner, the Media in Education Trust and Education Foundation run educational supplements which cater for communities and educators.

The media in Education Trust is a non- governmental organisation that has formed close links with the KwaZulu (KZN) Department of Education and Culture. It has sought to entrench itself in the promotion of successful teaching and learning. At the forefront of its campaign are numerous

publications. <u>Ideas for resourceful teaching</u> is one such initiative in which the focus falls on providing educators with ideas for the different learning areas and suggestions on the choice of suitable resources. The audience primarily targeted are those in disadvantaged communities, an effort to bridge the divide between the "haves and the have-nots". The publications have also focussed on the promotion of newspapers and magazines in education mainly in the Foundation and Intermediate Phase.

The following represents an extract from "Ideas for resourceful teaching":

Why use newspapers and magazines in the classroom?

❖ Deal with up-to-date and relevant information.

❖ "Disposable" – they can be cut or torn and underlined or drawn on.

❖ Bridge the "real world" and the classroom.

❖ Appeal to everyone – every learner can find something of interest to read.

❖ Can be used to encourage learners to think critically and ask questions about what is

written and why

❖ Have pictures with which to make posters and collages.

(MIET: 1999)

From the above extract an indication is provided of the type of language used, generally user friendly and this style is prevalent through most MIET publications. Also, there is a tendency to encourage the use of newspapers as cost effective, high impact resources (activities are designed to highlight this point).

2.7 Conclusion

In this chapter the evaluation approach, conceptual framework and literature review was presented to the reader. The conceptual framework serves as a backdrop against which "Foundations" will be anlaysed. The fact that limited information is available on the subject of newspapers in education is

one of the driving forces behind the motivation for research. The chapter to follow will examine data collection using various data including contributions by both MIET and CEREP.

CHAPTER THREE

Introduction

During the course of this sojourn into the world of newspaper supplements, the Media in Education Trust (MIET) approached the Centre for Research, Evaluation and Policy (CEREP) at the University of Durban Westville to evaluate some of their projects. The "Foundations" newspaper supplement coincidentally fell under this scrutiny. Due to the nature of my research I was allowed to be a part of this connection with MIET and CEREP. Thus my interaction grew from an interaction with an NGO into a triangulation between MIET, CEREP and myself. While the previous chapter provided the rationale and purpose of the study, this chapter examines the context of the research and the methodology used. An exploration is offered of the type of research undertaken and a brief history of MIET and CEREP provided. The process of data collection is also brought into the spotlight together with the various instruments used. The chapter begins with the context of the research and the two important organisations that are represented in the study.

3.1 Context of the research

3.1.1 CEREP

CEREP, which was formerly known as the Macro Education Policy Unit, is a research unit based at the University of Durban Westville (UDW). In 1998, CEREP became a recognised wing at the University under the auspices of the Faculty of Education. The support offered by CEREP in terms of training and consultation is broad banded and extends to the wider UDW community. Funding is largely from outside sources that have vested interests in projects and research undertaken by this unit.

In 1998 CEREP had already gained much credibility due to the research undertaken, ranging from a study of 10 highly qualified black schools in KwaZulu Natal to a report on why students fail Economics 1 at UDW. CEREP staff is also quite reputed for their publications and conference presentations. Jonathon Jansen for example was instrumental

in relooking educational reform in the form of OBE in South Africa at a time when teachers were struggling to come to terms with this new ideology. The editorial board commitments of CEREP staff is linked to very well reputed journals like, "The International Journal of Qualitative Studies in Education" (USA publication) and "Perspectives in Education" (South African publication). A vital role CEREP plays exists in the supporting of research. This process was managed in various ways and the following represent a portion of the projects undertaken. Firstly, research seminars were held on a regular basis in 1998 and 1999 in order to foster the development of research ideas among staff and researchers. Secondly, training of staff focuses on proposal writing, data analysis and how to utilise the Internet as a research tool. Thirdly, academic staff from the University of Transkei was trained in academic writing and publishing. CEREP undertakes programmes, which seek to uplift in post apartheid South Africa. Training is offered to researchers at postgraduate, Masters and Doctoral level. This support takes the form of workshops, seminars and one on one sessions.

3.1.2 Media in Education Trust

According to its website, MIET was established as an independent organisation on 3 April 1996. Prior to this MIET had existed as a unit of the Education Foundation from 1992 onwards. The company profile emphasises that "it had been born out of a project to research the potential role of the mass media in Southern African education".

MIET is a non- governmental organisation that has formed close links with the KwaZulu (KZN) Department of Education and Culture. Teacher guides & activity books, newspaper and magazine education supplements, teaching & learning support material, multimedia materials, print support for school TV, research publications, training course and modules represent some of the initiatives MIET involves itself in. It has sought to entrench itself in the promotion of successful teaching and learning. At the forefront of its campaign are numerous publications. Ideas for resourceful teaching is one such initiative in which the focus falls on providing educators with ideas for the different learning areas and suggestions on the choice of suitable resources. The audience

primarily targeted are those in disadvantaged communities, an effort to bridge the divide between the "haves and the have-nots". The publications have also focussed on the promotion of newspapers and magazines in education mainly in the Foundation and Intermediate Phase.

Having introduced the context of the study the focus now moves to the interaction between the researcher and the aforementioned organisations.

3.1.3 A relationship between a novice researcher, an NGO and research unit

At first, I was in a quandary about the lack of sufficient evaluations carried out on newspaper supplements but this joint project between MIET and CEREP widened my focus and strengthened my resolve to be part of a larger evaluation project that would generate much needed data. CEREP has impacted on my research and personal growth on a number of levels. Firstly, there are numerous academic benefits in working with a research unit. These include the credibility that my research receives due to this association with this dynamic unit. Also, the possibility of co-authoring reports and reviewing articles is in itself empowering. Thirdly, working with a research unit has allowed me access to past evaluations and on-line databases which ultimately benefit my output. The research inquiry undertaken is qualitative in nature. Information sources are wide ranging from teachers who attend training workshops to the editor of "Foundations". The research exists in a formative capacity and will be evaluated at various stages in the implementation process. "Foundations" is a programme, which is constantly being developed and workshopped to enable educators to develop resource materials. Resultantly, these workshops will be evaluated to analyse the process of transformation from ordinary teacher into a materials developer. The focus of my study is admittedly small in nature. CEREP and MIET are allowing me to broaden my focus and add depth to my research. Subsequently, while I planned on attending one training session, this focus now stands on analysing 2 or 3 sessions. However, this fledgling partnership with MiET does not diminish my notions of critique. It is rather strengthened in the belief that the end product will serve to empower and benefit all stakeholders. My initial pondering over

this major issue forced me to address who or what my focus was. Does the learner, MIET, Educational Technology, CEREP or the Royal Netherlands Embassy bear the brunt of my focus? To choose one would never seem justifiable to the other. Therefore, I feel that all the major stakeholders are imperative in the evaluation process, whatever role they may assume.

The issue of funding will be delved into, especially on the part of the Royal Netherlands Embassy that funds a large percentage of MIET's projects. In the course of the research the Embassy will be contacted to gauge their view of funding and why they chose to invest in MIET's projects. This funding also brings into question why South African companies were not sought out but rather an international country. Are South African companies apathetic to sponsoring major projects (unlike Mondi and Nedcor, for example that offer sponsorships via "The Daily News"). As a novice, a partnership with a research unit has allowed me access to a very competent group of individuals. A problem arose in where my work began and CEREP's ended. This major issue seemed more of a moral dilemma but Dr. Reshma Sookrajh (Director of CEREP) assured me that it would be one of mutuality. As part of the research process I am able to co - construct instruments that will be utilised in the research process. CEREP subsequently supplies the logistical and academic support. In order to allow space for my research, I have decided to select one district where the research undertaken will be solely my effort. CEREP's work in this regard can be used as a comparative study. In this regard my own research can be used by CEREP and this lends itself more to the feeling of mutuality.

Having thus highlighted the context of the study the focus moves to the type of research undertaken, an important aspect in determining the route that will be travelled.

3.2 The type of research undertaken

The research undertaken will be both of a quantitative and qualitative nature due to the

needs of the evaluation.

Quantitative research seeks to define a field better established than its counterpart. Herman et al (1987) affirm that this type of research has emphasis ranging from summarising and comparing instruments to quantitative analyses. According to Schumacher and McMillan (1993), one of the more obvious differences between the two is that the former focuses on statistical data with numbers while the latter presents information together with narration. Questionnaires administered on a large scale and the usage of control groups symbolises some of the methods of data collection, which are utilised. Quantitative research assumes a more objective stance on the evaluation process

Schumacher and McMillan (1993) place emphasis on the idea that qualitative research places more of an emphasis on understanding the phenomena under investigation from the participant's perspectives. Rossi and Freeman (1993) highlight that qualitative research depends entirely on the type of research being undertaken and lends itself particularly to programme evaluation. The research therefore lends itself to a subjective approach with data collecting strategies depending on the needs of the evaluation. Through the use of qualitative research participants therein become a priority in the understanding of the workings of the programme.

The research thus is of a quantitative and qualitative nature. Via this framework of both quantitative and qualitative research data from the various stakeholders will be selectively analysed.

3.3 Research Strategy

Although data collection occurred at various stages in the research process, by MIET and CEREP, for the purpose of this study only those data that responds to the critical questions will be explored. Refer to table 3.1 for dates during which the research process occurred. The following bullets indicate the nature of data collection undertaken.

❖ Workshops – during the period October 2000 to November 2000

Vryheid workshop was attended and recording viewed. Participants of this workshop were interviewed.

Empangeni workshop was analysed via a tape recording.

❖ CEREP administered questionnaires at 4 workshops – data that was made available to the researcher. The researcher was part of the administration and analysis.

❖ The trainer was interviewed on separate occasions to gauge her understanding of "Foundations" and the workshops.

❖ As part of the researchers data collection, Maureen was interviewed independently of CEREP.

❖ Although the Berea workshop was not attended, the workshop was chosen due to the accessibility to participants. Questionnaires administered by MIET at the Berea workshop were analysed solely by the researcher. The remaining research strategies were conducted independently by the researcher.

❖ Maureen King provided a copy of the Berea workshop register for use and participants were subsequently consulted.

❖ Interviews were arranged with selected participants.

❖ Participants allowed for their classroom practice to be analysed and agreed to ask fellow educators to complete questionnaires.

❖ Ms. Hancourne Smith was contacted to illuminate the process of particpant selection at workshops.

❖ The Royal Netherlands Embassy was contacted during the course of the research.

3.4 Data collection strategies

The strategies will be examined according to their relevance to the critical questions.

Critical question 1: Are "Foundations" workshops serving their desired purpose?

❖ **Workshops**

MIET's Phase 2 workshop at Vryheid was attended by the researcher and the Empangeni Phase 2 workshop viewed (courtesy of CEREP).. The workshops were evaluated using observation schedules for both trainer and venue (see Appendix C and D).

❖ **Interviews**

5 Participants at the Vryheid workshop were interviewed with a view of gaining a participants impression of events. The interviews were semi-structured and 30 – 45 minutes in duration. The interviews concentrated primarily on their perceptions of the workshop and their use of "Foundations".

Critical question 2: Do participants of workshops use and value the "Foundations" pack and supplements?

As a means of suitably answering the above critical question, classroom observations and interviews were conducted at three primary schools. The educators at the school had attended the Berea Phase 2 workshop.

❖ **Classroom Observations**

Classroom observations centred on 3 primary school in the Durban area. It was problematic negotiating days to observe classroom practice. Some educators were reluctant to comply and therefore continued postponing this. The educators were observed teaching lessons in which they utilised ideas from either the supplement or pack.

The three primary schools:

- ex- HOD school : from the Chatsworth district

The school is situated in an urban area and caters for pupils from the middle to low income tax group. The school itself is well maintained and resources range from average to good.

- ex- HOD school : from the Durban South district

The school caters for learners from both the Umlazi and Isipingo areas resulting in a rich array of different cultures. The school is relatively new.

- ex- HOR school : from the Chatsworth district

The school is well resourced with pupils name cards laminated, small class numbers and stationery in abundance. There is also an inter-leading door between two classrooms with toilets catering for both class pupils.

Classroom practice was observed used observation schedules for both the educator and classroom (see Appendix D and E).

Critical question 3: Do participants of "Foundations" workshops encourage its use?

❖ **Questionnaires**

Questionnaires were administered to Foundation Phase educators at 5 primary schools.

The 5 primary schools were those in which the workshop participants were based. 5 schools were chosen because the intention was to focus on the extent to which workshop participants had driven home the idea of "Foundations". 5 were focused on, as it was practical in terms of access to the schools. Problems were experienced with certain schools completing questionnaires by the deadline, but a 100% response rate was recorded after personal visits to the selected schools

Table 3.I: The Research Process

DATE	INSTRUMENT	INFORMATION SOURCE	RESEARCH OUTCOMES
		SECTION 1 : Classroom Practice Educators in general	
1. 14/8/00 2. 28/8/00 3. 4/9/00 4. 20/10/00 5. 27/10/00 6. 22/2/01 7. 24/2/01 8. 16/3/01	Interview Interview Interview Interview Interview Interview Interview Interview	Parklands Primary School Phelile Primary School Bushlands Primary School Avon Junior Primary School Atholl Heights Primary School Parklands Primary School Westville Junior Primary Platt Drive Primary	To establish the extent of usage of "Foundations" in general. As the research progressed the focus became more fine-tuned and moved primarily to the three latter schools.
		SECTION 2 : Training	
1. 6/9/00 2. 21/9/00	Interview Interview	Maureen King – Trainer Maureen King	An analysis of the processes involved in the running of a workshop and the dynamics therein.
		SECTION 3 : Workshops	
1. 22/11/00 22/11/00 2. 27/11/00	Attended workshop Interviews Viewed workshop	Vryheid Phase 2 5 participants Empangeni Phase 2	To investigate the process involved in a workshop programme, the participants, their expectations and the training offered.
		SECTION 4 : Notions of Editing	
1. 28/8/00 2. 23/11/00	Interview Interview	Richard Rufus Ellis Elizabeth Mattson	An inquiry into the processes involved in the editing of materials.
		SECTION 5 : Data Analysis	
1. 2/2/01 2. 2/2/01	Questionnaires Questionnaires	MIET MIET	To establish all participants views and opinions of the Berea workshop.
		SECTION 6 : Classroom Observation	
1. 15/3/01 18/5/01 2. 15/3/01 10/5/01 3. 18/5/01 25/6/01	Observation schedules-Educator and classroom Observation schedules-educator and classroom Observation Schedules – Educator and classroom	School A School B School C	To investigate classroom practice via the usage of "Foundations" supplements or pack.

