

TRAINING OF INDIAN TEACHERS IN NATAL WITH SPECIAL
REFERENCE TO SELECTION PROCEDURES FOR ADMISSION
TO TEACHER TRAINING INSTITUTIONS AND THE FINANCING
OF THESE INSTITUTIONS: AN ADMINISTRATIVE PERSPECTIVE

by

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DISSERTATION

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the degree of MASTER OF PUBLIC ADMINISTRATION in the
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SUPERVISOR: Professor Dr. W.A.J. Coetzee 1985

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Summary

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It is the objective of this dissertation to highlight the legislative and administrative aspects of teacher training for Indians in Natal. However, because the field which could be covered was so extensive, it was decided to focus attention primarily on those aspects pertinent to teacher training for Indians in Natal. Attention by way of example is invited to the following fields which had to be explored as they serve as the basis for teacher training of Indians in Natal:

- 1) *A synopsis of the history of teacher training with special reference to recent developments. In this regard the survey inter alia, reveals that teacher training gained momentum*

during the last few decades. Prior to that, commencing from the close of the last century, the problem of an adequate corps of qualified teachers arose mainly as a result of historical circumstances. It was only during the 1950's that the Department responsible for Indian Education made concerted efforts to tackle the Indian teacher training problem in all seriousness. Thus, for almost six decades little was done to alleviate teacher training facilities for Natal's Indian community.

- 2) *An overview of the basic legislation for teacher training in the South African context.*

The rapid growth of the South African population and to a lesser extent the effects of the Second World War prompted the South African Government to introduce numerous legislative and administrative measures to meet the teacher training needs of prospective students. National legislation presently places most of the responsibility for providing adequate teacher training facilities for the different population groups on the shoulders of the different education departments.

- 3) *An overview of the financing of teacher training institutions and trainee teachers with special reference to the Springfield College of Education. It is the responsibility of the Central Government to fund education. Since the financial means of the Government are limited, it is not possible presently to provide all the population groups with adequate*

facilities for teacher training. A larger percentage of the national budget will have to be spent on teacher training than at present. Incentives, such as, *inter alia*, bursaries, are awarded to successful candidates for teacher training. On the financing of the tertiary educational sector, the *Universities advisory Council* has completed an investigation into a revised subsidy formula for universities. A subsidy formula for technikons has been designed and will be adapted to the basic formula for universities.

- 4) A description of the administrative framework and basis for selecting prospective students for admission to teacher training institutions. No other single factor is as decisive in determining the quality of education in a country as the quality of the corps of teachers, lecturers and instructors. The recruitment and selection methods employed by the Department of Education and Culture (House of Delegates) are comparable to those employed by other education departments in South Africa. Since supply exceeds demand in the case of the number of applicants for teacher training in the Indian education department, applicants are carefully screened and the best are obviously selected.
- 5) An overview of teacher training and practice in essence with special reference to the University of Durban-Westville. Teaching practice forms an integral part in the moulding of a prospective student for teaching. Teaching practice is basically in two forms, that is, school-based and campus-

based. A detailed study of the teaching practice programme implemented by the University of Durban-Westville indicates that students are subjected to almost all aspects of a teacher's normal work. Furthermore, if students are successful in following all aspects of teacher training as offered, the possibility exists, that they could be successful teachers.

The following recommendations are, *inter alia*, made, viz.

that -

- i) an investigation into a more cost-beneficial system of financing of the tertiary education sector be undertaken;
- ii) a broad model for recruitment and selection of trainee teachers be drawn up by the Education Authorities;
- iii) facilities for continued education be carefully planned in terms of accessibility; and
- iv) that training institutions be geographically and demographically well placed.

CHAPTER 1

INTRODUCTION

1. Subject of the Study

Particularly during the last decade much emphasis has been placed, in South Africa and world-wide, on the need for increased productivity in both the private and public sectors. Naturally one of the ways in which productivity can be increased is to train the workforce.

Consequently, it is the objective of this study to investigate a particular field of training in the Public Sector of South Africa namely the field of training of Indian Teachers in Natal with special reference to selection procedures for admission to Teacher Training institutions and the financing of these institutions - an administrative perspective.

The objectives of the research are, *inter alia*, to give an overview of teacher training with special emphasis on recent developments; particularly the policies pertaining to teacher training in perspective; review the financing of teacher training institutions as well as the selection procedures for admission to these institutions; find ways of encouraging the right persons to be trained as teachers; and to recommend training schemes for the unqualified and for poorly qualified teachers in the profession.

2. Study Area

Chapter 2 focuses on definitions of training, teaching, the history of teacher training, and an overview of the different periods during

which progress was made in this important field of endeavour.

Chapter 3 discusses the policies pertaining to teacher training with special reference to Indian teacher training. Accordingly, an overview is given of the basic legislation in the South African context. Furthermore the terms of reference and recommendations of the *White Paper on the Provision of Education in the Republic of South Africa, 1983* are outlined, followed by a discussion on the introduction of the new four-year diploma offered by the Springfield College of Education.

Chapter 4 deals with the financing of teacher training institutions and trainee teachers with special reference to the activities of the Springfield College of Education.

Chapter 5 concentrates on the selection procedures applicable for admission to teacher training institutions. Definitions of selection is also given and a brief survey of selection procedures in other countries conclude the chapter.

In Chapter 6 emphasis is placed on teacher training in practice with special reference to the degrees offered by the University of Durban-Westville. Therefore, school-based and campus-based teaching practice, the assessment of students and the criteria for assessment are discussed.

Chapter 7 concludes the study with a few general suggestions towards improving Indian teacher training in South Africa.

3. COMPILATION OF INFORMATION

Much of the information embodied in this dissertation was obtained directly from interviews with high-ranking officials of the Department of Education and Culture (House of Delegates), lecturers, trainee teachers and past and present principals of secondary schools. Furthermore, a number of books, journals, periodicals, dissertations, newspapers and reports of commissions of inquiries had to be consulted in order to complete the dissertation.

Extensive use was made of the publications of the Teachers' Association of South Africa, for the section on the history of teacher training for Indians.

Use was also made of the various acts, rules and regulations concerning policies pertaining to teacher training.

In addition, for the section on teacher training and practice in essence, extensive use was made of the publications of the Faculty of Education of the University of Durban-Westville.

4. TERMINOLOGY

It is imperative that an explanation be given of certain words which are repeatedly used in the dissertation. Accordingly, the following concepts need clarification:

Institution

A definition of institution is:

"a corporate body or establishment instituted and organised for public use, or the building occupied by such a corporate body."¹⁾

Therefore, "institution" refers in this instance to the Springfield College of Education and the University of Durban-Westville, which two are institutions offering teacher training as a course.

Profession

*Funk and Wagnalls, standard dictionary of the English language*²⁾

defines profession as:

"any calling or occupation other than commercial, manual, etc., involving special attainments or discipline, as editing, music, teaching, etc., also the collective body of those following such vocation".

In this dissertation "profession" refers to *teaching* as the definition implies, teaching is one of the professions.

Selection

A definition of "selection" is:

"the act of selecting, choice, anything selected, a collection made with care."³⁾

In this instance, by using certain criteria, to choose from a large number, students suitable for the teaching profession.

Teaching

Funk and Wagnalls, *standard dictionary of the English language*⁴⁾, defines "teaching" as:

"imparting knowledge by lessons, giving instruction to, guiding by precept or example, giving instruction in, making known, communicating the knowledge of, training by practice or exercise, imparting skill, facility, etc., showing how, giving explanation of."

Teaching, in this study specifically refers to guiding by lessons to help one acquire a level of proficiency in a particular field; guiding one by example, moulding one's character.

Training

Training is defined as:

"bringing to a requisite standard, as of conduct or skill, by protracted or careful instruction, imparting of specific, vocational or technical instruction and practice."⁵⁾

Accordingly, in this dissertation 'training' specifically refers to bringing students to a requisite standard in order to execute their duties, equipping students with knowledge and methods of imparting knowledge.

5. REFERENCES AND FOOTNOTES

1. Frank and Wagnalls standard dictionary of the English language,
international edition, vol. 2, New York, 1965, p. 693.
2. Ibid., p. 1045.
3. Ibid., p. 1185.
4. Ibid., p. 1337.
5. Ibid., p. 1383.

CHAPTER 2

HISTORY OF TEACHER TRAINING WITH SPECIAL REFERENCE TO RECENT DEVELOPMENTS

1. INTRODUCTION

In this chapter definitions of training will be given, followed by a definition of teaching as a profession. Finally, attention will be focused on the history of teacher training with special reference to recent developments. An overview will also be given of the different periods during which progress with teacher training was made.

2. DEFINITIONS OF TRAINING

Today, an observant person engaged anywhere in the world of work will realise that training is widely accepted as a necessary function of administering an institution.

In recent years both the private and public sectors in South Africa have placed much emphasis on the training of its labourforce.

The Committee on Training of the Public Personnel Association¹⁾ defines 'training' as:

"the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate habits of thought and action, skill, knowledge and attitudes."

This definition emphasises that training is a process, it is never an action which is completed on a given day. The definition also emphasises that improvement is the employee's responsibility - it cannot be done to

him or for him. Finally, the definition relates to work. Only through such a limitation can public expenditures be justified.

Teaching thus defined, can be differentiated from fundamental education which is the totality of human mental development. But no clear, sharp line can be drawn between the two terms.²⁾

Because training is widely regarded as beneficial, and because training programmes are a highly visible personnel activity, public personnel administrators have spent much time assessing institutional training needs, developing training programmes and evaluating their effectiveness.³⁾

The question is, why is so much importance attached to training? The answer lies in the following:⁴⁾

"The relentless press of technology, the inexorable fact of change, the ceaseless clamour of social problems - all combine to make the adaptability and continuing preparation of the workforce ..."