3.5 Conclusion

The evaluation research undertaken is formative in nature with a focus on both quantitative and qualitative methods of data collection. Implementation evaluation, a subsidiary of decision – oriented evaluation will be utilised because this type of evaluation is necessary to examine the success of a programme and monitors its success. This chapter focussed on the two important organisations in this report, namely CEREP and MIET, which served to highlight the context of the study. The critical questions have been intrinsically linked to the data collection strategies in an effort to present a coherent framework from which the researcher worked. A comprehensive table is provided that reflects the process of data collection undertaken. In the next chapter a theoretical framework is offered which explores the field of Information Literacy and Media Literacy within which this thesis is strongly located.

CHAPTER FOUR

Introduction

Thus far the context of the study, conceptual framework, literature review and critical questions have been presented to the reader. In this chapter the data will be analysed according to its relevance to the critical questions. The reference to Table 3.1 serves to emphasise the time period for particular research processes and the research outcomes. The data analysis presented will focus on the following areas:

❖ workshops attended (see Section 3 of Table 3.1),

❖ the analysis of MIET's questionnaires (see Section 5 of Table 3.1),

❖ evaluation of the trainer ,

❖ the classroom visits to workshop participants (see Section 6 of Table 3.1),

❖ analysis of the "Foundations" pack and supplement,

❖ the analysis of questionnaires given to educators at particular schools

❖ CEREP's data collected on workshops and the trainer.

The aim of the research is ultimately to evaluate an aspect of MIET's classroom resourcing project with special reference to "Foundations". The following points of discussion will elucidate the main points of the proposal and its significance to this research report.

4.1 Analysis of MIET's Holistic Educator Development and Classroom Resourcing project

MIET submitted a draft business plan to the Royal Netherlands Embassy, the Departments of Education and Culture, KwaZulu-Natal and Eastern Cape, and the educational stakeholders in the two provinces.

Statement of the problem MIET seeks to address:

1. Educators need to develop the ability to produce their own materials instead of relying on textbooks.

2. "Teachers continue to use materials as a crutch, rather than as the basis for developing their own."

3. The support offered to educators should not only be to a select few but should be part of a "holistic intervention".

4. Materials that arrive at schools without clear instructions are often a waste of time.

In this section a critique is offered of MIET's business plan:

❖ The crux of MIET's intervention is highlighted by statement two, wherein they feel that educators tend to rely excessively on the textbook as the be all and end all of education. Bearing in mind the lack of textbooks in the majority of public schools throughout South Africa, production of materials by educators seems a more viable option.

❖Although MIET takes into consideration the need to be explicit about resource materials arriving at schools without clear-cut instructions for its use, the "Foundations" pack itself had a controversial arrival at schools. In most instances, educators were asked to pick up materials at various points, a valid enough request bearing in mind that manpower and money on the part of MIET would be saved. However, the pack did not arrive with any instructions for its use. MIET aptly puts it:

"Materials which arrive in schools without clear instructions or support for their use are also very often not used."

❖ I would argue that only a select few educators were trained as resource developers, with many educators unaware of such intervention programmes. Similarly, with the "Foundations" pack training, only certain educators were chosen for the programme.

MIET envisioned a programme that would see, as part of its development, the inclusion of educator efforts and the highlighting of these participants. Thus, as a means of allowing educators a sense of ownership of their efforts, names, photographs and a description of the context in which they taught would be provided. To date there has been no such introduction in any of the "Foundations" published.

To the question of why this had not materialised Elizabeth Mattson (editor of "Foundations"), believed that although this was an ideal to be strived for, it was unable to materialise. She stated as the possible reasons:

❖ That it was an ideal that educators could be transformed into materials developers over a short period of time.

❖ Work submitted by educators had to be so intensely edited that ownership of the materials soon changed hands.

The data will be analysed according to how it responds to the critical questions.

Critical question 1: Are "Foundations" workshops serving their desired purpose?

4.2 WORKSHOPS

Figure 4.1: Attendance of Workshop (CEREP Report: 2000)

M IET Workshop attended
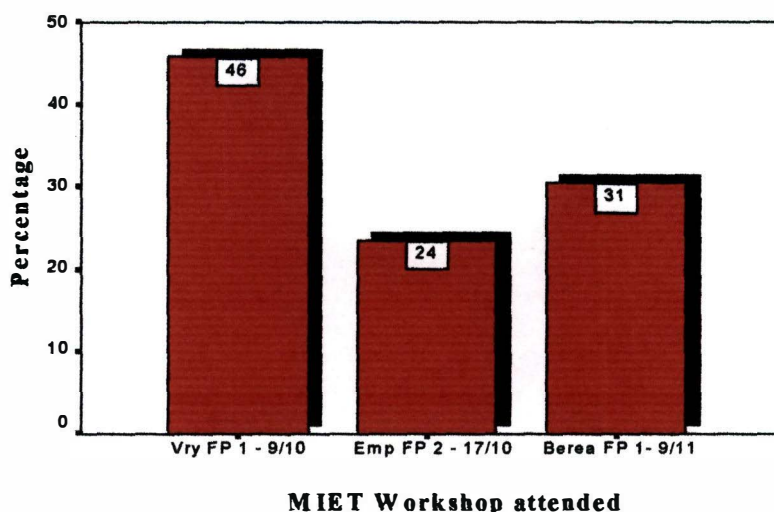
Figure 4.1 represents the overall attendance at the three workshops CEREP chose to focus on. The Vryheid workshop was the one that decidedly had the most number of participants with Berea a close second.

The researcher attended the 2-day MIET workshop at Vryheid and viewed proceedings at the Empangeni workshop. (See appendix C and D for the venue and trainer observation schedules.)

4.2.1 Venues

The venue was not always appropriate. The Vryheid workshop conference centre allowed for successful groupwork activities and the displaying of posters whilst the Empangeni one saw charts being pasted on top of pictures due to the lack of space.

4.2.2 The training

Comment by the trainer:

" Educator support material is not an end to itself but a means to an end."

The trainer, the outset formulated ground rules together with the participants. Throughout the workshops this was continually referred to although at times it appeared as if participants had forgotten this. At various points in the workshop, Maureen had to refer participants back to the poster. The workshop began with an introduction, which outlined what was to be covered. The focus of the workshop was on analysing the contents of the "Foundations" pack and its relevance to teachers in the classroom context.

The activities presented in the workshop were meant to be a simulation of classroom activities. The teachers were therefore in the role of learners. There needs to be of a focus on teaching participants to accept alternative ideas and thoughts by pupils in their classroom. In one activity, in Vryheid, where participants had to sort out various objects in a specific order everyone seemed quite content with the norm. The trainer needs to challenge participants more about their interpretation of activities and encourage alternative understandings of activities because learners are never guaranteed to interpret activities exactly as the teacher.

The aspects of foundations were analysed in day 1. Each activity was given to participants with a discussion thereafter. The trainer tended to focus on those participants in some groups who would be guaranteed to respond. There were many participants who were not as vocal in feedback and discussions as others were. Because the trainer had worked with the group of participants in 2 prior workshops she appeared to know the participants who were struggling and tried grouping them with their more confidant colleagues in activities.

Day 2 was a day in which activities were concluded and the main activity on constructing a graph was undertaken. The workshop was given more status at the awards function where participants were presented with certificates, in a vibrant and energetic ceremony. Workshop participants were selected using the following criteria according to Maureen King:

" With the first group I think we left a lot up to the advisors because they know the circuit and remembering that the focus is on the disadvantaged, the poorest of the poor, etc. So, the great majority comes from the more disadvantaged areas. "

4.2.3 Shortcoming of the workshops

❖ There was a severe lack of technological equipment although the venue had electricity. Although the trainer tries to present an example of good facilitation in a classroom context, the use of such devices could speed up the workshop.

❖ It was evident that teachers had not read the booklets, which had been supplied to them on a prior occasion. This served to slow down the workshop, as teachers required some time to find information in the booklets.

The activities presented in the workshop were meant to be a simulation of classroom activities. The teachers were therefore in the role of learners. There needs to be more of a focus on teaching participants to accept alternative ideas and thoughts by pupils in their

Outcomes for the Vryheid workshop

Educators would:

❖ Analyse the components of "Foundations".

❖ Identify how to use "Foundations" as educator support material.

❖ Use "Foundations" as a resource to facilitate effective teaching and learning.

❖ Experience an activity based on constructing graphs and think about it critically.

(MIET Handout 1)

The participants, it seemed where chosen on a number of criteria. The following represents a participant's view on those chosen:

"But I think on how they selected the people going, it was a very good group of people. Often when I go to workshops I found with the first OBE workshop I went to was about 4 weeks, I found a lot of people was very anti before they even started. They went in thinking "I don't want to do this" and it was hard. But this group of learners, not one of them had this attitude. It was a wonderful way to learn."

Madeline Hancourne Smith served to illuminate the process of participant selection. She maintained that cell co-ordinators were selected in a democratic process. The participants

were selected from cell co-ordinators and OBE facilitators (e.g. some were trained union members or educators that schools had confidence in or those really interested in policy. In all six districts every educator was given a copy the "Foundation" pack. Ms. Smith emphasised that either the Principal or HOD received copies of the pack and they were made to sign for record purposes and accountability. She also maintained that it was not an educator's personal possession but school property, the pack would therefore remain at a school long after an educator chose to do so. Being part of the design of "Foundations" Ms. Smith highlighted that "Foundations" was an effort to "level the playing fields" bearing in mind that educators came from different educational contexts. The issue of a nature table for instance may not have been of necessity but it was included because they could not assume all educators were aware of it.

4.3 Data Analysis of MIET questionnaire

As a means of gauging educator's responses to the workshop programme, MIET has developed two questionnaires, one on the workshop per say and the latter on the trainer. These questionnaires are then analysed by the trainer as a means of feedback from the workshops. Questionnaires from the Berea workshop were analysed (see Appendix E and F), with the permission of MIET. Selective questions will be presented together with a short comment on responses.

4.3.1 Effective facilitation evaluation questionnaire

Selective questions were chosen and responses presented to the reader.

: (Question 1: What was the most useful thing you learnt in this course?)

- ❖ Strategies for planning workshops
- ❖ Planning and preparation, designing a workshop programme   (4)
- ❖ To be an active resourceful educator
- ❖ How to become a good facilitator   (2)
- ❖ Planning and how to be a good facilitator
- ❖ Designing a programme
- ❖ Using newspapers as resources
- ❖ Learning resources and how to design a workshop
- ❖ Planning activities using different available resources
- ❖ Different ways of presentation by using teams

❖ To encourage participants during your presentation
❖ Characteristics of a good facilitator
❖ How to be confident.
❖ Effective facilitation. (2)
❖ How to be a good facilitator.
❖ Strategies for planning workshops (4)
❖ How to plan and design a workshop (3)

The numbers in brackets illustrate the amount of times the responses occurred in the sample. Planning and preparation, designing workshop, strategies for planning workshops, how to plan and design a workshop featured most prominently in the participants responses. The idea of being a good facilitator appeared in numerous responses, which served to highlight that educators had been largely influenced about the qualities of being a good facilitator.

Question 4 posed the question of what respondents thought the course should cover in more detail. This question saw an array of responses presented. The following responses reveal that respondents viewed the issue of facilitation in both classroom and workshop environment as important. It is also interesting to note that a respondent mentioned that the workshops should also cover technology issues.

Question 4

❖ Nothing needs to be supplemented – everything covered in detail
❖ There is enough time to discuss problems
❖ How to facilitate effectively in a classroom situation
❖ How to handle difficulties encountered in workshops
❖ Practical part of the workshop e.g. Demonstrations
❖ Everything
❖ Working together
❖ Learning areas should be covered well
❖ Planning activities in all phase organisers
❖ The topic that is prepared for that course
❖ It should also cover technology
❖ Creativity and confidence
❖ Facilitation skills
❖ All the areas needed in the running of the course
❖ When to make your input in group discussions
❖ Demonstrations by facilitators to ensure if they are effective or active
❖ The use of different types of media
❖ The facilitating of specific outcomes e.g. Reading and numeracy

(Question 7: What skills and competencies would you like to develop in other courses?)