A well-conceived training programme not only helps teachers improve their skills, but also inculcates them with the institution's mission and values.

Nigro and Nigro⁵⁾ in, *The new public personnel administration*, are of the opinion that:

"... training programmes of any substantial scale were started very late in government, and even now training is not a highly developed function in many public jurisdictions. However, most public employers now accept responsibility for providing at least some training, whereas formerly many did not. It has been

many years now since training officers in government were a rarity, ..."

Nigro and Nigro⁶⁾ go on to say that training is necessary to equip employees with the skills they need so that they could qualify for higher ranking jobs. They are also of the opinion that training is the very element in upward mobility programmes to establish career lines of progress for the thousands of employees in the bottom ranks who have been locked into dead-end jobs.

Herbert A. Simon⁷⁾ states that " ... training influences decisions from the inside out. That is, training prepares the member to reach satisfactory decisions himself (herself), without the need for the constant exercise of authority or advice. In this sense, training procedures are alternatives to the exercise of authority or advice as means of control over the subordinate's decisions."

No training programme should be undertaken unless a need exists.

Nevertheless, there are some basic training objectives which are so commonplace in governmental institutions that the need for them is nearly universal. In the case of teacher training, these typical objectives include the following:⁸⁾

1. To provide a student with specific skills which he either does not have or which he should improve. This is the "how-to" type of training.
2. To provide a student with information he needs in order to perform his task or to learn a higher job for which he aspires.
3. To make student attitudes more consistent with operating policies.

4. To provide students with an understanding of the objectives and programmes of the entire institution.

Trainees learn best when they are positively motivated to participate and feel the need for training on a personal level.⁹⁾

Training is most likely to succeed when it is conducted in an atmosphere of trust and support because the trainees acquire a sense of belonging.

Successful training depends on the appropriateness of the instructional methods chosen and the skill with which they are employed. The relative effectiveness of the available techniques depends on many factors, such as the substance of what is being imparted or taught and the age, experience, and other characteristics of the participants.

The training programme employed for students in training deals in the main not only with the imparting of educational material but also methodology and the use of educational aids.

Nigro and Nigro¹⁰⁾ point out that:

"(T)here are psychological dimensions to training that must be understood and taken into account for training programmes to succeed, no matter how well-planned and executed they may be from a technical standpoint. A training programme can be a significant change experience for the participants, who may perceive it as threatening, especially if it poses a change to beliefs they hold deeply or questions the way they have been doing their jobs. Those who plan training programmes should anticipate these psychological reactions ..."

Training is a vehicle of institutional and personal development. The rapid pace of social and technological change has made adaptation a

virtual necessity for both institutions and individuals to cope with the requirements of life. The days when high school or college graduates could reasonably assume that they were prepared for a life-long career or vocation are gone. People now face the prospect of a relatively continuous educational and training process throughout their lifetimes.¹¹⁾

It would be apt to conclude with Mark Twain's version of training:

"Training is everything. The peach was once a bitter almond, a cauliflower is nothing but a cabbage with a college education."¹²⁾

3. TEACHING AS A PROFESSION

Teaching is regarded as a profession simply because it is not a task that could be accomplished by any layman but a person with certain specialised skills. Not any person could stand in front of a class of pupils and deliver the goods as a trained and/or qualified teacher would.¹³⁾

In the *Funk and Wagnalls standard dictionary of the English language*¹⁴⁾ the term *profession* is defined as follows:

"an occupation that properly involves a liberal education or its equivalent, and mental rather than manual labour, especially one of the three learned professions, law, medicine or theology. Hence, any calling or occupation other than, *inter alia*, commercial and manual involving special attainments or discipline, such as, *inter alia*, editing, music, teaching, also the collective body of those following such a vocation."

It should be noted that teaching is included in the latter group on the grounds that special skills are required for practising these professions.

The shorter Oxford English dictionary on historical principles¹⁵⁾ offers a more comprehensive definition of the word *profession*, viz.,

"a vocation in which a professional knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it. Applied specifically to the three learned professions of divinity, law and medicine, also to the military profession. In a wider sense: any calling or occupation by which a person habitually earns his living. Now usually applied to an occupation considered to be socially superior to trade or handicraft but formerly, and still in vulgar (or humorous) use including these."

In his book, *Education in the United States*,¹⁶⁾ R.G. Boone gives a concise definition of profession, viz.,

"a profession in ideal represents service to the community, in method, self-forgetfulness, in force a sufficient body of co-workers to demand the loyalty of each other, in condition, a devotion of one's powers to the demands of the calling. A profession also exacts certain tests for admission to its rights and privileges."

To determine whether teaching satisfies the requirements of a true profession, the following eight universally valid criteria are applied.¹⁷⁾

1. A unique and essential service.
2. The importance of intellectual ability and knowledge of subject-matter for the practice of the profession.

3. Comprehensive autonomy or the right of self-determination for both the individual practitioner and the profession as a whole.
4. Emphasis on services rendered rather than on financial reward.
5. A comprehensive self-governing organisation for the profession.
6. A clear, unambiguous code of conduct, adapted to changing demands made on the profession.
7. A profession requires sustained in-service growth.
8. A true profession offers its every practitioner a vocation and permanent membership of that profession.

From the foregoing it could be concluded that teaching is a profession in the true sense of the word. Teaching is a profession of high calling and therefore the practitioners of the profession must possess qualities of dedication, loyalty and honesty.

4. HISTORY OF INDIAN TEACHER TRAINING WITH SPECIAL REFERENCE TO RECENT DEVELOPMENTS

1. Introduction

In the following part of this chapter the early period of educational history before 1900 will be given, followed by the earlier twentieth century period 1900 -- 1930. Finally, attention will be focused on the period between 1930 to 1985.

2. Early period of educational history before 1900

The earliest record of education among Indians is contained in the report of the *Coolie Commission* set up in 1872 to investigate the condition of immigrant Indians.¹⁸⁾

This Commission observed that only four schools were in existence and that a Reverend Stott, Superintendent of the *Coolie's Mission* had a small night school in which he was attempting to train a few Indian teachers. The Commission urged that a scheme be instituted for the training of Indian teachers in Durban.¹⁹⁾

As the Christian missions were usually the pioneers in providing Indians with education, the missionary himself was usually the teacher, teaching *the three R's* by day and training teachers by night. This teacher training, it must be borne in mind, meant selecting a few intelligent and willing men and giving them elementary education. When they had obtained a certain degree of literacy they were put in charge of classes.²⁰⁾

This early period of educational history is notorious for the fact that suitably qualified teachers could not be obtained either locally or imported from India.²¹⁾

In 1873 an *Education Commission* appointed by Lieutenant Governor Musgrave, recommended, *inter alia*, that the then *Protector of Indian Immigrants* should secure the services of efficient trained teachers from India and also to prepare young men to become teachers.²²⁾

Considering an evening school to train teachers, it was observed that these were started as early as 1868. There were 18 boys who attended this school and of these 10 were under the age of 12. It was further observed that the Reverend Stott attended three evenings a week and taught the teacher. One evening he read Sanskrit, the next evening

Persian, and the third evening he devoted to general subjects thereby indicating that religious knowledge dominated the teaching arena.²³⁾

To revert to the schools of that day, it is interesting to note that *standard four* was the upper limit for three decades or more, the reason being that the teachers themselves had not had any more than a fourth standard education, and, in the absence of any provision to train teachers to do more than that, the system could not very well support education beyond that standard.²⁴⁾

A few of the teachers who were in practice were men from Mauritius who were not properly equipped to teach, because their education was, at best, very poor and superficial and what they lacked in knowledge and teaching techniques, they made up with the cane.²⁵⁾

In order to make provision for a supply of qualified teachers, Inspector Colepepper urged the establishment of special schools for the training of teachers.²⁶⁾

The last two decades of the 19th Century saw no real progress with regard to the availability of teachers.²⁷⁾

However, it is interesting to note that at that point in time an Indian teacher at the Durban Board School, Mr Hoover, suggested that a training college be established locally.²⁸⁾

As the nineteenth century closed, it is noted that for reasons of low remuneration, low standards of education - the highest primary

school grade being Standard IV.- and lack of teacher training facilities, teachers were inadequate in number, unreliable and inefficient by present day standards.²⁹⁾

3. Early twentieth century period : 1900-1930

*The guru in retrospect*³⁰⁾ goes on to indicate that "in 1904, a teacher training institution was opened by the St. Aidan's Mission, first called the St. Aidan's Diocesan Training College, later changed to the St. Aidan's Provincial Training College. Admission to this College was, in the early stages, the Standard IV of the primary school. The training led to the Junior and Senior grade certificate examinations for Indian teachers, after a years study for each."

In September, 1904, there were 17 boys in the St Aidan's College. During the years 1904/5 the gross enrolment was 34 and the average enrolment 21.³¹⁾

This development was followed by the establishment of the Durban Training College which provided part-time training facilities for teachers already in employment. In 1905/6 this school had 17 trainees and 13 in the next year. The Durban Training College was still in existence in 1910.³²⁾

*The guru in retrospect*³³⁾ further asserts that, "It seems that by June, 1909, this College and St. Aidan's had successfully turned out 22 certificated teachers between them."

In 1909, it was ruled that all Indian assistants in Government Indian schools had to have at least the two year Junior Teachers' Certificate.³⁴⁾

The syllabuses for the Junior and Senior school grades make interesting reading, as pointed out by *The guru in retrospect*:³⁵⁾

"Junior:

English, arithmetic, dictation and writing, a written paper on school method, practical test in Black-board work, Drawing and Writing.

Practical Teaching was tested by Inspectors in the course of their duties.

Senior:

Subjects were those set for the European Pupil-Teachers' Entrance Examination, plus a written paper on school management, based on practical knowledge and the study of a text book."

What the philosophy behind the teacher training was, or what concepts of education prevailed in those days, can only be inferred from their practices.

The great dearth of teachers referred to earlier continued into the first decade of the twentieth century with the St. Aidan's Mission striving to relieve the pedagogic drought.³⁶⁾

Apart from a re-organisation of the St. Aidan's Provincial College in 1919, an attempt was made in 1918 to start a continuation class for intending teachers at the York Road School, in Pietermaritzburg, the entrance qualification for which was the Standard VI of the Government School. This restricted the entrants to pupils of the York Road School itself as other schools at the time went only as far as Standard IV.³⁷⁾

It would appear from later references that only part-time teachers' classes were attached to the York Road School. Another part-time class was established at Tongaat in 1920.³⁸⁾

4. Period 1930-1958

By 1930 it was felt that teacher training was at best a very inadequate preparation for the teaching profession. There was no training college, no training school, no corporate student life and no continuous study. The nearest approach to all these had been attendance at lectures in Durban and Pietermaritzburg, lasting from three to four and a half hours per week at the so called Training Classes conducted by the Education Department. Here the in-service teacher desiring to improve his qualifications received instruction over the week-end.³⁹⁾

The work done in the part-time classes was supplemented by Vacation Courses on various topics or subjects such as methods of teaching, subjects of the school curriculum, music, art, and physical education. The first Vacation Course was held in January, 1929. These courses not only formed part of the training for those writing examinations,

but they served as refresher courses for trained teachers.⁴⁰⁾

In 1928 a fully equipped Training College known as the Sastri Training College had been built by private Indian enterprise at a cost of £13 000 (R26 000). The first full-time teacher training classes at pre-Matriculation level were started in 1931, and in 1932 student teachers entered for the then instituted T5 and T4 Examinations.⁴¹⁾

*The guru in retrospect*⁴²⁾ further makes reference to the subjects taught at the Sastri Training College. These were:

"Professional: Psychology of Education
Principles of Education
Method of Organisation
Handicraft and Art
Physical Training
Practical Teaching
Blackboard Work
Oral English

<u>Academic:</u> English	History
Geography	Biology
Arithmetic	Physiology and Hygiene."

Another step was taken in 1935 when arrangements were made at Dartnell Crescent Indian Girls' High School to provide instruction on the academic side. For the professional training the girls attended Sastri College.⁴³⁾

In 1937, the St. Aidan's Girls School was training eight girls for the T5 Examination on Saturday mornings, but the Department of Education put a stop to this venture.⁴⁴⁾

During this time students in the training schools proper had the advantage of a full-time course in which the purely professional study was supplemented by work in the academic courses of the High School. For the teaching certificate, T 3 B, the Junior Certificate of the University of South Africa, or its equivalent, was the minimum prerequisite qualification. The students did their practice teaching in the primary schools which were around the training schools.⁴⁵⁾

1950 saw the construction of the present Springfield College of Education. Opened in the early 1950's the College prepared students for the T 3 B Teachers' Certificate.⁴⁶⁾

Later, matriculants were admitted and they were prepared for the M + 2 Examinations, (Matriculation + 2 years' training experience.) The admission requirements to this teacher training institution and the courses offered will be dealt with in Chapter 3 under the heading, Policies pertaining to teacher training.⁴⁷⁾

5. Period 1958 - 1985

Soon it was realised that training over a period of two years did not fully equip a teacher, and in 1958 the number of years of training increased to three years, known as M + 3.⁴⁸⁾

In his article, *Future Prospects in Teacher Training*,⁴⁹⁾ published in *Aurora* by the Springfield College of Education in December, 1969, the then Rector of the College, Mr A.E. Levine had this to say:.

"We are concerned, in the main, with future Teacher Training at the College but we cannot ignore what is likely to be done at other Institutions. It is anticipated that all new entrants to the College from 1970 will follow a three year course, leading to one of the following diplomas -

- (a) Primary Teachers' Diploma,
- (b) Primary Teachers' Diploma with specialisation in art, music, Handwork, or physical education.
- (c) Infant Teachers' Diploma,
- (d) Lower Secondary Teachers' Diploma"

The three year diploma had been in force from 1958 until 1984 when it was decided to phase the three year diploma out and introduce the new four-year diploma in 1985.⁵⁰⁾

It should be pointed out here that the final year M+2 students had the option of continuing to the M+3 from 1958 and in 1970 the M+3 diploma became compulsory.⁵¹⁾

Whilst the Springfield College of Education catered only for the training of teachers, in the 1970's, teacher training also commenced at the M.L. Sultan Technikon and the Faculty of Education section of the University of Durban-Westville. However, a few years later, the teacher training division at the M.L. Sultan Technikon soon closed down.⁵²⁾

The University of Durban-Westville offers a four-year diploma whilst the students also prepare for degree courses.⁵³⁾

As mentioned earlier, the new four-year diploma has been offered for the first time in 1985 at the Springfield College of Education.⁵⁴⁾ This higher education diploma offers the following: junior primary, senior primary and non-graduate diploma. It is anticipated that this new diploma will provide for greater professional and academic growth.⁵⁵⁾

The proposed new College of Education to be built in Cato Manor is a replacement college for the Springfield College of Education. It must be seen as meeting the long overdue need to modernise our teacher training facilities and the expansion of these facilities for the requirements of a four-year diploma.⁵⁶⁾

It is anticipated that the Education Faculty of the University of Durban-Westville will play a part in the functioning of this four-year diploma by recognising the final year examination courses as credits towards a degree.⁵⁷⁾

5. SUMMARY

In the period before 1900, Indian education was pioneered by Christian missions. The *Coolie Commission* set up in 1872 observed that only four schools were in existence. A feature of this early period of Indian education is that suitably qualified teachers could not be obtained either locally or imported from India.

During this period *Standard Four* was the upper limit as the teachers themselves had no more than a fourth standard education.

As the nineteenth century closed, it was observed that the standard of education was low, the highest primary school grade being Standard four.

For reasons of low remuneration, and lack of teacher training facilities, teachers were small in number, inefficient and unreliable by present day standards.

In the early twentieth century period: 1900 to 1930, a teacher training institution, the St. Aidan's Provincial Training College, was established.

This development was followed by the establishment of the Durban Training College which provided part-time training facilities for teachers already in employment. In 1918, training facilities for teachers were established at the York Road School in Pietermaritzburg. Another part-time class was established at Tongaat in 1920.

Some improvements were made between the years 1930 to 1958. Training classes were conducted by the Education Department in Durban and Pietermaritzburg. This was supplemented by Vacation courses on various topics and subjects. In 1928, a fully equipped training college, known as Sastri Training College, had been built by private Indian enterprise at a cost of £13 000.

In the early 1950's the Springfield College of Education prepared students for the T3 B Teacher's Certificate.

The three-year diploma had been in force from 1958 to 1984 when it was decided to introduce the four-year diploma in 1985. In the 1970's teacher training also commenced at the M. L. Sultan Technikon and the Faculty of Education of the University of Durban-Westville. The University of Durban-Westville offers a four-year diploma whilst the students also prepare for degree courses.

The proposed new College of Education at Cato Manor will modernise and improve teacher training facilities, and it is anticipated that the Education Faculty of the University of Durban-Westville will recognise the fourth-year examination courses as credits towards a degree.

From the foregoing, it is evident that Indian teacher training gained momentum since 1961. As the need was felt for more qualified and better-equipped teachers so the number of years of training also increased. More and better facilities for training teachers also took priority.

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CHAPTER 3POLICIES PERTAINING TO TEACHER TRAINING1. INTRODUCTION

According to Firohock¹⁾ public policy, "in its most general sense, (is) the pattern of action that resolves conflicting claims or provides incentives for co-operation." Furthermore, "within the broad term policy, two features stand out. First, policy is a social practice, not a singular or isolated event... second, policy is occasioned by the need either (1) to reconcile conflicting claims or (2) to establish incentives for collective action among those who do share goals but find it irrational to co-operate with one another."

Furthermore, public policy making in public or governmental administration is considered the responsibility of the political executive, and the political executive in turn is responsible for its actions before parliament, which exercises sovereignty on behalf of the people.²⁾

Public policy making finds expression in the passing by the legislatures of a country of laws, rules and regulations. Thus

just as in any job situation certain rules, regulations and laws lay down the requirements necessary for employment, so too the Government has laid down certain requirements for admission of students to training colleges.

It is of course, essential that specific norms and criteria must be used to obviate chaos.

This chapter focuses attention on the *Indian Education Amendment Act 1984 (Act 78 of 1984)*, together with regulations contained in *Government Regulations* and the *Handbook for Principals*. The terms of reference and recommendations of the *White Paper on the Provision of Education in the Republic of South Africa, 1983*, are outlined, followed by the introduction of the new four-year Diploma offered by the Springfield College of Education.

2. LAWS, RULES AND REGULATIONS

2.1 Indians Education Amendment Act, 1984 (Act 78 of 1984)

The principal aim of this Act is "to provide for the control of education for Indians by the Department of Education and Culture (House of Delegates) ...³⁾

The *Indians Education Amendment Act, 1984*, (Act 78 of 1984) provides that:

"As from the date of commencement of this Act education for Indians shall subject to the provisions of the said Act, be controlled by the Department in which there shall, for that purpose, be a division of Education at the head of which shall be an officer who has expert knowledge of education matters."⁴⁾

3. ADMISSION TO A TEACHER TRAINING COLLEGE

Regulations pertinent to teacher training are contained in, *inter alia*, *Government Regulations* which are amended and adapted from time to time and the *Handbook for Principals* issued to school principals by the various education departments.