The question of what skills and competencies participants would like to develop in other courses responses ranged from a variety of personal forms of development, negotiation as well as communication skills

* blank
* to be creative
* computation, to develop resources and handle workshops
* creativity and confidence
* listening skills
* to be a good organiser and developing resources
* listening and concentration
* to design learning programme appropriate for my teaching. Creativity
* creative skills that will allow educators to be creative
* developing resources and handling workshops
* to handle workshops and foundational and practical competencies
* developing resources and meaningful use
* to gain participants attention through involvement
* confidence
* more of being a good facilitator
* skill at prioritising a skill and organising and planning
* how to teach reading and the involvement of pupils
* developing resources and handle workshops
* developing resources
* to be able to handle some difficulties
* developing resources and using it in a meaningful way
* how to develop resources for the workshop
* how to facilitate more specific areas
* developing resources and meaningful use

The developing of resources appeared as an aspect participants wish to develop further in other workshops as well as the successful handling of workshops. The handling of workshops has been a recurrent theme appearing in participants responses which suggests that educators wish to fine tune their skills of workshop facilitation.

4.3.2 Workshop Questionnaire

The workshop questionnaire was the second questionnaire participants were requested to complete. Participants were asked to complete the following table on the workshop itself

(Question 2: In order to provide feedback to the facilitators on the presentation of the workshop, please complete the following table by placing a tick in the appropriate block.) The numbers represent the number of participants that chose that particular option.

Table 4.1:Presentation of the workshop

	Below Average	Average	Above average	Excellent
a) Was the facilitator prepared?			3	25
b) Did the facilitator keep to time?		4	6	18
c) Was the facilitator friendly?			1	27
d) Was there active participation?			2	26
e) Was the facilitator organised?		1		27
f) Was the venue suitable?		5	9	14

With regards to *Table 4.1*, there was a positive response to the trainer by participants with the majority reaching consensus on the trainer herself and rating her as excellent. This serves to emphasise that the trainer overall had a positive reception and the venue suitable.

(Question 3: To improve teaching and learning in your classroom what three things are you going to try to do when you go back to your classroom?)

❖ Planning, solving problems, evaluating, encouraging learners to collect resources
❖ I'll encourage the ideas with my colleagues as feedback, encourage those that have a negative attitude towards OBE, try to demonstrate and provide resources on my own
❖ Conduct workshops, use resources more effectively, improve on the type of tasks given.
❖ Use open-ended questions, more hands on activities, involve learners more, think more creatively.
❖ Be resourceful, be an effective facilitator.
❖ Organise more resources, prepare and plan accordingly.
❖ Communicate with learners and let them bring their own resources, develop skills.
❖ Creativeness, co-operation of the learner.
❖ Use waste material effectively, make my classroom attractive, use resources effectively.
❖ Be resourceful, be organised, always find the way to do things.
❖ Implementation of resources.
❖ Use more human resources, create more good atmosphere by changing my classroom arrangement.

❖ Plan resources.

❖ To encourage critical thinking skills, basic skills and using of resources.

❖ Using waste material, feedback to the teachers, a short trip or excursion with the classroom.

❖ I will try to use many resources as I can, to be creative and to use variety of skills and knowledge in order to capture the learners attention.

❖ I will have an input using resources, plan and prepare.

❖ Use ordinary resources to learning resources, to use resources according to the outcomes based on resources, be a good facilitator to my learners.

❖ Using resource as a learning tool to meet my expectation by involving learners into effective activities.

❖ Facilitation rather than mere teaching, using resources to achieve outcomes, designing meaningful tasks.

❖ Effective facilitation, using resources around us effectively, interacting resources with learning areas and learning programmes.

❖ Using wasteful resources, practice to develop different types of questions and to make effective teaching and learning.

❖ Organise the learning resources, conscientise learners about resources in our environment, get parents involved in collecting resources.

❖ Just to add to what I have concerning the classroom arrangement.

❖ Make use of resources around me, encourage creative and critical thinking in my pupils.

❖ Develop skills

❖ Try to use as more resources as possible, prepare and plan the activity effectively, organise my classroom, be positive in everything, try my best.

With regards to the aforementioned question, resources featured prominently as an aspect participants would endeavour to learn more about. The idea of human and constructed resources was emphasised repeatedly together with need to engage learners and parents in the collection of resources.

In response to Question 5, keeping your own environment in mind, what can you use to create learning resources, educators responded in the following way:

❖ To assist educators in getting resources.

❖ I will involve educators as much as possible, influence them to assist educators in getting resources, tell them the importance of resources in their kid's learning.

❖ Waste materials, objects around you, natural resources.

❖ Community, waste, environment, other learners.

❖ Field trip, nature walks, water.

❖ Involve parents, learners. Organise workshops for the educator.

❖ Think logical, share with other facilitators, open your classes and look to your classroom and you'll find useful resources.

❖ By bringing appropriate resources.

❖ People in community, use newspapers, natural resources

❖ Use what is available and can be used in my environment.

❖ Field trips, recycled materials.

❖ Collect simple things in environment like boxes, lids, bottle tops.

❖ I will ask the learners to bring empties for use as resources.

❖ I will bring waste material in the classroom and I will create joyful teaching and learning.

❖ Collect material.

❖ Ask them from the nearest shops e.g. newspaper, use things that are obtainable from your environment.

❖ The community must be involved, they must contribute to what their learners are learning.

❖ Ask learners to bring different kinds of plants.

❖ I can use plastic bags, tins, boxes, all useful waste material, people and buildings.

❖ Waste products, magazines, newspapers, creative resources made by the learners, creativity from both. Networking with other schools and media centres.

❖ Natural resources, human resources, time as a resource.

❖ Natural resources, human resources.

❖ I can use bottle tops as counters to my learners and I will collect newspapers so that they will be able to share some ideas e.g. entrepreneuship (starting a business).

❖ People, land, learners, waste material, Television, media, computers.

❖ By organising the excursions so that children can feel and communicate with their environment like going to the river where can talk about the materials found at the river.

❖ Resources in the environment and use of waste material.

❖ Excursion.

❖ Supermarket supplement, empty containers, rivers and mountains.

As with the prior question, the importance of harnessing parents and learners as co-constructors of resources stands out. Participants also point to constructed resources, especially those found in the environment compared to purchased packages, and repeatedly emphasise the endless possibilities for use of natural and human resources. Therefore, having focused on the importance of material development with emphasis on usage of everyday materials the workshop appears to have made a positive impact on participants. The responses are similar to the data CEREP collected during its report which also pointed to respondents leaving with the belief that had benefited with regards to workshops, planning, and skills. Participants also noted that they had acquired skills to be effective facilitators.

4.4 Evaluation of the Trainer

During MIET's evaluation of the "Foundations" project, a researcher stated that Maureen King was *"An authority, in authority".*

Maureen is an energetic trainer who exudes self - confidence about her work. . Her words were well articulated with words pitched to the level of participants, many of who did not have English as their first language. She shows a keen interest in the participants of workshops. Eye contact is maintained with participants, an activity, which has become a benchmark and she is in the habit of pin pointing people for responses. It is evident that adequate organisation goes into her work. This aspect was apparent when certain meals were skipped during the Vryheid workshop so that materials could be organised for the following session.

Her opening remarks are there to grab the interest of participants. A warmer is used at the beginning of sessions with a prayer ending the workshop. The opening and closing remarks that are employed add to the consistency of events. At the Vryheid and Empangeni workshops, the content was directed at participant's knowledge and usage of the "Foundations" pack.

Her use of ideas that are novel was particularly interesting. At Vryheid, during a session, some participants were given fruit and asked to classify it according to their chosen criteria. Use of media was linked with her speaking. The content was OBE based due to the focus on the Foundations pack. The conference venue served as a makeshift classroom and the walls reflected a classroom situation. Maureen constantly stressed the practicality of all posters on the wall, which should ultimately not exist solely as token pieces.

Ms King conducts workshops at a consistent pace, which is neither too fast nor too slow. Her grammar is pitched such that she is understood by participants and her pace, fast moving. There does not seem adequate time for anyone to nod of with one activity commencing after the other. The media materials supplied to participants were primarily the "Foundations" pack and worksheets from MIET. They were legible and presented in

a neat and organised manner. There was a linking of media present (e.g. juice containers Maureen had used to represent the number line) where the pack was supplemented via a reference to the functionality of posters. The media materials were legible and those on the walls were well presented. Time, however was not always well managed (a point realised by the trainer), which resulted in activities proceeding beyond the specified times.

(See Appendix G for the Interview Schedule used for Ms. Maureen King.) Having previously worked in the Department of Education, Ms King empathises with subject advisors when workshops are being arranged. She is fully aware of the beaurocratic "red tape" one has to counter in order to schedule workshops such that everyone can be accommodated without interrupting the school time table too drastically.

Yes, I would think that there are in that because I an teaching educators across the province it means that for 6 of the regions, now I'm excluding North and South which are local, for 6 of the regions I need to be away from the office, home, right. For phase 1, 3 days, for phase 2 another 2 days. So if you take those days and add it up for the 6 regions and then for the 8 regions I'm out of the office quite a lot. Then there's co-ordinating that has to be done which also demands a lot of my time. Co-ordinating has been complicated by the fact after Kader Asmal's ruling that workshops and training be done out of contact time which means now its not easy to schedule workshops. You are actually at the mercy of the subject advisors. Foundation phase advisors, who have to tread carefully and negotiate permission for me to facilitate a workshop. So, good relations are absolutely crucial because in their busy schedule they have to find time to fit you in. They've got to write out a letter, wait for a response, schedule your workshops so that they can attend. So they are actually stretched beyond their limits. So it also complicates my position because I am the only trainer so I've got to have my finger on the pulse co-ordinating 8 regions. There's the thing of logistics, venues, etc, sending out invitations.

From the above extract (CEREP report: 2000), it becomes clear the Maureen King faces experiences many challenges in her task of organising workshops. Ms. King's task is

further complicated by the fact that she is the only facilitator for the "Foundations" workshops in 8 regions. From the above extract Ms. King faces numerous challenges. Firstly, she is the sole co-ordinator of "Foundations" workshops in Kwa-Zulu Natal, a fact further complicated by there being 8 regions. Secondly, co-ordinating of workshops requires careful planning to prevent it occurring during class time (a result of Kader Asmal's ruling on educator's not attending workshops during class time). Thirdly, there is the issue of negotiating with subject advisors who themselves have a rushed schedule.

"Foundations", being a resource aimed at the disadvantaged schools is essentially targeting areas in which English is not the first language. The issue of language was therefore a contentious one as the supplement and pack appears in English. Maureen is fully aware of the request by certain participants concerning the issue of another language. The following represents Maureen's response to this question:

Sometimes you do get the issue of language but then I say to them I don't really speak Zulu. They will also say why can't we write the material in Zulu and then we can say to them the problem is with Natal Newspapers there too it is an issue of language, because it's an English newspaper. They don't make it an issue but the odd one's will say and they are being truthful because it's easier for them to write in Zulu. But the person who develops the material won't understand it and I don't quite understand Zulu and the newspapers. If we were publishing in the "Ilanga" it will be fine but we haven't had any positives from those newspapers. As far as writing in Zulu we won't encourage them because I won't understand it. It will mean that I will have to get somebody to interpret it. But it's not an issue, you'll get a casual person saying it, but it's not an issue they don't say we won't respond.

(CEREP Report: 2000)

Ms. King has provided numerous anecdotal comments from participants on the effectiveness of the training. The quote to follow represents a participant's opinion of the pack being in another language.

Ed : *I think those people that don't use it, it's because of their attitudes, because some of the staff don't want to change. We can bring the material even in their own language but if they are not positive about implementing the thing you can design anything, but if the attitude of that particular person is not positive you can end up designing... The language and the activities in the book are very acceptable to me, unlike the other books; I use so many resources, but this one I'm going to get stuck on them, using their planning. Because even their planning is not too different from my planning. So, it's much easier.*

Figure 4.2: Trainer of workshop
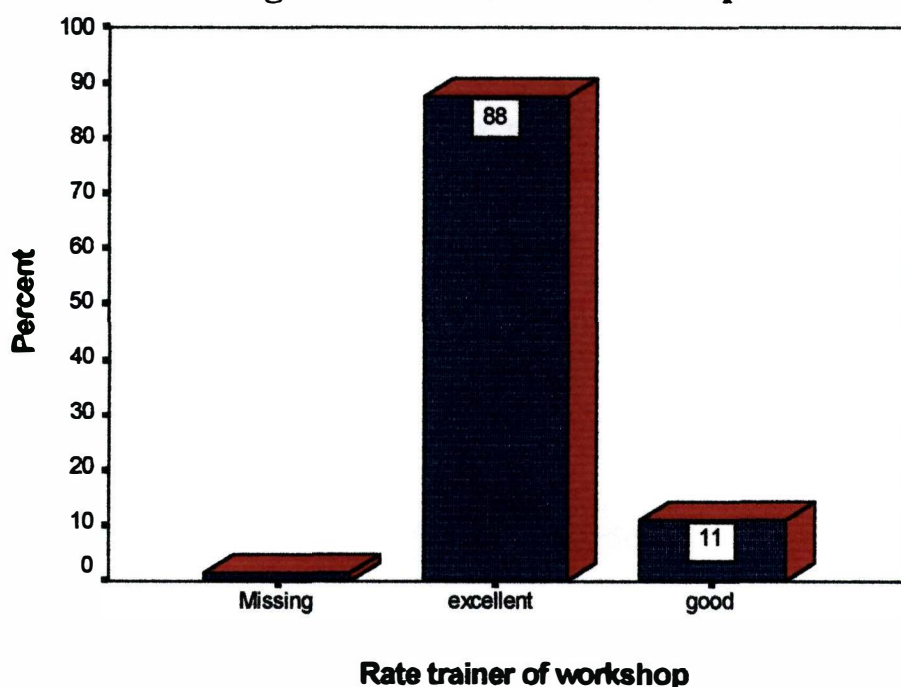
(CEREP Report: 2000)

Figure 4.2 represents the rating of the trainer by workshop participants. 88% of participants were of the opinion that Ms. King was an excellent trainer while 11% felt she was good. Overall there has been no negative opinions voiced of Ms. King.