3.1 Government regulation no. R359⁵⁾

The then Minister of Indian Affairs, has, through *Government Regulation No. R. 359* Dated 11 March, 1966, under and by virtue of the powers vested in him by paragraph (e) of sub-section (1) of section thirty-three of the *Indians Education Act, 1965* (Act 61 of 1965), made the following regulations:-

3.1.1 Subject to the provisions of these regulations any person may be admitted to a teachers' training college or a teachers' training course as a student if he -

(a) is at least 16 years of age on the 1st of January of the year in which the course of training is commenced;

- (b) has submitted to the Executive Director a certified copy of a certificate of registration of birth or, in the absence of such registration or in the case of inability to obtain such certificate, such other proof of date of birth as may be acceptable to the Executive Director;
- (c) has submitted proof of having obtained a certificate prescribed by the Executive Director as the minimum qualifications for admission to the course for which he wishes to enrol or any certificate recognised by the Executive Director as equivalent thereto;
- (d) has submitted a medical certificate on an approved form, indicating that his health and physical condition are satisfactory for the teaching profession;
- (e) has been recommended for admission by any person or body appointed or approved by the Executive Director for the purpose.

3.1.2 Any person desiring to undergo training as a teacher at any training college under the control of the Department, shall submit to the Executive Director on a form approved by the Executive Director his application for admission to the course for which he wishes to enrol.⁶⁾

- 3.1.3 Every applicant selected for training as a teacher shall be notified accordingly in writing by the Executive Director.
- 3.1.4 Any student attending any course at any training college under the control of the Department shall, for the first half-year of such course, be deemed to be on probation. If at the end of or during the probationary period any student is deemed by the Executive Director to be unlikely to prove suitable for the teaching profession, he may discharge such student without requiring repayment of any tuition and other fee or advance payable for the period of attendance.
- 3.1.5 The Secretary may at any time after the probationary period terminate any student's training when in his opinion the student has either failed to make the necessary progress or is unsuited to the teaching profession, in which case the Secretary may require payment of any tuition or other fee or advance payable for the period of attendance: Provided that if the Secretary is satisfied that such student's failure to make the necessary progress or his unsuitability for teaching profession is due to circumstances beyond the control of such student, he may exempt such student from the repayment of such tuition and other fee or advance.
- 3.1.6 Any woman student who marries during her course of training may be permitted to continue such course after her marriage.

3.1.7 (1) The rector of any teachers' training college under the control of the Department may suspend from attendance at such college any student if the conduct of such student is in the opinion of the rector prejudicial to such college.

(2) Immediately after the suspension of any student in terms of sub-regulation (1), the rector shall inform the parent thereof and shall submit a full report thereon to the Executive Director which shall include any explanation or statement which such student may desire to bring to the notice of the Executive Director.

(3) After receipt of a report referred to in sub-regulation (2) the Executive Director shall determine whether such student is to be expelled or allowed to return to such college and on what conditions.

(4) Any student expelled in terms of sub-regulation (3) shall be deemed to have failed to complete the course of training and shall pay tuition and other fee payable for the period of his attendance at such college.

3.1.8 Regular attendance at classes shall be required of every student for the full duration of the course taken.

3.1.9 The rector may grant any student leave of absence on account

of illness: Provided that in the case of an application for such leave for more than three consecutive days such student may be required to submit a form approved by the Executive Director a certificate issued by a registered medical practitioner.

3.1.10 The rector may grant any student leave of absence for any reason other than illness up to a maximum of three consecutive days. If leave for more than three consecutive days is required, the approval of the Executive Director shall be obtained.

3.1.11 (1) Fees for registration, tuition, examination and supply of books, as may be determined by the Minister in consultation with the Minister of Finance from time to time, shall be payable at all teacher training colleges in respect of courses actually followed at such institutions.

(2) All fees referred to in sub-regulation (1) shall be payable half-yearly in advance, or on such terms as the Executive Director may approve.

3.1.12 The Secretary may grant any student who in terms of regulations 3.1.9 and 3.1.10 is absent for half or more than half of any quarter a rebate of half the tuition fees payable for that quarter: Provided that if the period of attendance during such quarter is ten days or less, the Secretary may remit or reduce the tuition fees payable.

3.1.13 With a view to such action as the Secretary may deem necessary, the rector shall report to the Executive Director any student whose fees remain outstanding at the end of the half-year in which they become due.

3.2 Handbook for principals⁷⁾

Principals of schools are advised about admission to teacher training colleges through the *Handbook for Principals* supplied by the Division of Education of the Administration for Indian Own Affairs, Department of Education and Culture.

A closer look at the handbook in connection with teacher training, reveals the following:

Teacher training courses in Natal are offered at the University of Durban-Westville and the Springfield College of Education.

3.2.1 Application for Admission

Before a pupil applies for admission to one of the above-named institutions, the Principal must inform such pupil of the following:

- 3.2.1.1 particulars regarding the courses available;
- 3.2.1.2 qualifications necessary for admission;
- 3.2.1.3 conditions of admission (Government Notice No. R. 359) dated 11 March 1966;
- 3.2.1.4 award of bursaries (Government Notice No. R. 773) dated 21 April 1978; and
- 3.2.1.5 the specific entrance qualifications/requirements to the courses of study.

- 3.2.2 Application forms for admission to teacher training institutions are sent to high schools each year by the Department. Form A of the application form shall be handed for completion to:
- 3.2.2.1 all pupils who wish to enrol for teacher training courses and are considered by the Principal to be suitable for the teaching profession.
- 3.2.2.2 All past pupils of the school who wish to enrol for teacher training courses provided they have the minimum entrance qualifications as set down in paragraph 3.1.2.
- 3.2.3 Principals shall complete the confidential reports form (Form B) in respect of all applicants referred in subparagraphs 3.2.2.1 and 3.2.2.2.
- 3.2.4 Principals shall return completed forms A and B to the Executive Director not later than the date stipulated on the school calendar.
- 3.2.5 All applicants who meet the minimum entrance requirements as set down in paragraph 3.1.2 will be requested to appear before a selection committee. The Executive Director shall notify such applicants of the date of their interview.
- 3.2.6 Successful applicants will be notified by the Executive Director of their acceptance.

3.3 Degrees and/or Diplomas Awarded at Teacher Training Institutions

3.3.1 The following degrees are awarded in the Faculty of Education,

University of Durban-Westville: -

Bachelor of Paedagogics (Arts)

Bachelor of Paedagogics (Science)

Bachelor of Paedagogics (Commerce)

Bachelor of Paedagogics (Home Economics)

Bachelor of Paedagogics (Primary Education).

3.3.2 The following diplomas are awarded in the Faculty of Education,

University of Durban-Westville: -

University Diploma in Education (Senior Primary)

University Diploma in Education (Junior Secondary)

University Higher Diploma in Education

Diploma in School Counselling

Diploma for Teachers of the Deaf and Hard of Hearing

Diploma in Remedial Education

Diploma in Special Education

Diploma in the Teaching of Physiotherapy, and

Diploma in Resource Centre Management.

3.3.3 The following diplomas are awarded at the Springfield College of Education:

Junior Secondary Education Diploma,

Pre- and Junior Primary Education Diploma, and

Senior Primary Education Diploma.

3.4 Specific Entrance Qualifications/Requirements

3.4.1 Faculty of Education, University of Durban-Westville

The specific entrance qualifications for admission to the courses of study for the degrees and diplomas in this faculty are set out in the calendar of the University.

3.4.2 Springfield College of Education

The entrance requirements to the above college shall be as follows: -

3.4.2.1 General Requirements

A candidate must have passed the Senior Certificate Examination with:

A pass in English First Language on the Higher Grade with at least a symbol "E" and a pass in Afrikaans Second Language with at least a symbol "E" if passed on the Standard Grade and a pass in each of the three other subjects with at least a symbol "E" if passed on the Standard Grade.

3.4.2.2 Special Requirements

For a **Junior** Secondary Education Diploma Course:
Humanities Direction

At least ONE of the subjects passed (other than English First Language) must be from the Humanities Group of subjects and it must be passed with at least a symbol "E" on the Higher Grade or with a symbol "C" on the Standard Grade.

For a Junior Secondary Education Diploma

Course: Commercial Direction

At least ONE of the subjects must be passed from the Commercial Group of subjects and it must be passed with at least a symbol "E" on the Higher Grade or with at least a symbol "C" on the Standard Grade.

For a Pre- and Junior Primary Education Diploma

or a Senior Primary Education Diploma

At least ONE of the subjects passed (other than English First Language) must have been passed with at least a symbol "E" on the Higher Grade or with at least a symbol "C" on the Standard Grade.

NOTE:

As from January 1979 a candidate for admission to ANY course at a college of education must have passed a subject (other than English First Language) on the Higher Grade.