4.5 Critique of "Foundations"

Introduction

The critique that will follow incorporates the "Foundations" supplements and booklets. This is primarily due to the fact that the 1999 editions were compiled into book format. Lynn Knight (manager of MIET) commented during a discussion that the 1999 editions had not been revised but the supplement was compiled into book format because the Department of education felt that the 1999 editions of the supplement had been an invaluable resource. Everything that appeared in the 1999 editions was reproduced including the colour coding and colour schemes.

"Foundations" exists as a potential curriculum depending on its usage by educators. The resource is different in the sense that it is freely available unlike many other curriculum resources. By following the criteria for evaluating instructional materials by Pratt together with independent criteria, "Foundations" will be analysed together with an analysis of the comments made by Costas Criticos (CEREP project).

The issues of "Foundations" that were eventually collapsed to form the pack existed as A3 size pages, roughly 12 in total, depending on the issue. The initial copies are carbon copies of the "Foundations" pack, which meant that no alteration had been conducted with the original product prior to it going into print in book format. (See Appendix H and I for "Foundations" Part 1 and 2 Contents pages.)

4.5.1 Are the credentials of the authors shown?

At the front of the supplement, there is a vague statement about "an editorial committee, comprising provincial educators and members of MIET" producing the supplement. Therefore, the people involved in production remain in anonymity (Costas: CEREP report: 2000). No details are provided of the individuals, their training and qualifications.

4.5.2 Cost and durability

Supplements

"Foundations" supplements were sent on a large scale to District offices for distribution

to schools. Therefore the supplements themselves proved to be cost effective in terms of availability. What existed as problematic was its accessibility to educators in rural areas. Because the supplement appeared in print form as part of a newspaper, the quality was similar to that of the newspaper, which posed problems for its durability. Newspapers generally have a tendency to grow old and mouldy over time, which created problems for storage. A teacher who would want to keep the supplement or future reference would then have to take extra care in its reservation.

"Foundations" pack

The "Foundations" pack and booklets are readily available to educators therefore there is no cost effect. Educators were to collect packs at various drop of points.

4.5.3 Content

The content of "Foundations" assumes priority because it tends to supersede any other considerations. The content of "Foundations" is directed to "Foundation" phase educators.

4.5.4 Activities

Although the activities are meant to be easily comprehensible to Foundation Phase educators it does not appear to be logically sequenced. A somewhat distracting aspect of "Foundations" is the layout of activities, which are not represented in a concretised manner. Only in Part2 from Chapter 7 onwards are the activities earmarked in bold thereby drawing the reader's attention.

Example:

ACTIVITY 1: FINDING OUT ABOUT ANIMALS IN OUR ENVIRONMENT

In the previous chapters there was no clear indication of where one activity ended and the latter began. The following example represents an activity heading from Part 2 Chapter 4.

Example:

Reporting the news
Language, Literacy and Communication SO 1 : 1, 2;   SO 7 : 1-5 **Technology SO 2 : 3, 9**

The difference between the portrayal of the two activities points to a change in the presentation of the supplement towards the latter part of 1999, bearing in mind that "Foundations" represents a collation of 1999 editions. If the format changed and appeared in a more clear cut manner, it is questionable why the earlier editions of the "Foundations" supplements were not re-vamped but simply put into print. From Chapter 7 onwards the colour coding ceases except for a coloured box indicating key specific outcomes developed in the activity. This highlights a lack of consistency in the portrayal of information.

As a technique of distinguishing various activities, the initial chapters contained activities, which were assigned various colour coding. In part 2 of the books, before the start of an activity, a rectangular block is provided wherein the SO's and AC's appear. However, at the workshop in Vryheid it became apparent that the colour coding may not be absolutely user friendly. During the workshop, on the second day Maureen (the trainer) attempted to gauge from participants the SO's and AC's for a particular activity. The participants experienced difficulties locating the said activity and their attention had to be drawn to the colour coding (for example, in one activity all the various elements pertaining there to would be in similar colour). It needs to be borne in mind that these educators had received the pack prior to the workshop yet displayed unfamiliarity with it. This served to confirm that the activities themselves appear to cluttered and indistinguishable for educators although they might contain important ideas. There are no guidelines at the beginning of the booklets directed at its use or colour coding. In Part 2, Chapter 3 two different activities, one on "Entrepreneurial skills" and the other on "Talk by member of community on aspects of Democracy" appear in the same colour

coding – creating the illusion that one activity flowed into the other. Criticos (CEREP Report: 2000) commented that the intended reader is a middle class educator due to the activities presented. He highlighted in his detailed critique a reference to an activity on camping. (Part2 Chapter 5). In the preparation for the lesson learners are asked:

"Bring along pictures of camping outings, and invite learners to share their photographs of camping trips. If possible have a display of camping equipment."

In South African classrooms the possibility of encountering pupils who have been on camping trips with families seem slim, particularly due to the varying social contexts of learners. It seems a more bourgeois activity rather than being reality driven for the majority of learners.

Criticos also referred to activities requiring discussions on computers. The following is an extract from an educator on her opinion of the activities, which serves to re-inforce his view:

"I think, we think they are fine but we talked with this lady. I think it is too difficult for them sometimes. We find that it is difficult. Sometimes its things that are not in our environment so it's difficult for them to relate easily to those things like computers, phones. Sometimes they find it very very difficult.'

4.5.5 Treatment of gender and race

The material content does not contain any information against value systems and does not appear biased in the treatment of women or race. In Part 2 Chapter 8, a woman appears as a crossing guard for children and the story on camping is also interesting in its portrayal of women:

"Mum shouted, ' Hey you guys! We need to pitch the tent before it gets dark.' Dad offered to make lunch while mum helped us pitch the tent. My sister showed us how to plant the centre pole. I was very impressed."

A reversal of traditional roles is being portrayed in this extract. The pictures attempt to represent the diversity of South African society and are not overly reliant on the portrayal

of a particular race group. The illustrations therefore are of pupils who are representative of the South African "rainbow nation".

4.5.6 Is the audience defined?

At the outset the audience is identified as being primarily Foundation Phase educators and it is also noted that the material can be of interest to those interested in education. The level of suitability of content to the age level of learners appears questionable. The role of the educator is defined in terms of being a facilitator of the learning process and one allowed in both the formative and summative aspects of OBE. The teaching methodology presented is in tune with the teachings of OBE. Because OBE requires the educator to be an integral part of the learning process, methods and presentation should in turn never be stagnant. Different methods of presentation are encouraged to grab the attention of learners and focus their energies on the prevailing mood of the lesson. The material provides ways and means that the educator can actively involve learners in lessons.

4.5.7 Suitability for learner use

The supplement is in many respects targeted at educators. Therefore many of the activities reflected are those for the educator. Certain activities do require the use of photocopying facilities, which needs to be available for educators. Supplementary materials are required for numerous activities presented in "Foundations". An activity on symmetry for instance would require the use of scissors, paper, crayons and glue. This could provide a hindrance to educators in poorly resourced schools.

4.5.8 Compatibility with other teaching materials

"Foundations" maintains that as a resource it should not be used in isolation but rather in a supplementary mode. At present there is a variety of books on the market with views filtering through on their interpretation of Curriculum 2005 and OBE.

4.5.9 Demands made on the educator

The biggest hurdle to be overcome for educators would be to simply read the supplement or browse through the books. "Foundations" demands an interaction with the educator in order to relinquish itself as a valuable resource. An educator at an ex Model C school in Durban commented that educators already have so much work with regard to OBE and that reading the supplements and books would require more of their energy.

4.5.10 Is teacher training required?

This question has different answers depending on the stakeholder. According to teachers interviewed, there is a definite need for workshops but on the part of MIET their energies are presently being directed at schools in rural areas. A lack of personal, and problems encountered with the Education Department regarding workshops being held during teaching time makes it difficult for training to occur.

4.5.11 Language accessibility

The following is an extract taken from book 2, which provided an explanation of OBE assessment:

" **Outcomes based assessment is the process of gathering information continuously from multiple activities in order to provide evidence of the learners progress towards acquiring the knowledge, skills, attitudes and values reflected in the 66 Specific Outcomes of Curriculum 2005."**

The above sentence represents a portion of the language in the supplements and books, which may not necessarily be accessible to educators. The sentence is complex with important ideas filtering through. A point of concern is its long windedness in attempting to encapsulate the essence of OBE assessment.

Criticos (CEREP: 2000) notes that the illustrations of people tend to be flat and that hand drawings could have been used in conjunction with the pack.

Having critiqued "Foundations" there now exists a need to examine classroom practice and explore how the pack or supplement is being used and once again this will be presented in response to the critical question.

Critical question 2

Do participants of workshops use and value the "Foundations" pack and supplements?

In response to this question, 3 primary school were visited and classroom practice viewed

4.6 CLASSROOM VISITS
School A – Chatsworth District – Ex HOR

School B – Chatsworth District – Ex HOD

School C – Durban South District - Ex HOD

The researcher observed two lessons at each of these primary schools. An ex DET school was initially selected to be part of the study. The principal of this school proved very difficult and felt that this research should be conducted elsewhere. The lessons involved the educator's use of either the "Foundations" pack or supplement. It proved a task negotiating with educators to observe lessons, primarily because many only used "Foundations" for particular sections. Two educators had classes of Grade 2's while one had a grade 1 class. (See Appendix J and K for the Educator and Classroom observation schedule and L for Interview Schedule.)

4.6.1 Visits to educators who attended training workshops

4.6.1.1 My visit to School A
During the lessons observed instructions were given primarily on a carpet in the front of he class, with some being seated at their places because of lack of space. The desks were arranged in groups with just enough space for pupils to navigate their way to seats.

The initial lesson observed was in conjunction with Water week and the activities were based thereon. The educator to used a chart to illustrate how the water cycle occurs. Visuals are important in that if a learner is unable to grasp a concept the educator explained the visuals could provide the information. A complex process was then simplified and made easier to remember and understand. A jar, vase, mug and beaker was used to construct a graph. This very "hands-on" activity required various pupils to fill the containers with water and the rest of the pupils were to count the number of cups of water used.

The activity on the water cycle was further re-inforced by the educator giving pupils a worksheet. The activity was made exciting by pupils having to bring in dhall, rice, cotton wool and the educator supplied spaghetti. Pupils were to first colour in the water cycle and then use the various food products to complete the water cycle.

Maureen, during training sessions emphasises that pupils learn through song and this was evident in the special songs the educator had selected for water week, e.g. "I hear thunder", "It's raining, it's pouring". Prior to the activity commencing pupils enacted the water cycle and the class repeated each enactment. Each activity sought to reinforce the idea of the water cycle. The educator towards the end of the lesson wrote vocabulary words on the chalkboard but it was evident that many pupils were not familiar with these words. They constantly consulted the educator about which word was appropriate.

Pupils were so eager to answer that hands were up before the educator could even pose questions in some respects. The lesson was filled with a multitude of activities, which served to emphasis the various aspects of the Water cycle. There was a strong disciplinary presence in the form of the educator. This was her means of dealing with the large number in class.

During the week, the pupils were taken on an excursion to Sea World. The next lesson was thus based on this experience and ranged from literacy to a numeracy lesson. A wall in the classroom was decorated with "Foundations" posters, which the educator assured me, had already been used. When questioned on her usage of "Foundations" in her classroom practice, she was adamant that "Foundations" ideas and methodologies were

prevalent in all her work. The week prior to the excursion, she maintained that ideas on behaviour were taken from the pack, to reinforce appropriate behaviour on the trip. Learners worked fast and few were in need of assistance. The grouping of learners I found interesting. There are groups of 4 and two groups of 6 in the class with in many cases, pupils of the same sex next to each other. When questioned on this, the educator responded that each group consisted of one high achiever who was there to lend support to others. The question of labelling occurred when certain learners were referred to by name as being high achievers or low.

The activity involving the construction of graphs was similar to Ms. King's portrayal of graph presentations at workshops. It seemed that the sections on Classroom Management over shadowed the activities. The educator had not workshopped "Foundations" with her colleagues at school.

4.6.1.2 Visits to school B

"We sometimes don't realise how fortunate we are."

This quote sums up my impression of this school in terms of the availability of resources and class size. It was in sharp contrast with my visit to School A. The educator was decidedly more relaxed with pupils due to the class size. The class environment was a friendly one with pupils displaying a fondness for the educator. The walls had neat displays of pupils work ranging from self-portraits to drawings of fish. Laminated nametags were placed next to each pupil's effort.

The educator is presently grade 2 co-ordinator for an entire region in Durban, a position that resulted in her being chosen for the workshops. The first lesson I observed was on "The family". The lessons observed involved both individual and group work. Puppets were used to highlight the various members of families. There was much stereotyping evident in the treatment of the parents in the household, where children discussed and then subsequently drew stereotyped impressions of parents, for example Dad was reading whilst mum sewed or cooked. It was observed that after lessons pupils were allowed to play with a chosen toy or puzzle in the carpeted area of the classroom. One of the

learners attempted to construct a storyboard using words and a book. This game could be extended as a lesson to educate learners, (bearing in mind they were beginner readers) to visualise a narrative.

During one lesson the educator drew inspiration from her experience during the workshop she attended. The activity was based on an experience during the workshop where the trainer required the participants to smell, feel, describe and taste wine gums and thereafter compose poetry. The educator chose to have an activity in which pupils had to smell, feel, describe the colour and taste a lollipop. This activity resulted in an array of emotions from learners ranging from delight at the prospect of a lollipop to a concerted effort at a description of the outside appearance. The educator did not feel that constructive work could occur in this context as it existed as mainly a fun activity.