4. WHITE PAPER ON THE PROVISION OF EDUCATION IN THE REPUBLIC OF SOUTH AFRICA, 1983

4.1 Terms of Reference

In June 1980 the Cabinet requested the Human Sciences Research Council (HSRC) to conduct an in-depth investigation into all aspects of education. It was the desire of the Government that the inquiry should

provide a basis for the formulation of an education policy by means of which⁸⁾:

- " - the potential of all the inhabitants of the Republic of South Africa could be realised;
- economic growth in the Republic of South Africa could be promoted, and
- the quality of life of all the inhabitants of the Republic of South Africa could be improved."⁹⁾

To this end the Government requested that the HSRC, taking account of, *inter alia*, the present situation in education, the population composition in South African society and the resources available for education in the Republic of South Africa, make recommendations on organisational structures for the administration of education, on education infrastructures and on a programme to attain education of an equal quality for all population groups.¹⁰⁾

The Government received the Report on the HSRC investigation in July 1981 and released it in October 1981, together with an *Interim Memorandum*. The Government announced in the *Interim Memorandum* on the *Report of the Main Committee on the Human Sciences Research Council's Inquiry into Education* that it would decide on the recommendations contained in the Report after interested parties had had the opportunity of commenting on the Report and after the Government had in turn had an opportunity to consider the HSRC's recommendations and the comments carefully. It was announced at the same time that the three Ministers who were responsible for education at the time, namely,

the Ministers of Internal Affairs, of National Education, and of Education and Training, would give co-ordinated consideration to the Report, with the Minister of National Education acting as convener.¹¹⁾

In paragraph 5 of its *Interim Memorandum* the Government announced the appointment of an *Interim Education Working Party* (Education Working Party) to advise these Ministers.¹²⁾

The *Education Working Party* handed its Report to the Minister of National Education in November 1982. The Government expressed its thanks to the Chairman Professor J.P. de Lange, and to the members of the *Education Working Party* for the extensive and important task they performed within a short period.¹³⁾

The *Working Party* presented its summary of comments on the HSRC Report and its own recommendations in four parts, which covered the following subjects:¹⁴⁾

- " - Education Management in the Republic of South Africa at the first level;
- Education Management at the second level;
- Provision of Education."

The Government stated in its *Interim Memorandum* that its consideration of the findings and recommendations contained in the HSRC Report it would concentrate mainly on improving the quality of education in the Republic of South Africa still further and providing education of equal quality for all population groups. With this aim in view the Government considered the recommendations contained in the HSRC Report,

comments on them, and the advice of the *Interim Education Working Party* and, as it undertook to do in October 1981, compiled this White Paper, in which its views and decisions regarding most of the recommendations were set forth.

4.2 Recommendations by the education working party

The *Education Working Party* made the following recommendations on the broad field of teacher training in paragraph 4.15 of its Report:¹⁵⁾

4.2.1 Introduction

"No other single factor is as decisive in determining the quality of education in a country as the quality of the corps of teachers, lecturers and instructors."¹⁶⁾

4.2.2 Recruitment and selection

"(a) A recruitment and selection programme should be implemented by each education authority as standard practice .

(b) As an immediate service to the education authorities the future South African Council for Education, in collaboration with the profession and employers in education and on the basis of existing research, experience and insights, should draw up a broad model for a recruitment and selection programme and, in due course, refine it through research.

(c) Each education authority, using the model programme as a guide-line, should draw up and implement its own programmes with its own particular contents and emphases."¹⁷⁾

4.2.3 Training

- "(a) There is an urgent need for training institutions that are geographically and demographically well placed (location will partly determine the recruitment potential).
- (b) The physical facilities should be provided on the basis of national norms to guarantee equal quality.
- (c) The erection of the facilities should be programmed with a view to:
 - (i) upgrading existing facilities that are below standard;
 - (ii) eliminating backlogs; and
 - (iii) keeping up with the projected needs.
- (d) Training for the needs of special education should receive immediate and systematic attention in regard to course and facilities.
- (e) The urgent need for technical and other forms of general formative preparatory career education and the need for more teachers in these fields can be met only if statutory provision is made for technikons to be able to train teachers. This will mean, on the one hand, that the fields in which the technikons have to train teachers will have to be determined and, on the other hand, that guidelines will have to be laid down for orderly co-operation between universities, teacher training colleges and technikons. The autonomous

status of these institutions will have to be comparable for this to be possible.

- (f) In all teacher training, the people responsible for the professional training of education students should have qualifications in Education.
- (g) Requirements in terms of academic and professional training and also actual teaching experience for teacher trainers involved in the professional training of education students should be determined and defined.
- (h) There is a need for the co-ordinated evaluation and recognition of qualifications at the national level. The appellation of certificates should also be co-ordinated at the national level.
- (i) The aim in training should be an effective balance between academic, professional and practical, vocationally oriented components. In particular, the teaching and acquisition of classroom skills and teaching practice should be given their rightful place in teacher training.
- (j) An investigation should be conducted in teacher training into the desirability of appropriate academic and other subject matter that is relevant to the work of teachers. Standards should be co-ordinated in such a way that the foundations are

are laid for continuing training.

- (k) Grade 12 or an equivalent qualification should be the minimum requirement for admission to teacher training.
- (l) The minimum duration of training should be extended to three years. The position of people with fewer years of training should be safeguarded as far as possible.
- (m) The desirability of instituting an internship under the guidance of an accredited tutor teacher as an integral part of teacher training and a probationary period for beginner teachers before registration merits careful study.
- (n) Systematic and co-ordinated research and development in respect of teacher training (including recruitment and selection) should be undertaken on a continuous basis.
- (o) The proposed South African Council for Education should play a key role through a committee for teacher training in the planning and co-ordination of teacher training."¹⁸⁾

4.2.4 Continuing training

- "(a) Facilities for continuing training should be carefully planned so as to be easily accessible and also accessible through distance teaching.

- (b) Criteria for all continuing training courses should be uniform with a view to control over standards and the acquisition of certificates.
- (c) There should be facilities for continuing training for incumbents of all types of teaching posts.
- (d) The training of teacher trainers is an important aspect of the training and continuing training of teachers and attention should therefore be given to equipping teacher trainers for their role in continuing training.
- (e) Apart from continuing training aimed at acquiring higher qualifications, constant in-service training is of critical importance."¹⁹⁾

4.2.5 Conditions of employment and working conditions

- "(a) Conditions of service should satisfy professional requirements so that:
 - (i) the profession is made attractive enough for enough promising young people; and
 - (ii) more teaching staff is retained by creating circumstances that will satisfy the teaching corps and keep teachers happy.
- (b) These conditions should be commensurate with the specialised training and service of teachers.

- (c) They should enable teachers to satisfy the demand for continuing professional growth.
- (d) Adequate opportunities for promotion should be created.
- (e) Good physical circumstances should be created, and this includes the availability of the necessary apparatus and aids.
- (f) In accordance with the model of the *Committee for Educational Structures* (CES) and the *Research Committee for Educational Structures* (RCES), inputs should be obtained from all groups of teachers in the light of the accepted principle of equal conditions of service.
- (g) The teaching profession should have statutorily determined ways to negotiate conditions of employment."²⁰⁾

4.2.6 Decision by the Central Government.

- "(a) The Government views the various recommendations regarding the training of teachers in a favourable light. It is well aware that no programme of educational renewal and educational improvement can succeed unless there is a corps of adequately trained and well-motivated teachers to devote themselves to the task. The Government is therefore of the opinion that the *South African Council for Education* which is to be founded, the executive

departments and bodies involved in teacher training such as the universities, training colleges and technicians should co-operate in the planning and co-ordination of teacher training. The organised teaching profession should also be given a say in the planning of teacher training.

- (b) The Government considers it essential for various reasons that the different qualifications accepted for employment in the education of all population groups should be of a uniform standard and expects that those concerned should make this a matter of priority. Here attention is drawn to the Government's decision on a statutory certifying council and a central registering body and teachers' professional councils.
- (c) The Government also endorses the recommendations that a Standard 10 or equivalent qualification should be the minimum requirements for admission to teacher training and that the minimum duration of training should be set at three years.

All education departments already require that students presenting themselves for training as teachers should have at least a Standard 10 certificate. The Department of Education and Training and the Department of Education and Culture (House of Representatives) have made this

requirement only since beginning of 1980. There are therefore still students undergoing training at present who do not have this qualification for admission.

With regard to the duration of teachers' training courses, the minimum duration of all courses for the initial training of teachers by all education departments is already three years.

- (d) Regarding the recommendation that legal provision be made for technikons to train teachers, it should be pointed out that in terms of the *Advanced Technical Education Amendment Act, 1983 (Act 84 of 1983)* the technikons that serve mainly Whites are already able to train teachers in co-operation with universities. In the case of all the other groups the facilities of the technikons concerned can be used in the training of teachers at present.

The Government reiterates that it supports the principle that the training of teachers at colleges of education and technikons should take place in co-operation with universities. The Government is also in favour of the extension of teacher training at technikons for specialised subjects, as for example, in the technical fields, where there are shortages of qualified teachers and where

technikons are eminently suited, in view of their infra-structure and expertise, to make a significant contribution to the development of the country."²¹)

(e) With regard to the recommendation on a structure for negotiation on conditions of service, the Government made the following decision:

- "i) In terms of the new Constitution the determination of salaries and conditions of service, i.e. remuneration, posts and career structures, for educators in all education departments will have to be dealt with as a general matter.
- ii) The Government is of the opinion that this is a specialised function and has therefore decided that the *Committee on Education Structures* (CES) and its *Research Committee on Education Structures* (RECES) will advise the Minister responsible for general educational matters under the new constitutional dispensation with regard to remuneration, posts and career structures for educators up to the highest level in education.

With this aim in view, the powers and composition of CES and RECES have already been adapted, although at present advice is still given to the three Ministers jointly responsible for education. Both committees, CES and RECES, will be constituted by the Minister responsible for general educational matters, in co-operation with the various education Ministers.

- iii) However, the *Universities and Technikons Advisory Council* and the *South African Council for Education* could also provide inputs on remuneration and posts and career structures for educators.

iv) The data base whose establishment is recommended in the Report by the *Education Working Party* has already been established for educators in the service of the provincial departments, the Department of National Education and the autonomous institutions connected with the Department of National Education, and a set of rules for its use by interested bodies has already been approved by the Minister of National Education. It will be further expanded with a view to the extended responsibility of the abovementioned *Committee on Education Structures (CES)*.²²⁾

5. NEW FOUR-YEAR DIPLOMA

A compulsory four-year higher education diploma is offered for the first time at the Springfield College of Education with effect from 1985.

The three-year diploma would now be phased out.

The following concluding remarks were made by the Rector, Dr G.K. Nair, of the Springfield College of Education at its graduation ceremony, as appeared in the *Sunday Tribune Herald* of 2 December 1984.