4.6.1.3 School C

The educator at School C had been cell co-ordinator of her region, a position that made her a likely candidate for selection.

A point, which served to hamper the learning process, was the inattentiveness of learners. Many pupils were busy colouring, talking to their friends or playing while the teacher delivered her lesson. The educator had displayed on her walls the eight posters from the "Foundations" pack. On my way out the school I noticed that all Foundation Phases educators had these posters displayed. The lesson the educator chose was one in which her Programme Organiser was the farm and she used a poster as a major part of her lesson. The pupils were interested when the poster was displayed and were eager to participate in the answering of questions. The questions were basic and did not provide any real challenges to learners. The educator did not pose any level 3 questions. Questions were posed on the poster in the form of a quiz and thereafter pupils were given tokens (red buttons) if their row provided correct answers to questions. The initial questioning on the poster saw numerous pupils jumping up from their seats to answer which, led to some disarray and eventual disinterest when certain pupils were not allowed to answer. The activities seemed more contrived and were too many. On questioning the pupils on the poster a pupil felt *"it is nice and has many colours"* while another pupil

commented that he *"liked the pictures"*. Overall, pupils displayed basic understanding of the posters. The second lesson observed saw the educator utilise tokens as reward for work that was well done. The lesson was primarily Numeracy and Literacy in which reading skills were enhanced via testing. The lesson did not involve "Foundations" although the educator claimed it did. On the whole the educator was enthusiastic but I found the inattentiveness of learners distracting.

4.6.2 Observations Made:

❖ At two of the three primary schools the eight posters were displayed. On closer examination at one primary school it was found that only one poster had been used, during the period of my observations.

❖ None of the educators had utilised the "Foundations" pack or supplements per say during the observation.

❖ Only one of the three schools had MIET's suggested nature table.

❖ Activities presented were similar to those presented by Ms. King, the trainer rather than what was contained in the pack or supplements.

❖ On the whole I felt that the usage of "Foundations" between the three educators contrasted sharply with a lesson the researcher had previously observed. At a school in the Chatsworth district, the researcher observed an educator use activities from the pack and supplement it with additional resources. This educator had not been to any training workshops on "Foundations".

❖ The educators experienced difficulty organising lessons in which I could observe the usage of "Foundations" which is why some of the lessons observed did not have ideas or inspiration taken from the pack.

❖ Although visuals were used in the majority of lessons, educators did not suitably harness the potential of visuals to be a learning tool, bridging the divide between simple and complex ideas.

Critical question 3

Do participants of "Foundations" encourage its use?

4.7 Analysis of questionnaires

Questionnaires were administered at 5 primary schools from the Chatsworth East,

Pinetown, Durban South and Umlazi districts respectively. The questionnaires were

analysed in an effort to gauge the extent to which participants had encouraged the usage

of "Foundations" at their respective schools. The data, at times was supplemented by

data from CEREP Report of 2000. The analysis of data will be in respect of the

educators and their teaching qualifications and their usage and opinions of "Foundations"

supplements and pack. (See Appendix M for a copy of the questionnaire administered.)

Figure 4.3: Learners first language

Learners first langugage
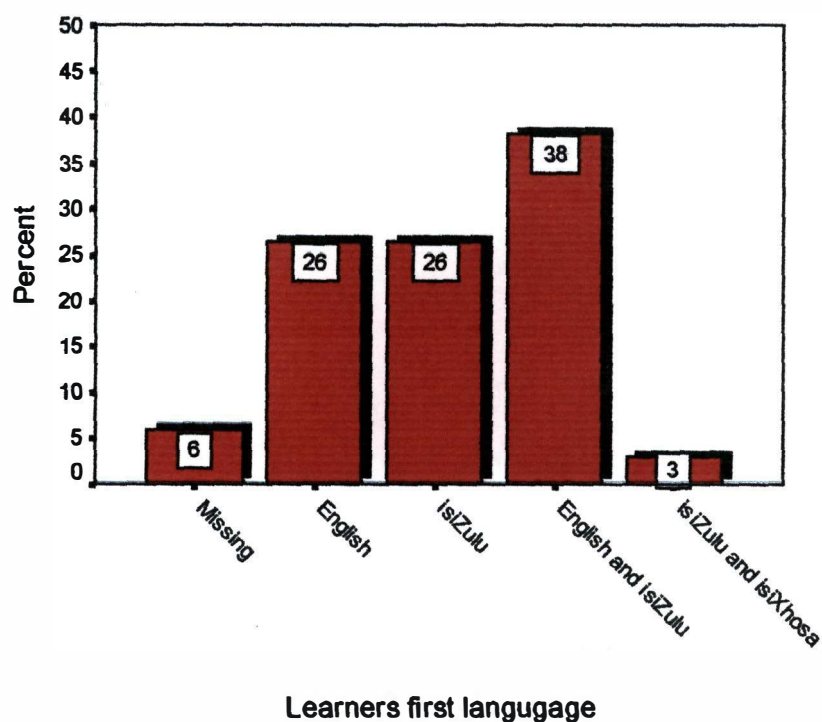
In *figure 4.3*, 38% of respondents have stated that their learners first language is a

mixture of English and isiZulu while the number of isiZulu and English learners

respectively seem to be on par.

Figure 4.4: Language used most often in class
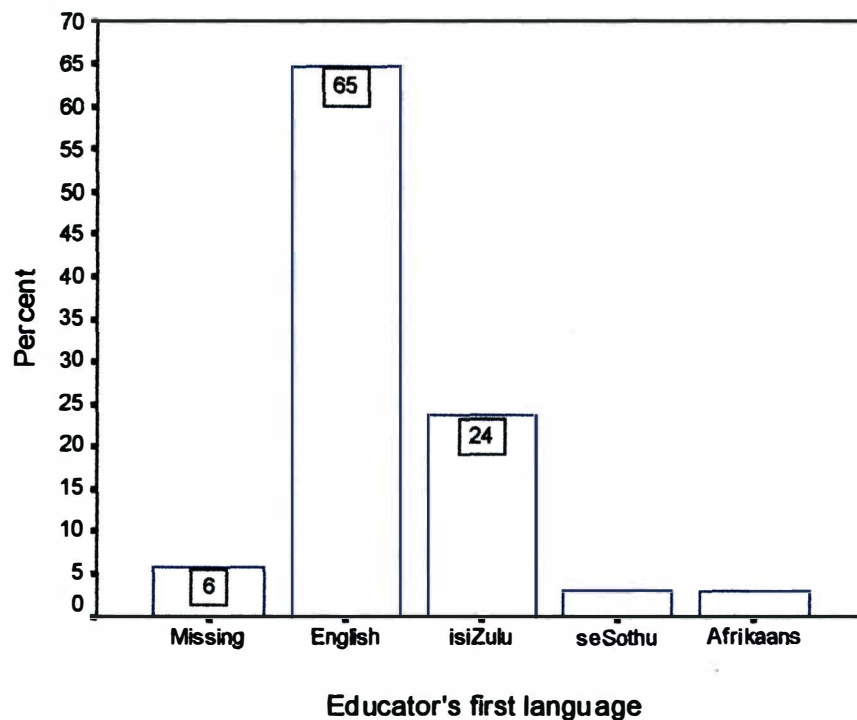
Figure 4.4 shows that 65% of respondents have English as the language used most often

in class. This is not surprising, as three of the five primary schools are in areas where

Foundation Phase is taught in the home language, English. The implication of this is that

the majority of the educators in the study have English as first language. CEREP's data

revealed that 54% of respondents had isiZulu as the language used most often in class.

This was primarily due to the participants of the workshops being English second

language speakers. When comparing *figure 4.3* and *4.4* it is interesting to note that while

the majority of educators in the study have English as the language used most often, only 26% of learners have English as their first language.

Figure 4.5: Teaching Qualifications
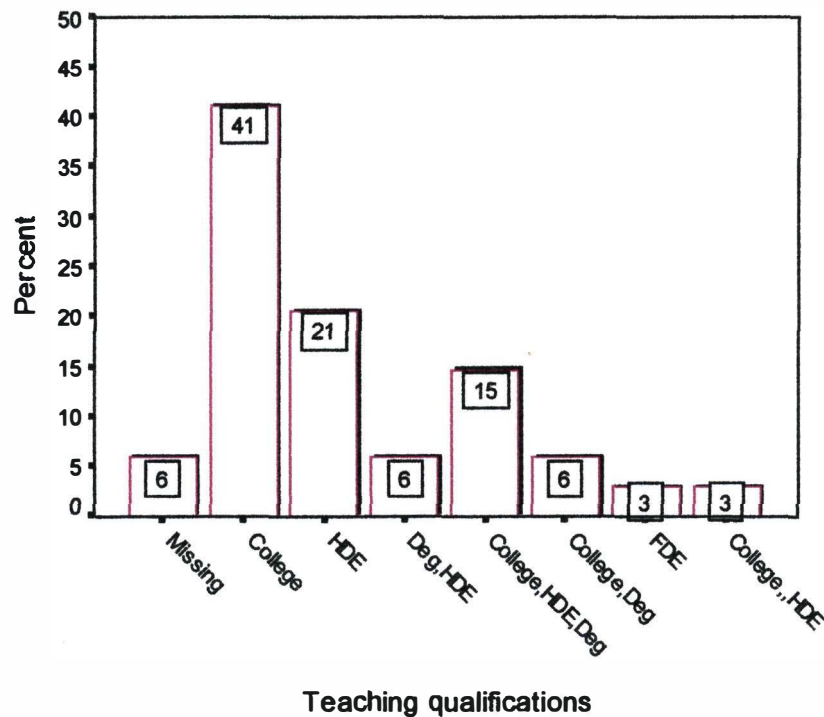
In *figure 4.5* from all the schools who completed the questionnaire, 41% have a College education while a large percentage have opted to further their training qualifications. 21% have their HDE, 6% have a Degree and HDE, 6% have College and a Degree, 3% have College and HDE while 15% have College, HDE and Degree.

Figure 4.6 : Studying status
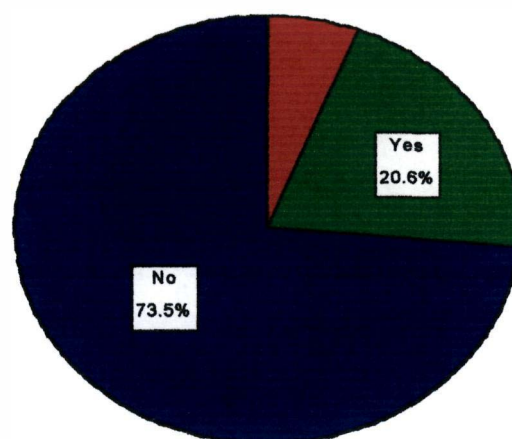
With reference to *figure 4.6* a large percentage of educators 73,7% are not presently studying while 20,6% are furthering their studies. Those that have chosen to continue studying have opted for qualifications in the educational field thereby pointing to a desire to continue in the field of education.

Table 4.2: Reasons educators are studying

Aspects	Frequency	Percent	Valid Percent	Cumulative percent
To improve myself professionally	5	14.7	15.6	15.6
To enter another field/profession	1	2.9	3.1	18.8
Knowledge to improve my department in a professional manner	1	2.9	3.1	21.9
Not applicable	25	73.5	78.1	100.1
Total	32	94.1	100.1	
Missing	2	5.9		
	34	100.0		

Table 4.2 provides the reasons respondents have for studying. 14,7% have stated that studying is undertaken to improve themselves professionally while a smaller percentage have chosen other options.

Definitions of terms used in tables:

Frequency: The number of times that, that specific response featured within the total sample.
Percent: The percentage that the frequency represents. The total includes missing cases as well.
Valid percent: The percentage that only the valid cases represent. This excludes missing cases.
Cumulative percent: the percentage that accumulates with the valid percent of each category that follows.

(CEREP report 2000)

Figure 4.7: Attendance at training workshops

Attendance at training workshops
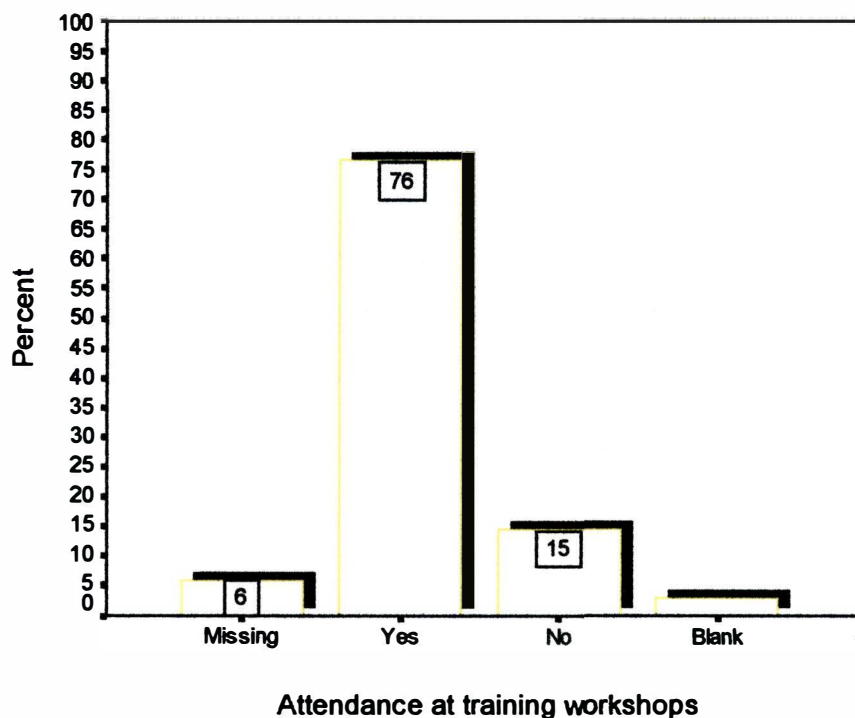
Figure 4.7 shows that a large majority of educators 76% have attended training workshops on OBE while 15% have not been exposed to training. Besides these responses *figure 4.7* also highlights that a substantial amount of educators have been trained in OBE as the workshops pertained to this type of training.