"Students who are admitted into the first year in 1985 will have to do a higher education diploma in one of three fields - junior primary, senior primary and non-graduate diploma.

The four-year diplomas will provide for greater professional and academic growth at the college.

Independent reading on the part of students and more extensive researching and publication on the part of lecturing staff will give an impetus to that drive for higher professionalism".²³⁾

6. SUMMARY

To keep pace with modern trends, there is need for policies to be constantly reviewed and adapted in order to fulfil the aspirations of the teaching corps. Therefore, the regulations regarding teacher training contained in *Government Regulations* are amended and adapted from time to time. Parliament also passes new acts when necessary, for example, the *Indians Education Amendment Act, 1984* (Act 78 of 1984). The principal aim of this Act was to hand over control of Indian Education to the Department of Education and Culture (House of Delegates). The regulations governing admission to a teacher training college are set out in *Government Regulation No. R359* and the *Handbook for Principals*. This handbook is issued to school principals by the education department.

Intensive research into all aspects of education is an integral part of policy - making. In this regard the Cabinet requested the Human Sciences Research Council to conduct an intensive investigation into all aspects of education in June 1980. This was to provide a basis for the formulation of an education policy. The findings and recommendations of the Human Sciences Research Council appear in the *White Paper on the Provision of Education in the Republic of South Africa*, 1983.

The aims of such research are to see that the potential of individuals could be realised, economic growth promoted and the quality of life of all South Africans improved.

The quality of education in a country is determined by the quality of the corps of teachers, lecturers and instructors.

To this end, therefore, a well formulated policy for the training of teachers is a prerequisite.

The present policy adopted in teacher training together with the recommendations of the *White Paper on the Provision of Education in the Republic of South Africa*, 1983 should add an impetus to teacher training in the future.

7. REFERENCES AND FOOTNOTES

1. Frolock, F.M. : Public policy : Scope and Logic, Prentice-Hall, New Jersey, 1979, p. 11. For more detailed information on political and administrative policies as well as the kinds of levels of policy and the policy-making process, compare Coetzee, W.A.J.: "Political" realities in South Africa", Journal of the University of Durban-Westville, vol. 3, no. 3, Durban, 1980, pp. 163-169.
2. Compare Adaniolekun, L. : Public administration : A Nigerian and comparative perspective, Longman, London, 1983, p. 146 and Cloete, J.J.N. : Introduction to public administration, second edition, J.L. van Schaik, Pretoria, 1984, chapter 3.
3. Indians Education Amendment Act, 1984, (Act 78 of 1984).
4. Loc. cit.
5. The writer has borrowed extensively from Government Notice no. R359, dated 11 March 1966.
6. See annexure 1.
7. The writer borrowed extensively from the Handbook for Principals issued to school principals by the Department of Education and Culture (House of Delegates).
8. Republic of South Africa : White paper on the provision of education in the Republic of South Africa, Government Printer, Pretoria, 1983, p. 1.
9. Loc. cit.
10. Loc. cit.
11. Loc. cit.
12. Loc. cit.
13. Loc. cit.
14. Loc. cit.
15. Ibid., p. 41
16. Loc. cit.
17. Loc. cit.

18. Ibid., pp. 41-42.
19. Loc. cit.
20. Ibid., pp. 42-43.
21. Ibid., p. 43.
22. Ibid., pp. 8-9.
23. The Sunday Tribune Herald, 2 December 1984, p. 14, column 2.

8. ANNEXURE

1. Application form for teacher education courses.

APPLICATION FORM FOR TEACHER EDUCATION COURSES

PSB 5

9/39/7/2

DEPARTMENT OF INTERNAL AFFAIRS
DIVISION OF INDIAN EDUCATION

TEACHER EDUCATION COURSES -
APPLICATION FORM

See Remarks and General Procedure -
(Paragraph 7)

FOR DEPARTMENTAL USE	
INSTIT.	COMP. OR MANUAL
COURSE	
PASS	
ENG.	
PR. ASS.	

PART A

(Indicate with a cross (x) where applicable)

APPLICANT'S PARTICULARS

.1 Surname : _____

.2 First Name(s) : _____

.3 Date of Birth : _____ 1.4 Sex: ☐ MALE ☐ FEMALE

.5 Identity No. : _____ 1.6 Race: _____

.7 Marital Status: ☐ Single ☐ Married ☐ Widowed ☐ Divorced

.8 Are you a South African Citizen ? ☐ Yes ☐ No

.9 Postal Address : _____ Postal Code :

.10 Telephone No.: _____

.11 Teaching experience, if any: _____ years. Ref. No.

.12 Parent's/Guardian's Full name and address: _____

.13 Father's Occupation : _____

Where employed : _____

PARTICULARS IN REGARD TO EXAMINATIONS

.1 School attended : _____

.2 Examination No. :

.3 Year of Examination : _____

.4 Qualifying examination passed or entered :

4.1 Senior Certificate ☐ Senior Certificate with Matriculation Exemption ☐

4.2 Subjects Offered	Grade	*Symbols	For Departmental Use
1.			
2.			
3.			
4.			
5.			
6.			

*Symbols

To be filled in by applicants who have already
passed the examination.

- .3 If you have already passed the examination you must -
- .3.1 attach a certified copy of your Senior Certificate to this form;
- .3.2 indicate whether you have entered to re-write any subject.

2.5 POST MATRICULATION QUALIFICATION:

2.5.1 Name of degree or qualification: _____

2.5.2 Specify with a cross (x) in the appropriate square whether you have -

obtained full degree

part degree

currently entered

2.5.3 Subjects passed : _____

2.5.4 Subjects currently entered for : _____

2.5.5 Institution attended/provided tuition : _____

2.6 Were you accepted for admission to a teacher education course previously?

YES

NO

If yes, in which year?

Reg. No.

Reasons for withdrawing from the course: _____

Were you in receipt of a State bursary?

YES

NO

If yes, have you repaid your bursary debt in full?

YES

NO

3. INSTITUTION APPLICANT WISHES TO ATTENDIndicate hereunder, in order of preference by inserting the numbers 1 to 3, the institution you wish to attend :

Springfield College of Education

Transvaal College of Education, Laudium

University of Durban-Westville

4. COURSE FOR WHICH APPLICANT DESIRES TO ENROLMake a choice of two courses and indicate the order of preference by inserting the numbers 1 and 2 against the courses specified.4.1 At Springfield/Transvaal College of Education

4.1.1 Higher Education Diploma (Pre & Junior Primary)

4.1.2 Higher Education Diploma (Senior Primary)

4.1.3 Higher Diploma in Education (Non-Graduate)

N.B. These may be of 3 or 4 years duration

4.2 At University of Durban-Westville4.2.1 The degree of Bachelor of Paedagogics: ☐

(A four year post Matriculation course in one of the following directions). Make a cross (x) against intended direction of study.

Arts ☐Science ☐Commerce ☐Home
Economics ☐Primary
Education ☐4.2.2 University Higher Diploma in Education
(One year post degree course) ☐5. FINANCIAL ASSISTANCE

Do you require a bursary ? Indicate with a cross (x)

YES ☐ NO ☐6. HOSTEL:

(For students at the Springfield and Transvaal Colleges only)

Hostel accommodation for students at the Springfield and Transvaal Colleges of Education is available for which the fee will be approximately R860 per annum. Indicate with a cross (x) in the appropriate square whether you will require accommodation in the hostel.

YES ☐ NO ☐

If yes indicate the hostel : Springfield College ☐
Transvaal College ☐

N.B. This is not an application for hostel accommodation but merely an indication.

SIGNATURE OF APPLICANTDATE7. REMARKS AND GENERAL PROCEDURE

- 7.1 Particulars regarding the courses available, qualifications necessary for admission, the conditions of admission and the award of bursaries are obtainable from school principals.
- 7.2 The application form (Part A) which must be completed in every detail must be handed to the principal of the school last attended.
- 7.3 Family names, forenames and date of birth must correspond with those reflected on the applicant's Identity Document.
- 7.4 Admission to a teacher education institution and the granting of a bursary are subject to the relevant regulations.
- 7.5 Notification for interview will be sent to applicant on receipt of the results of the qualifying examination.
- 7.6 Applicants who have already passed the Senior Certificate examination must attach a certified true copy of such certificate to this form. The original certificate must not be submitted. No other documents should be submitted with this application.

PART BCONFIDENTIAL REPORT BY PRINCIPAL OF SCHOOL

Principals must forward the completed form to the Director of Indian Education, Private Bag X54323, Durban, 4000, so as to reach him on or before 31 October of the year preceding that for which admission is sought.

2. Principals are required to make considered and candid statements of their opinions on the applicants as prospective teachers.

3. Under no circumstances should this report be shown or the contents thereof divulged to the applicant.

Principal's assessment of applicant (Use symbols As indicated in circular minute)

6. Academic Assessment of Student.

	ATTRIBUTES	SYMBOL
.1	Character and Personality	
.2	Dependability	
.3	Initiative	
.4	Relationship with others	
.5	Attitude to School Work	
.6	Vigour and Forcefulness	
.7	Presentability	
.8	Command of Language	
.9	Interest and Proficiency in Games/Sport	
.10	Contribution to life of School	
.11	School Attendance	

SUBJECTS	% OBTAINED IN LAST EXA

PROGNOSTIC ASSESSMENT

Indicate by means of the letters, A to E, your general or overall opinion of the applicant. Write in the space provided below the letter which represents the assessment which best describes the applicant's probable worth as a future teacher, bearing in mind the course for which he has applied :

Insert Symbol

Applicant's I.Q. score : Verbal

Non-Verbal

Total

7. If unsuitable for the teaching profession, please state reasons

8. Any other helpful information

9. Principals are required to ensure that, if applicable, -

9.1 the computer advice (annexure) is completed; and

9.2 a certified copy of the Senior Certificate as specified in PART A, Paragraphs 2.4.3.1 and 7.6, is attached to this application.