Table 4.3 on page 72 highlights that the majority of respondents 41.2% encountered "Foundations" via the newspaper while 14.7% had the supplement introduced by a member of staff. Most of the responses mentioned having encountered "Foundations" in the newspaper as well as having been given "Foundations' from alternative sources.

Table 4.3: How educators encountered "Foundations"

Aspects	Frequency	Percent	Valid Percent	Cumulative percent
Encountered the supplement in the newspaper	14	41.2	43.8	43.8
Supplement introduced by member of school staff	5	14.7	15.6	59.4
Supplied by subject advisor	2	5.9	6.3	65.6
Not applicable	3	8.8	9.4	84.4
Supplement encountered in paper and brought by colleague	2	5.9	6.3	90.6
Supplement seen in paper and received from friend	1	2.9	3.1	93.8
Responses 1.2 and 3	1	2.9	3.1	96.9
Seen in paper and supplied by subject advisor	1	2.9	3.1	100.0
Total	32	9.4	100.0	
Missing	2	5.9		
	34	100.0		

Table 4.4: Reasons why educators do not use "Foundations" supplement

Aspects	Frequency	Percent	Valid Percent	Cumulative percent
The language is difficult to understand	1	2.9	3.1	3.1
The supplement is not available	1	2.9	3.1	6.3
The activities do not work well	2	5.9	6.3	12.5
Only keep that which can be adapted and used	1	2.9	3.1	15.6
Do not get the newspaper regularly	1	2.9	3.1	18.8
Do not know about it	1	2.9	3.1	21.9
Not applicable	25	73.5	78.1	100.0
Total	32	94.1	100.0	
Missing	2	5.9		
	34	100.0		

Table 4.4 highlights the reasons why some respondents do not utilise "Foundations".

These views range from the language being difficult to the respondent not being aware of it.

Figure 4.8: Access to "Foundations" pack
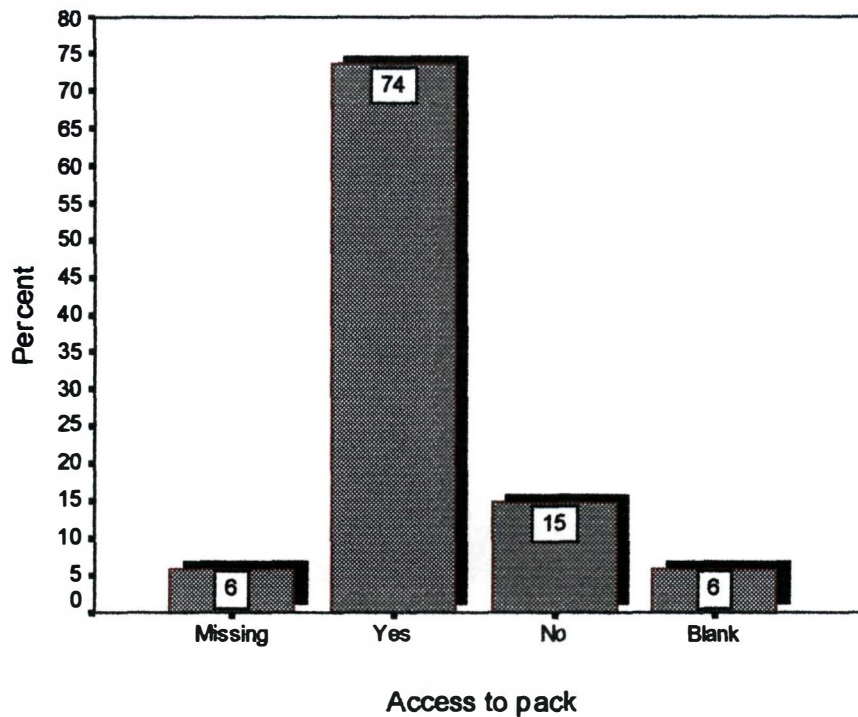
In *figure 4.8* while 74% of respondents claimed that they had access to "Foundations" 15% felt that they had no access to the pack. The 15% of respondents are either unaware of the "Foundations" pack and its components or for some reason packs were selectively distributed to educators at schools. As was earlier stated, packs were distributed to all schools via the Principal or HOD.

Figure 4.9: Usage of "Foundations"
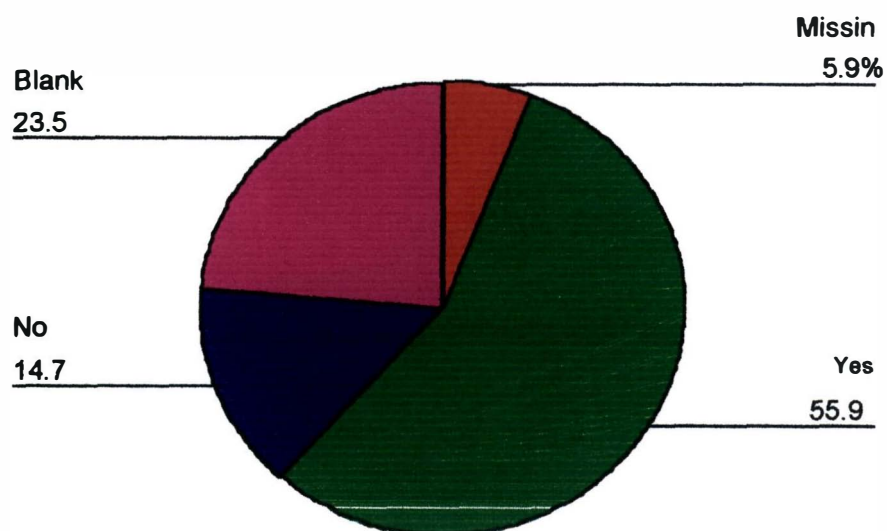
With reference to *figure 4.9* a percentage just higher than average 55,9% claim to be using the "Foundations" pack. Quite a substantial amount left the question blank and answered "No". These results are decidedly less than CEREP's findings where 66% positively acknowledged use of "Foundations".

Figure 4.10: Level of language used

Rate level of language of pack
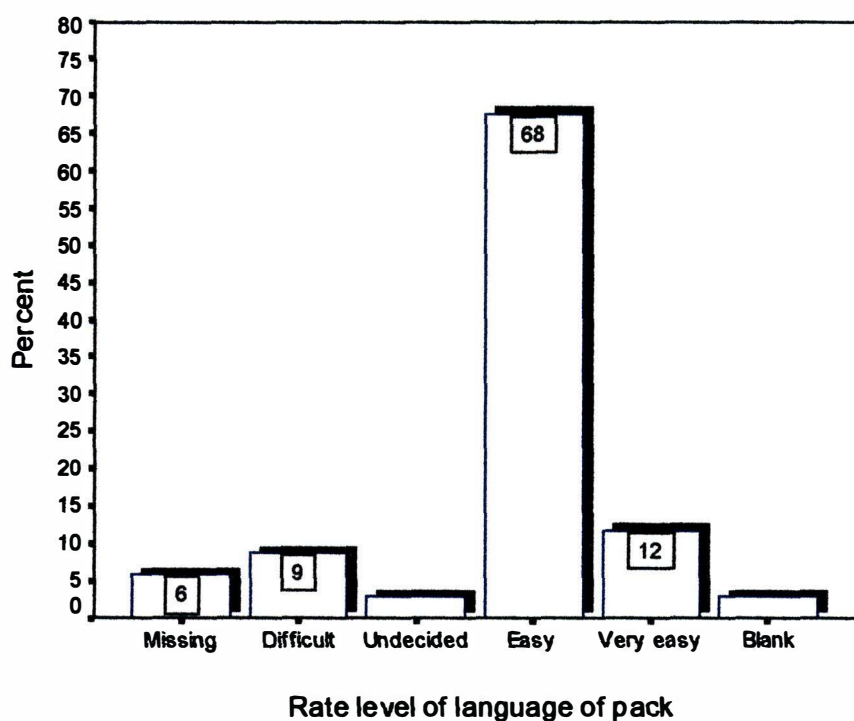
In *figure 4.10*, 68% felt that the language used in the pack was easy. Upon investigation it was found that the 9% that found the language difficult was from English second language educators that used the mother tongue as medium of instruction in their classrooms.

Figure 4.11: Level of learners understanding
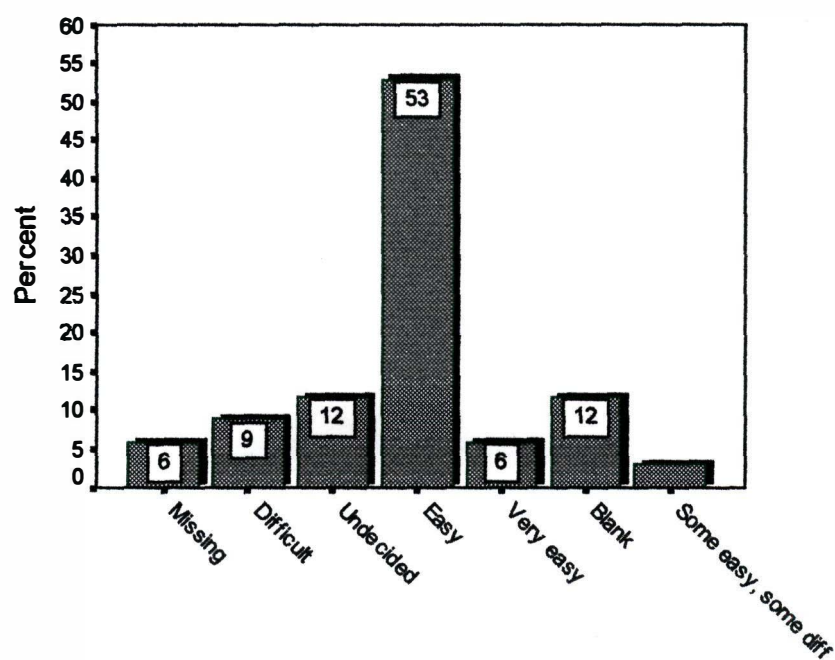
Rate level of pupil's understanding

In *figure 4.11*, 53% of respondents have the opinion that the materials would be easy for pupils to understand. Some respondents were sceptical as to how learners would respond and chose to leave the response either blank or settled on "Undecided".

Figure 4.12: Usability of poster

Usability of poster
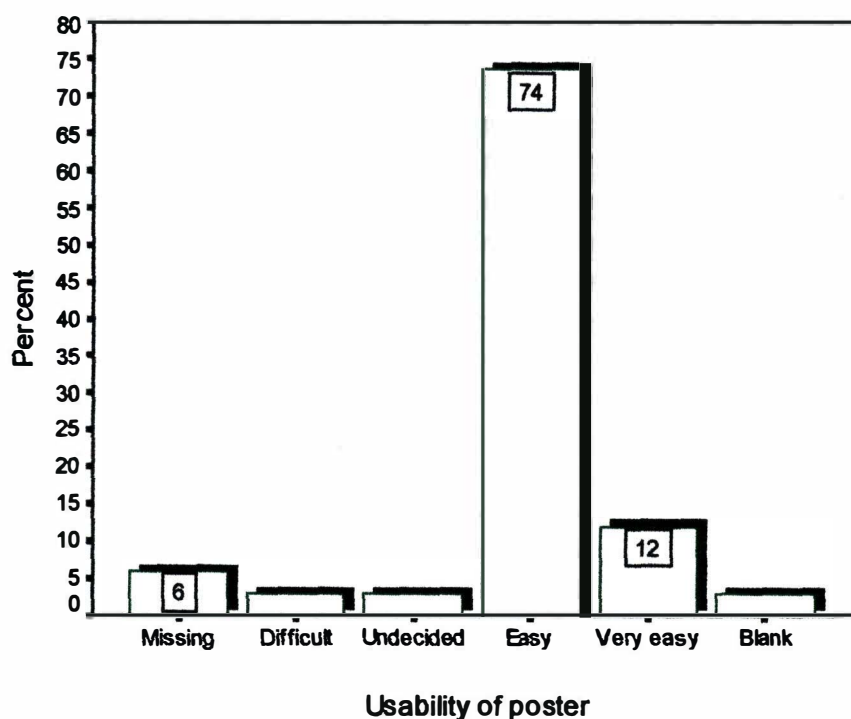
In *Figure 4.12*, 74% of respondents viewed the poster as easy to utilise in the classroom situation. Upon investigation it was found that the respondent who viewed the poster as difficult taught in a second language.

Table 4.5: Aspects of "Foundations" used in teaching

Aspects	Frequency	Percent	Valid Percent	Cumulative Percent
Policy and classroom management	2	5.9	6.3	6.3
Activities	1	2.9	3.1	9.4
All Aspects	6	17.6	18.8	62.5
Policy, activities, phase organisers	1	2.9	3.1	65.6
Activities, programme organisers, posters	2	5.9	6.3	71.9
Policy, programme organisers, posters	2	5.9	6.3	78.1
Not applicable	11	32.4	34.4	43.8
Activities, posters, phase organisers	1	2.9	3.1	81.3
Activities, programmes organisers, posters, phase organisers	3	8.8	9.4	90.6
Activities, phase organisers, programme organisers	1	2.9	3.1	93.8
Policy, Activities	1	2.9	3.1	96.9
Policy, activities, posters	1	2.9	3.1	100.0
Total	32	94.1	100.0	
Missing	2	5.9		
	34	100.0		

In *Table 4.5* all aspects of "Foundations" featured as being used by respondents. 32.4% state that the question is not applicable while a mixture of aspects seems to have appealed to most respondents. The activities and posters featured as popular choices for most respondents.

Table 4.6: Strengths of "Foundations"

Aspects	Frequency	Percent	Valid Percent	Cumulative Percent
Clear explanations on use of activities	2	5.9	7.4	7.4
Ideas for teachers	2	5.9	7.4	14.8
Provides support for those with no training	1	2.9	3.7	18.5
Very useful posters	3	8.8	11.1	29.6
Able to adapt ideas to different situations	1	2.9	37	33.3
Blank	5	14.7	18.5	51.9
Informative	1	2.9	3.7	55.6
Good guidelines for the educator	1	2.9	3.7	59.3
Good for schools with little resources	1	2.9	3.7	63.0
Guides the educator in respect of resources	1	2.9	3.7	66.7
Pupils can relate to posters and pictures	2	5.9	7.4	74.1
Activities are user friendly	1	2.9	3.7	77.8
Meaningful to educator and child	1	2.9	3.7	81.5
Helps the learner to develop various skills	1	2.9	3.7	85.2
Clear instructions with posters	1	2.9	3.7	88.9
Lessons are well prepared	1	2.9	3.7	92.6
Creativeness of pupils brought out	1	2.9	3.7	96.3
Total	26	76.5	100.0	
Missing	8	23.5		
	34	100.0		

From *Table 4.6* it is clear that a variety of opinions was presented on the strengths of "Foundations" ranging from useful skills to allowing for creativity in learners. Posters also featured quite often in responses pointing to educators viewing this as a major strength of "Foundations".

4.9 Summary of findings

From the various data analysed, certain conclusions were reached. Firstly, via the use of MIET's workshop questionnaires the emerging pattern pointed to the success of the workshop with participants having gained in the field of resource development. Overall there appeared to be confidence in the trainer who was portrayed as well articulated and efficient.

Secondly, the classroom observations pointed to the educators attempting to use "Foundations" in their classrooms. What emerged from these observations was that educators seemed to have been greatly influenced by the trainer herself and attempted to emulate her in their teaching. A second observation was that educators do not utilise the concept of visual literacy such that the poster for instance is taught in a one-dimensional way. Educators also pointed to the fact that if they had not attended the workshops, "Foundations" would not have made an impact in their teaching and felt that other educators should be exposed to MIET's training. Visual literacy also needs to be a component of MIET's workshops in order for educators to deal efficiently with visual presentations.

Thirdly, the questionnaires administered to educators showed a positive response to both supplement and pack. The positive responses far outweighed the negatives. The posters were viewed as attractive with the language in the supplement and pack understandable. The data collected by CEREP served to affirm findings in this dissertation.

4.10 Conclusion

This multi-faceted chapter has provided an assortment of data utilised to evaluate the "Foundations" workshops and view classroom practice. It seems that "Foundations" has had a positive reception at schools but it remains to be seen how much of the pack and supplement is actually utilised in classroom practice although the intention might exist. The trainer has emerged as confident and a role model to the participants of workshops participants of workshops are leaving with knowledge gained in the usage of "Foundations" and resource development. Although the participants did not play a large

role in educating educators about "Foundations" educators on the whole seemed to have responded positively to it. The concluding chapter will provide a general conclusion and recommendations for the various stakeholders.

CHAPTER FIVE

Introduction

In the previous chapter the three critical questions were answered via the use of numerous data collection strategies. In this chapter, a summary of the findings is presented.

In response to the first critical question, "Are "Foundations" workshops serving their purpose?" the following was gauged. From the workshop questionnaires and observations of workshops participants seem to leave enthused to go out and start developing resources. Based on the questionnaires, observations and interviews the workshops seemed to have been a success. The workshops, which specifically targeted Foundation Phase educators and focused on usage of the pack and supplements as classroom resources did not necessarily follow through into the classroom situation. As one participant noted, if it weren't for the workshop she would not have focussed on the contents of "Foundations". Perhaps an alternative system needs to be found that will allow different educators the opportunity to participate in workshops. Some educators may not hold

In response to the second critical question, "Do participants of workshops use and value the "Foundations" pack and supplements?" the following represent the ideas that emerged. From observations and interviews with educators "Foundations" classroom management suggestions and ideas are utilised but the actual activities featured in the pack and supplement are seldom used. Also, the workshops seemed to have made more than an impact than "Foundations" itself.

In response to the third critical question, "Do participants of "Foundations" workshops encourage its use?" the following was gauged. From discussions with educators, "Foundations" was mentioned to other educators at schools with one educator claiming to have continually reinforced the idea of its usefulness in the classroom. Via the analysis of questionnaires, it was found that while the majority of educators are aware of the pack and supplement they do not necessarily utilise it in teaching.

5.1 Recommendations

For the pack:

Firstly, MIET should consider having workshops for HOD's on its use. In a cascade style, these HOD's could workshop the pack with educators at their respective schools. In this manner schools could be reached on a large scale by targeting HOD's at these institutions. Secondly, MIET could negotiate with Colleges and Universities to have the pack introduced as part of the curriculum, especially as it pertains to Foundation Phase educators. Via this method, pre – service educators would then be targeted.

Thirdly, in – service educators needs to be targeted. CEREP's data revealed that 61% of workshop participants were currently studying via correspondence at a range of Colleges and Universities in South Africa. By targeting these educators, details of the pack could be included in curricular requirements and guidance would be provided on a resource, which is already available in the majority of schools. An object often acquires value often when it is forced into the spotlight. Schools that are receiving "Foundations" are unsure of its origins. A simple enclosed "flyer" ought to be included in the package giving relevant information and perhaps a telephone number for more information.

Also, educators need to harness the potential of the poster as a teaching and learning device. Illustrations can serve to illuminate a concept a learner may not have grasped. The diversity of posters needs to be highlighted were it moves beyond a one dimensional question poser to one that will allow for the development of critical thinking skills. Educators tend to view posters and charts as self-explanatory. The ability to utilise posters as allowing for level 3 questioning needs to be examined.

5.2 Recommendations for the supplement

The usage of a table of contents and a colour coded area targeted at educators; students and parents could serve as a direction tool for users. As a preview to what can be expected, the supplement could make mention of forth coming attractions. Thus potential users will be aware of issues that will be of benefit. It might be useful for the supplement

to be an A3 size. Educators could then photocopy sections and store for later use, or have sections available for students to use in the classroom.

Supplements can provide web site links as often material are drawn form alternative sources similar to the Internet. Networking of schools could be encouraged via the supplements. Schools can be encouraged to work collaboratively with neighbouring schools in an effort to learn from each other. Resource input from educators, learners and parents needs to be encouraged. An e-mail or postal address could be provided to allow interested parties to make contributions to the supplement on alternate ways of making resources. These views and ideas could be inserted in the supplement. Contributions can be acknowledged by providing brief information about the individual/s or institutions. A section could be offered for parents that will allow them to benefit form the supplement. Although MIET targets primarily Foundation Phase educators with "Foundations", it must be borne in mind that it appears in a newspaper, which is read by numerous parents of Foundation Phase learners.

5.3 Workshops

Undoubtedly, MIET workshops are a large success; a conclusion derived from direct observations, analysis of questionnaires and anecdotal comments supplied by the trainer. This however, does not mean that there is no place for improvement. The trainer could firstly encourage the use of technology in her workshops. A way of achieving this is by exploring the idea in her presentations. Much time could be saved if Over Head projectors for instance were used. Although MIET workshops are targeted at educators in disadvantaged communities an effort should be made to introduce them top alternate sources of information. Attention could be drawn to the fact that selective issues of "Foundations" had activities that were downloaded from various sites on the Internet.

Secondly, participant or group presentations should be done collaboratively and not only by one or two educators that are fairly good presenters. It was observed in workshops that generally the well spoken, confident participants were presenters of their groups

efforts. Thirdly, a section on Visual Literacy should be included as part of the workshop programme. Educators use a wide array of resources in classrooms. Emphasis needs to be placed on these resources as tools enabling the educator to develop critical thinking skills. A poster can therefore be transformed into a valuable resource, not simply a tool of elucidating known responses.

5.4 Limitations of the study

During the course of the research the researcher decided to target educators who attended the Berea workshop. From the 30 participants, a total of five educators were identified as being within available range. The rest of the participants where located in areas that were not easily accessible. From the five educators the study was to concentrate on, only three allowed the researcher access to observe classroom practice. Reasons were always provided as to why the researcher could not view classroom practice. One principal in particular proved very difficult when approached to have an educators classroom practice observed. She always furnished the researcher with reasons as to why it could not occur and suggested that an alternative school be researched. When the researcher became part of CEREP Report 2000 workshops in 3 areas were observed. It proved impractical to focus on teaching practice in these regions because of the lack of access to namely the Vryheid and Empangeni respectively. It would have been an ideal to strive for if all workshop participants could be observed in classrooms.

5.5 Conclusion

MIET has a resource of value to educators and parents alike. Perhaps the targeting of only selected individuals needs to be revisited. MIET needs to consider finding alternative ways of making the resource usable of it will become just another "white elephant" on the shelf. MIET needs to move beyond focussing solely on educators but rather engage parents and learners in its supplements. Via The Daily News, a wide spectrum of readers is being accessed. MIET therefore needs to acknowledge this audience and make use of it in the promotion of supplements. The "Foundations" pack and supplement are valuable resources that need to feel the spotlight or it will fade into oblivion.

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APPENDIX A

FIRST THINGS FIRST!

Welcome to our new and exciting supplement, Foundations. This is the first in a series of eight twice-quarterly editions to be published this year. The supplement's primary audience is Foundation Phase teachers. However, it will be helpful to educators of other phases, parents and anyone interested in education.

The supplement aims to support the implementation of Curriculum 2005. For this reason, it is closely linked to the national and provincial policy documents for the new curriculum. Ideas and activities that appear in each edition are being produced by educators and co-ordinated by Foundation Phase advisors in both the KwaZulu-Natal and the Eastern Cape education departments.

The eight editions each will offer:

▼ Guidelines for classroom management – each edition will focus on a different aspect of classroom management such as assessment strategies and techniques, recording, reporting to parents etc. Today's focus is on planning.

▼ One programme organiser with sample activities, discussion charts and stories – these are targeted at Foundation Phase educators and should be adapted for use across the phase (Grades R to 3), according to the learner's level of development. These activities will also include suggestions for assessment, and ideas for parents.

Today's edition contains guidelines for getting started at the beginning of the year ie planning. The information in the section, Getting started, will be useful and relevant for all subsequent editions.

Our first programme organiser is Healthy Living. We look at possible ways of developing learning programmes around this organiser.

Getting started!

Throughout this publication, you will find a number of concepts, terms and abbreviations that relate to Curriculum 2005, used repeatedly. We suggest you cut out and keep the following explanations for easy reference.

Abbreviations used

Abbreviations commonly used are listed below, along with their meanings.

Abbreviation	Meaning	
CO	CRITICAL OUTCOME	
SO	SPECIFIC OUTCOME	
AC	ASSESSMENT CRITERIA	
Ph O	PHASE ORGANISER	
Pr O	PROGRAMME ORGANISER	
LA	**LEARNING AREA**	
	LLC	Language, Literacy and Communication
	MLMMS	Mathematical Literacy, Mathematics and Mathematical Sciences
	LO	Life Orientation
	AC	Arts and Culture
	TECH	Technology
	HSS	Human and Social Sciences
	NS	Natural Sciences
	EMS	Economic and Management Sciences
LP	**LEARNING PROGRAMME**	
	N	Numeracy
	L	Literacy
	L/S	Life Skills

APPENDIX B

Daily News

Foundations

EDUCATION SUPPLEMENT ● EDITION 4/2000

Ideas from teachers!
Use waste as a resource

In today's edition of *Foundations*, we once again share learning activities and materials developed by Foundation Phase educators who recently took part in the Resources Project training.

Foundation Phase educators from the Port Shepstone region developed learning activities on the topic of litter. We have adapted some of their ideas to develop a learning programme for the Phase Organiser, Environment and the Programme Organiser, Pollution and Litter.

In this edition, there are some great ideas for starting a clean-up campaign in your school. The waste that the learners collect can then be used as a resource for learning activities that provide fun and interest in the classroom.

Foundation Phase educators from Ladysmith developed activities on the topic of safety with electricity and fire. We have adapted some of their ideas to develop a learning programme for the Phase Organiser, Health and Safety, and the Programme Organiser, Keeping Safe.

On pages 2-16 you will find these activities:

Topic: The clean-up campaign

Activity 1	:	Start an anti-litter campaign
Activity 2	:	Collect and sort out the litter in the school
Activity 3	:	Guessing and counting exact amounts
Activity 5	:	Make a graph to show the different kinds of litter found in the school
Activity 6	:	A poster campaign and a clean-up programme
Activity 7	:	How can we recycle waste?
Activity 8	:	Who is living there? Clues from the dustbin
Activity 9	:	Word puzzles

Topic: Electricity and fire

Activity 1	:	Safety at home – electricity and fire
Activity 2	:	What if there's a fire?

The Resources Project, funded by the Royal Netherlands Embassy, continues to support curriculum transformation in KwaZulu Natal. The Media in Education Trust, in partnership with the KZN Department of Education and Culture, carries out the training aspect of this project by offering workshops to educators on developing their own resources.

APPENDIX C

VENUE OBSERVATION SCHEDULE

The researcher will complete this observation schedule at the beginning of each lesson. Place a tick in the appropriate block. Rate the quality of each resource by placing a tick in the columns provided.