SIGNATURE OF PRINCIPAL

DATE

SCHOOL STAMP

DEPARTMENT OF INTERNAL AFFAIRS
DIVISION OF INDIAN EDUCATION

TEACHER EDUCATION COURSES : ADMISSION - 1985

Principals must complete the computer advice appended hereunder in respect of all pupils who are writing the FULL senior certificate examinations at the end of the year preceding that for which admission is sought. This advice should not be completed in respect of applicants who have already passed the senior certificate examination.

COMPUTER ADVICE

--	--	--	--	--

EXAMINATION NUMBER OF APPLICANT

--	--

CENTRE WHERE TRAINING IS DESIRED (FIRST CHOICE ONLY)

- 01 : UNIVERSITY OF DURBAN-WESTVILLE
02 : SPRINGFIELD COLLEGE
03 : TRANSVAAL COLLEGE

--

PRINCIPAL'S ASSESSMENT OF APPLICANT (A; B; C; D; OR E)

--	--	--

I.Q. TEST RESULT (IF I.Q. IS LESS THAN 100, THE FIRST BLOCK MUST BE COMPLETED BY INSERTING "0")

SIGNATURE OF PRINCIPAL

DATE

SCHOOL :

CHAPTER 4

FINANCING OF TEACHER TRAINING INSTITUTIONS AND TRAINEE TEACHERS WITH SPECIAL REFERENCE TO THE SPRINGFIELD COLLEGE OF EDUCATION

1. INTRODUCTION

A State institution can commence with an activity only after money has been appropriated to provide a specific product or service. When the Government decides that money can be spent on a matter, it is a clear indication that it is the policy of the Government that the matter should be dealt with by the institutions of the State designated therefore; e.g. if money is provided to a State department to educate the people, it is an acknowledgement by the Government that education will be provided by the State.¹⁾ Therefore, for any institution to function, it needs finance. Training colleges for the training of teachers require funds in order to carry out their operations.

This Chapter deals in the main with the provisions of the *Indians Education Act, 1984* (Act 78 of 1984) that deal with financing; a brief review of education finance in general followed by financing for Indian Education. The pertinent aspects of the White Paper on the Provision of Education in the Republic of South Africa, 1983, are dealt with and an in-depth study of the financing of the Springfield College of Education and bursaries awarded to trainee teachers follow.

2. INDIANS EDUCATION ACT, 1984 (ACT 78 of 1984)

The following extracts pertinent to Indian Education finance in general are outlined below:

2.1 Establishment, Erection and Maintenance of Schools

"The Minister may, in consultation with the Minister of Finance and out of money appropriated by Parliament for the purpose -

- (a) establish, erect and maintain colleges of education, secondary schools, primary schools, agricultural schools, pre-primary schools and homes;
- (b) establish and maintain part-time classes;
- (c) establish, erect and maintain hostels, teachers' quarters, school clinics and any other accessories with State schools."²⁾

2.2 Award of Grants-in-Aid or Subsidies and Loans in Respect of Schools and Hostels

"... the Minister may out of moneys appropriated by Parliament for the purpose, award grants-in-aid or subsidies and loans to the governing body of any school, including any pre-primary school, or of a hostel used in connection with such school."³⁾

2.3 Financial and Other Assistance to Pupils at Certain Schools

"The Minister may out of moneys appropriated by Parliament for the purpose and on such basis and subject to such conditions as he may in consultation with the Minister of Finance determine, grant financial or other material assistance or both financial and other material assistance to a pupil at a state school or a state-aided school."⁴⁾

3. EDUCATION FINANCE IN GENERAL

Parliament makes in its annual budget,⁵⁾ *inter alia*, moneys available for education of all population groups in the Republic of South Africa. As it is Government's obligation to do so, these moneys are entrusted to the Ministry of National Education. The moneys may be used for all aspects of education as outlined by the various Acts of Parliament.

4. FINANCING FOR INDIAN EDUCATION

The Minister of National Education appropriates these moneys to the various Education Departments in the Republic of South Africa. Indian Education is financed from these funds.

The funds received for Indian Education are applied in the various ways as outlined in 3 above.

5. WHITE PAPER ON THE PROVISION OF EDUCATION IN THE REPUBLIC OF SOUTH AFRICA 1983

5.1 Introduction

"(a) There are at present great differences between the four main population groups in regard to participating in education facilities and the provision of such facilities.

(b) The recommendations that follow should be seen in the light of the ideal of parity and of the realisation that if parity is not achieved in the shortest possible time stability, justice and the economic prosperity of the country will not be served.

- (c) The recommendations imply that a larger percentage of the national budget will have to be spent on education than at present."⁶⁾

5.2 Recommendations

- "(a) The aim should be to attain parity in central government expenditure on education, on the basis of the uniform norms recommended below, over the shortest possible time allowed by budgetary, manpower and economic constraints. With a view to this, each education authority should, immediately these recommendations have been accepted by the Government submit its annual budgetary requests on the basis of a programme aimed at achieving parity over specified periods of time. These requests should be co-ordinated by a central education authority.
- (b) In addition to the budgetary provisions required to carry out recommendation (a), specific budgetary provision should be made for the elimination, over as short a period as budgetary, manpower and other economic constraints permit, of the existing backlogs in regard to factors such as the quantity and quality of school buildings, the qualifications of teachers, pupil-teacher ratios and teachers' salaries. (The backlogs should be determined in the light of the norms recommended below).
- (c) Financially realistic norms for the provision of a functionally adequate quality of education, irrespective

of race, colour, creed or sex, should be formulated and revised from time to time by a central education authority and should be used as the basis for central government financing of education for the entire population.

- (d) When consideration is given to renewal in education or to any other proposals that may have certain implications for the central government's financing of education, the full financial implications for the entire educational system should be taken into account.
- (e) A reliable statistical base that is comparable in regard to the various population groups should be developed urgently to make it possible for a central education authority to monitor the progress towards parity in spending on education from year to year.
- (f) Differentiation in the quality of the education provided, in addition to the norms recommended in (c), should be financed by the local educational communities from their own sources. Nevertheless, to the extent that budgetary restrictions allow, funds should be made available from central government sources to help communities with particularly inadequate sources of revenue of their own to provide services and facilities over and above the established norms.

- (g) Wherever possible, scarce educational resources such as teachers with qualifications in scarce subjects, laboratories and media facilities, sports facilities, etc., should be shared by educational institutions to ensure that they are used to the best advantage.
- (h) In the approval of Government expenditure for the introduction of new educational aids, equipment and technology, preference should be given to innovations that will lead to better utilisation of the scarce educational resources such as qualified teachers and buildings.
- (i) For as long as limited means make it impossible for large numbers of potential pupils/students to be accommodated within the formal educational system, ways should be found to provide them with elementary, functional educational services.
- (j) Government assistance should be given to private schools, which can be registered for this purpose, on a similar basis as that recommended in (c) and (f) above.
- (k) In formulating the norms recommended in (c), the financial implications, the application of those norms may have for the independent states that were formerly a part of the Republic of South Africa should be taken into account.
- (l) An investigation should be conducted into the financing of the tertiary education sector with a view to laying down

a sound and equal basis in accordance with standardised norms for the funding of educational institutions at this level. The investigation should be aimed at ensuring the optimum utilisation of the manpower potential in the Republic of South Africa."⁷⁾

5.3 Education Decision by the Government

"(a) The Government is in general agreement with the recommendations on free education. With regard to the education of Whites, section 2(1)(e) of the *National Education Policy Act*, 1967 (Act 39 of 1967), was amended in 1982. This section now provides that education may be provided to pupils whose parents reside in the Republic or are South African citizens (other than such categories of pre-primary, primary and secondary pupils as the Minister may determine, pupils receiving instruction on a part-time basis and apprentices) in schools maintained, managed and controlled by departments of State (including a provincial administration). In this way the Government has put beyond all doubt the fact that education need not be free, but may be free.

(b) The *Interim Education Working Party* recommended that "... financially realistic norms for the provision of a functionally adequate quality of education, irrespective of race, colour, creed or sex ..." should be formulated and revised from time to time. These norms should be used as a basis for the financing of education of all

population groups by the central Government. The Government finds this recommendation acceptable, bearing in mind Principle 1, in terms of which equal opportunities for education, including equal standards in education, for every inhabitant should be the purposeful endeavour of the State. Instructions have therefore already been given for an investigation into the designing of a subsidy formula in terms of which the financial responsibility of the central Government towards executive education departments can be calculated.

The new Constitution authorises the own authority of each population group to supplement the financial resources available for own education by means of levies. The Government has given instructions that, under direction of the Department of National Education, an interdepartmental investigation into system of additional direct financial support by parents for the education of their children should be launched, with the proviso that there should be no impairment of the educational opportunities of the children of needy parents.

The Government is also willing, after the necessary consultation with all interested persons and bodies has taken place, to make provision for levies to be collected at the local level in order to supplement the financial resources of schools for certain purposes.

- (c) With regard to the financing of education, the Government supports the recommendations taking account of the decisions enumerated below.

The Government reiterates the point made in the Interim Memorandum, namely, that it is concentrating on improving the quality of education in the Republic of South Africa still further with the object of creating equal opportunities for education and equal standards in education for all population groups, as is implied by the acceptance of Principle 1 of this White Paper. The Government is endeavouring, in so far as this aim can be achieved by the improved provision of resources, to apply for this purpose whatever resources the country is able to channel to education.