Venue Resource	Yes	No	Condition		
			Excellent	Good	Poor
1. Desks for participants					
2. Chairs for participants					
3. Desk for presenter					
4. Chair for presenter					
5. Arrangement of desks in groups					
6. Adequate ventilation					
7. Charts					
8. Plug points					
9. Electricity					
10. OHP (Overhead Projector)					
11. Other....					

APPENDIX D

TRAINER OBSERVATION SCHEDULE

This observation schedule will be completed at various intervals during the session. The researcher will place a tick in the appropriate block. A qualitative comment must be entered on the observations made.

TRAINER OBSERVATION	OBSERVED YES	NO	QUALITATIVE COMMENT
1. Is the trainer audible enough?			
2. Does the trainer pose questions?			
3. Participants respond to questions.			
4. Participants pose questions.			
5. Is the trainer confident with the resources?			
6. Other			

APPENDIX E

HANDOUT 11

EFFECTIVE FACILITATION
EVALUATION QUESTIONNAIRE

WE WOULD BE GRATEFUL IF YOU COULD GIVE US SOME FEEDBACK ON COURSE. Where questions allow make a cross in the box you choose.

1. **Do you think the course has been worthwhile?**

   Definitely ☒   Most of it ☐   To some extent ☐   Not at all ☐

2. **What was the most useful thing which you learnt on this course?**

   ....

3. **What do you think we should leave out of the course?**

   ....

4. **What do you think the course should cover in more detail?**

   ....

5. **In which other areas could you apply what you have learnt on the course**

   Classroom ☒   Community organizations ☒
   Interacting with parents ☐   Interacting with colleagues ☐

6. **Which of the following outcomes have you personally achieved?**

   6.1   I have developed an understanding of how to plan and prepare for workshops
          Definitely ☒   Most of it ☐   To some extent ☐   Not at all ☐

   6.2   I have practised designing workshop programmes
          Definitely ☒   Most of it ☐   To some extent ☐   Not at all ☐

   6.3   I have been developed and understanding of how to handle participants
          sensitively
          Definitely ☒   Most of it ☐   To some extent ☐   Not at all ☐

   6.4   I have developed an understanding of how to identify and handle difficulties
          encountered in workshops
          Definitely ☒   Most of it ☐   To some extent ☐   Not at all ☐

7. **What skills and competences would you like to develop in other courses?**

   ....

APPENDIX F

WORKSHOP QUESTIONNAIRE

DATE OF WORKSHOP: _____   **NAME OF FACILITATOR:** _____

Please complete the following questions as honestly as possible and hand the questionnaire back to your facilitator.

The information obtained from this questionnaire is confidential. We therefore do not require you to give your name.

1. (a) Do you think the workshop achieved its outcomes?   YES / NO
1. (b) If no, which outcomes do you think were not achieved? _____

_____

_____

2. In order to provide feedback to the facilitators on the presentation of the workshop, please complete the following table by placing a tick in the appropriate block.

	Below average	Average	Above average	Excellent
a) Was the facilitator prepared?				
b) Did the facilitator keep to time?				
c) Was the facilitator friendly?				
d) Was there active participation?				
e) Was the facilitator organised?				
f) Was the venue suitable?				

3. To improve teaching and learning in your classroom, what three things are you going to try to do when you go back to your classroom? _____

_____

_____

_____

4. Describe your role as educator in preparing for the use of resources _____

_____

_____

5. Keeping your own environment in mind, what can you use to create learning resources?

_____

_____

6. What would you like to deal with in the next training workshop? _____

_____

_____

APPENDIX G

INTERVIEW SCHEDULE

This semi – structured interview schedule was administered to the trainer, Ms. Maureen King.

1. Was training carried out before the supplement made its appearance?

2. What type of training is offered to educators?

3. Where does the training occur?

4. When does the training occur?

5. Why were all the schools not involved in training?

6. Some schools have never heard of the supplement. How would you comment on this?

7. How are educators informed of training?

8. How is the supplement currently being utilised by educators?

9. What attempts have been made to make the supplement more accessible to educators in disadvantaged areas?

10. A school in Claremont has Foundation Phase educators that are eager to be trained. An educator there commented that trainers do not go to the townships. Comment?

11. How have educators responded to the supplement?

12. Do educators in the Foundation Phase use the supplement?

13. Why does the supplement now appear in book format?

14. With the change in sponsors (The Royal Netherlands Embassy), has this influenced the supplement in any way?

15. What role does sponsors like Mondi play in the supplement?

16. Are there any plans to have the supplement written in another language?

APPENDIX H

Introduction

Welcome to our new and exciting booklet, Foundations. The booklet's primary audience is Foundation Phase educators. However, it will be helpful to educators of other phases, parents and anyone interested in education.

The booklet aims to support the implementation of Curriculum 2005. For this reason, it is closely linked to the national and provincial policy documents for the new curriculum. It has been organised into two parts. Part One deals with policy and management aspects such as assessment strategies and techniques, recording, reporting to parents etc. Part Two deals with programme organisers with sample activities and stories targeted at Foundation Phase educators. The activities should be adapted for use across the phase (Grade R to 3), according to the learners level of development. Suggestions for assessment have also been included. A set of posters (1-8) is also included in the resource pack. The posters are to be used in conjunction with the Programme Organisers in Part 2, as well as with other relevant Programme Organisers.

Ideas and activities that appear in the booklet have been produced by educators and Foundation Phase advisors and co-ordinated by Foundation Phase advisors in both KZN and EC Education Departments and the Media in Education Trust.

Contents

APPENDIX I

Introduction

Welcome to our new and exciting booklet, Foundations. The booklet's primary audience is Foundation Phase educators. However, it will be helpful to educators of other phases, parents and anyone interested in education.

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Contents

APPENDIX J

EDUCATOR OBSERVATION SCHEDULE

This observation schedule will be completed at various intervals in the classroom. The researcher will place a tick in the appropriate block. A qualitative comment must be entered on the observations made.

TEACHER OBSERVATION	OBSERVED YES	NO	QUALITATIVE COMMENT
1. Is the teacher audible enough?			
2. Does the teacher pose questions?			
3. Pupils respond to questions.			
4. Pupils pose questions.			
5. Is the teacher confident with the resources?			
6. Other			

APPENDIX K

CLASSROOM OBSERVATION SCHEDULE

The researcher will complete this observation schedule at the beginning of each lesson. Place a tick in the appropriate block. Rate the quality of each resource by placing a tick in the columns provided.

Classroom Resource	Yes	No	Condition		
			Excellent	Good	Poor
1. Chalkboard					
2. Desks for pupils					
3. Chairs for pupils					
4. Desk for teacher					
5. Chair for teacher					
6. Arrangement of desks in groups					
7. Adequate ventilation					
8. Charts					
9. Plug points					
10. Electricity					
11. OHP (Overhead Projector)					
12. Other....					

APPENDIX L

Interview Schedule

Semi – structured interview

1. How did you find out about the workshops?

2. Did you know why you were selected?

3. Did you receive the pack prior to the workshops?

4. If answer "Yes" to 3, were you using it?

5. What do you think you gained from the workshop?

6. Before the workshop did you know how to use the pack?

7. What do you think prevented you prior to the workshop from using the pack?

8. Have you used the pack after the workshop?

9. What are some of the strengths of the workshop?

10. What did you think of the participants? Had they been exposed to the pack before?

11. Which part of the pack do you use the most?

12. Were there any critical moments at the workshop?

13. After the workshop did you report back to educators?

14. What was your impression of the trainer?

15. What was your impression of the workshop?

APPENDIX M

This questionnaire is to be completed by Foundation Phase educators only. The research undertaken pertains to the evaluation of the "Foundations" supplement. All information supplied is for research purposes and will be treated with the strictest confidence.

Place a tick (✔) in the box with the appropriate response.

Name of school : _____

District   : _____

Name of educator : _____

A. BIOGRAPHICAL DETAILS

1. What is your gender?

[1] ☐ Male   [2] ☐ Female

2. What is your age?

[1] ☐ Under 25 years   [2] ☐ 25-30 years   [3] ☐ 31-35years
[4] ☐ 36-40 years   [5] ☐ 41-45 years   [6] ☐ 46-50 years
[7] ☐ 51-55 years   [8] ☐ Over 55 years

3. What is your first language / the language you use most often?

[1] ☐ English   [2] ☐ isiZulu   [3] ☐ seSothu
[4] ☐ isiXhosa   [5] ☐
   Other_____

4. What is your learners first language? (more than one alternative may be used if necessary).

[1] ☐ English   [2] ☐ isiZulu   [3] ☐ seSothu
[4] ☐ isiXhosa   [5] ☐
Other_____

5. What are your teaching qualifications?

[1] ☐ Matric/Std 10   [2] ☐ College diploma
[3] ☐ Degree   [4] ☐ HDE
[5] ☐ Masters   [6] ☐ PHD
[7] ☐ Professor

B. TEACHING EXPERIENCE

6. How long have you been teaching?

[1] ☐ 0-5 years   [2] ☐ 6-10 years   [3] ☐ 11-15 years
[4] ☐ 16-20 years   [5] ☐ 21-25 years   [6] ☐ Over 25 years

7. How long have you been a teacher in the Foundation phase?

[1] ☐ 0-5 years   [2] ☐ 6-10 years   [3] ☐ 11-15 years
[4] ☐ 16-20 years   [5] ☐ 21-25 years   [6] ☐ Over 25 years

8. Did you teach before obtaining your teaching qualifications?

[1] ☐ Yes   [2] ☐ No

9. If you answered "Yes" to Q8 how many years did you teach as an unqualified teacher?

_____

C. ACADEMIC DEVELOPMENT

10. Are you presently studying?

[1] ☐ Yes   [2] ☐ No

11. If you answered "Yes" to Q10, state the diploma/degree you are studying for and the institution that offers this course.

_____

12. Why are you studying?

[1] ☐ To further my studies.
[2] ☐ To improve myself professionally.
[3] ☐ To enter another field/ profession.
[4] ☐ Other (please specify)_____

_____

13. Have you attended any training workshops on the Foundation Phase in the last two years?

¹☐ Yes   ²☐ No

14. If you answered "Yes" to Q13, who offered the workshops?

¹☐ Education Department   ²☐ Union
³☐ The Media in Education Trust   ⁴☐ NGO
⁵☐ Other_____

15. How many workshops did you attend?

¹☐ 1   ²☐ 2
³☐ 3   ⁴☐ More than 3

D. DETAILS OF SCHOOL

16. Choose the words below that best describes the location of your school.

¹☐ Urban area   ²☐ Township   ³☐ Semi-urban area

17. How would you rate your school according to the availability of resources at your school?

¹☐ Well resourced   ²☐ Undecided   ³☐ Under resourced

E. "FOUNDATIONS"

18. Have you encountered the "Foundations" supplement previously?

¹☐ Yes   ²☐ No

19. If you answered "Yes" to the above question, choose the best response that describes how this occurred.

¹☐ Encountered the supplement in the newspaper
²☐ Received the supplement from a friend.
³☐ Supplement was introduced at school by a member of staff.
⁴☐ Supplied by subject advisor.
⁵☐ Other (please specify)..

20. Do you collect the supplement?

¹☐ Yes   ²☐ No

21. If you answered "Yes" to question 20, choose the best response why.

¹☐ All the teachers at your school are collecting.
²☐ You were instructed to collect the supplements.
³☐ It has colourful pictures.
⁴☐ The activities work well with pupils.
⁵☐ Other (please specify)..

22. If you answered "No" to question 20, choose the best response why.

¹☐ Nobody at your school collects the supplements.
²☐ The language is difficult to understand.
³☐ The supplement is not available.
⁴☐ The activities do not work well.
⁵☐ Other(please specify)..

23. What is the frequency of availability of the supplement at your school?

¹☐ Always available   ²☐ Often   ³☐ Seldom
⁴☐ Never available

24. In each edition of "Foundations" a poster is provided from which lessons can be based. How would you rate the usability of the poster in your lesson preparation?

¹☐ Very difficult to use   ²☐ Difficult   ³☐ Undecided
⁴☐ Easy   ⁵☐ Very easy

25. How would you rate the level of language used in the supplement?

¹☐ Very difficult to understand   ²☐ Difficult
³☐ Undecided   ⁴☐ Easy   ⁵☐ Very easy

26. There are various programme organisers that provide sample activities. How would you rate these lessons compared to the level of understanding of pupils?

¹☐ Very difficult to understand   ²☐ Difficult
³☐ Undecided   ⁴☐ Easy   ⁵☐ Very easy

27. Do you believe that "Foundations" has clear instructions for its use?

¹☐ Yes   ²☐ No

28. Foundations aims to provide a resource that is relevant to the context of the pupil. How would you rate the supplement's relevance?

^{1}☐ Relevant to context ^{2}☐ Undecided
^{3}☐ Not relevant to context

29. The 1999 editions of "Foundations" have been compiled into book format. Do you have access to this resource?

^{1}☐ Yes ^{2}☐ No

30. If you answered "Yes" to question 29, do you utilise this resource in your classroom?

^{1}☐ Yes ^{2}☐ No

31. If you answered "Yes" to the above question, choose the aspects of "Foundations" that is utilised in your teaching and planning.

^{1}☐ Policy and Classroom Management ^{2}☐ Posters
^{3}☐ Activities ^{4}☐ Phase organisers
^{5}☐ Programme organisers

32. State what you regard as some of the strengths of "Foundations".

....
....
....
....

33. State what you regard as some of the weaknesses of "Foundations".

....
....
....
....

34. Is there anything you would like to include?

....
....
....

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE - SINCERELY,
SIMI MOODLEY- MASTERS STUDENT -UDW