The Government considers it significant that whereas it requested the HSRC to inquire into "a programme for making available education of the *same quality* for all population groups." the HSRC report proposes the following in Principle 1 as a goal to be achieved by the State: "Equal opportunities for education, including equal standards in education, for every inhabitant."

It therefore appears that the State can be expected to ensure that there are equal opportunities and equal standards for all, although it will depend on the community concerned to what extent education of all

of an equal quality does in fact develop from this basis.

- (d) The Government wishes to state unequivocally that while it is well aware of the need in the short and medium term to allocate an even larger share of the national budget to education, it must be understood that education is only one of the numerous urgent needs existing in the national economy. In allocating funds from the central budget to a variety of services it is necessary to strike a balance between the claims on Government funds made by a variety of other important and urgent needs-some of which play a critical supporting part in attempts to achieve equal opportunities in the provision of education. In determining the degree of priority that should be attached to education the Government must take note of the place and role of education within the total context of public services that have to be rendered in the public interest.

- (e) The Government will also have to maintain a balance between the provision of education for Blacks outside the national states and provision for those within the national states. Furthermore, there should be the same balance between educational services in the national and in the independant states.

- (f) The Government wishes to emphasise that the backlogs and inequalities that still exist in the provision of education for various groups should be evaluated in their historical context. During the fifties and sixties the Government started an energetic and imaginative programme for the provision of education for the Black peoples and for the Coloured and Indian population groups. A large and capable work force was recruited from provincial education departments for this purpose, Government funds were provided on a more generous scale and great success was achieved in several fields. Despite the great success achieved within a relatively short time with the establishment of full-fledged systems of education for the above-mentioned peoples and population groups, there are still problems and shortcomings which the Government is making every effort to rectify, within the restrictions imposed by the economic capability of the country and the availability of manpower. It should be understood that if the Government were to permit the existing educational standards on which sustained economic and social development depend to be lowered in this process, it would frustrate the aims of economic progress and national stability, and so prejudice the welfare of all inhabitants of South Africa. The making good of shortcomings and the attainment of the ideal of equal educational opportunities for all have to be accompanied by the maintenance of the quality already achieved in certain

sectors of education. Only the maintenance of the balance between what has already been achieved, as an essential base for South Africa's current development, and what is being pursued in order to broaden this base, so that all population groups can contribute significantly to the development of the country, will ensure that the expansion of education to which the Government has committed itself takes place in an orderly manner and in the interests of South Africa and all its inhabitants.

- (g) The Government is already engaged in an investigation into a co-ordinated policy for the recognition of and the granting of financial support to private schools by the executive education departments concerned.
- (h) With regard to the recommendation on the financing of the tertiary educational sector, the *Universities' Advisory Council* has already completed an investigation into a revised subsidy formula for universities that will lay less emphasis on student numbers as such. Attention is also being given to the inclusion, with the necessary adjustments, of all universities in this formula. A subsidy formula for technikons has already been designed and will be adapted to the basic formula for universities. The new legislation relating to a *Universities and Technikons Advisory Council* ensures that the ministers responsible will in future receive

authoritative advice giving them co-ordinated overview of the development and the financing of universities and technikons for each population group in the Republic of South Africa."⁸⁾

6. FINANCING OF THE SPRINGFIELD COLLEGE OF EDUCATION

6.1 Introduction

According to Mr S. Govindsamy⁹⁾ of the Tertiary Education Section of the Department of Education and Culture (House of Delegates), the Springfield College of Education, usually prepares a budget forecasting for a period of five years. Draft estimates are then prepared and if there are changes between the forecast and the draft then a motivation has to be submitted. Wherever the figures are given they represent figures for 1984. Where figures are not included, they are not static and are subject to change.

The Springfield College of Education makes provision for fifteen items on its budget.

6.1.1 Subsistence Allowance for College Staff

This allowance is paid to academic staff to attend, *inter alia*, meetings, seminars, orientation courses which have a direct bearing on their academic work. The State makes provision for this payment.

6.1.2 Subsistence Transfers

Provision is made for abnormal living expenses and actual expenditure incurred by academic staff as a result of transfers to other centres. This includes accomodation and/or transport of household furniture. Provision is made by the State to meet this expenditure.

6.1.3 Private Motor Transport

The State makes provision for the payment of an allowance for the use of private motor vehicles by academic staff who go out to schools to supervise the work of students on practice teaching. The academic staff make their claims per kilometer travelled.

6.1.4 Transport of Students

Provision is also made in the case of the Springfield College of Education for the transport of students to and from the Springfield College of Education and its annexe. The annexe to the Springfield College of Education is a primary school in Clare Estate which is used because of a shortage of accomodation. This payment to a private bus operator is made by the School Development Section.

6.1.5 Telephone Services

Provision is made for the use of the telephones for college use and this payment also is made by the School Development Section. The State makes the payment to the Postmaster as accounts are tendered.

6.1.6 Diploma Ceremony

An amount of R1 500 is provided for by the State to cover expenditure incurred during the College's Diploma ceremony.

Any amount incurred over and above R1 500 is met by the college's own funds.

6.1.7 Library Books

The State makes an allowance of R16,60 per capita (that is, per student) per annum for the purchase of library books.

6.1.8 Domestic Supplies

Domestic supplies, *inter alia*, towels, dishcloths, soap are supplied by the State. A per capita allowance of R29,00 per student per annum is allocated.

6.1.9 Foodstuffs

The State makes provision of R710 per student as an allowance for foodstuffs. This is in respect of pupils who are accommodated during the academic year in the college hostels.

6.1.10 College Supplies

A per capita amount of R66,40 per student is provided for, for the purchase of, *inter alia*, stationery and for the general running of the college.

6.1.11 Cleaning Services

The maintenance and cleaning services are carried out by a contractor to whom the Department awards the contract. The cost of maintenance and cleaning is dealt with between the Department and the contractor.

6.1.12 Uniform and Protective Clothing

Uniform and protective clothing for, *inter alia*, laboratory assistants, lecturers of art and industrial arts, and kitchen staff is supplied by the State. An allowance of R500 per annum is made for this purpose.

6.1.13 Student's Laundry

A per capita amount of R98,00 per hostel student is allowed for students' laundry. The State makes provision for this.

6.1.14 Furniture and Equipment

The State makes allowances for the following:-

- (1) Lecturing aids for students and lecturing staff at R35 per capita per student.
- (2) A fixed allocation of R10 000 for the teachers' resource centre.
- (3) Replacement for items in the kitchens are also budgetted for.

- (4) Office requirements, *inter alia*, fans, administrative staff furniture are also provided for.
- (5) Computers for use by students are to be budgetted for in the future.
- (6) An allowance by the State is to be made for the introduction of the new M + 4 course in 1985.

6.1.15 Computer Services

An allowance of R65 000 was made for computer services for administrative staff for the 1984/85 financial year. A further amount for, *inter alia*, equipment for the computers has to be budgetted for.

7. BURSARIES

7.1 Introduction

The State makes provision for the awarding of bursaries to successful candidates for the purpose of teacher training.

7.2 Government Notice¹⁰⁾ No. R773 dated 21 April 1978

In *Government Notice No. R. 773* dated 21 April 1978 the former Executive Committee of the former South African Indian Council has, in terms of section 33 (1) (p) of the *Indian Education Act, 1965* (Act 61 of 1965), read with section 10 A (4) of the *South African Indian Council Act, 1968* (Act 31 of 1968), and *Government Notice 7 of 2 January 1976*, repealed the regulations

promulgated by Government Notice R. 1284 of 26 August 1966 and Government Notice R. 470 of 26 March 1970, and has made *inter alia*, the following regulations concerning granting of bursaries to students in training colleges.

- i) Subject to these regulations, the Secretary may annually grant bursaries to students, in amounts as determined by the present House of Delegates in consultation with the Minister of Finance, to enable them to take the course mentioned in regulation iii.
- ii) Bursaries may be granted by the Secretary to students for different courses with due regard to the need for trained teachers.
- iii) A bursary may be granted to enable a person to take a course of training at -
 - (a) a training college under the control of the Department, or
 - (b) a University or University College or technikon, college or other institution.
- iv) The granting of a bursary shall be subject to the following conditions:
 - (a) The successful applicant shall be a citizen of

the Republic of South Africa.

- (b) The successful applicant shall be in possession of the entrance qualifications for the course for which the bursary is available.
- (c) The successful applicant shall submit a certificate of satisfactory health: Provided that the Secretary may at any time during the course require a student to whom a bursary has been granted to submit a further certificate of health on a form supplied by the Department and to submit to a medical examination by a medical officer of the Department of Health.
- v) A bursary shall be paid annually in two instalments and shall be forwarded to the principal of the institution attended by the student.
- vi) Payment of the first instalment of a bursary shall be made on receipt of a certificate from the principal of the institution attended by the student confirming that such a student is registered at the institution and is already attending lectures. The second instalment shall be paid at the beginning of the second half-year on receipt of a further certificate by the principal to the effect that the conduct, attendance at lectures and progress of

such student have been satisfactory.

- vii) A bursary granted under these regulations shall be charged to the bursary account of the student on the first day of July or the first day of January following the payment of the instalments referred to in regulation vi.
- viii) If at the end of the probationary period referred to in regulation 5 of the Regulations relating to the Admission of Persons to Training Colleges, published under *Government Notice R. 359*, dated 11 March 1966, a student is discharged, the Executive Director may withdraw the bursary of such student without requiring repayment of that portion of the bursary advanced up to the time of the withdrawal.
- ix) A student who has been granted a bursary and has in the opinion of the Executive Director not achieved a sufficient measure of success at any stage of training, may be required by the Executive Director to
 - (a) repeat any portion of the course without obtaining a bursary from the Department for such repetition of the course, or
 - (b) abandon the course of training forthwith, in

which event the provisions of regulation xv shall apply, or

(c) transfer to some other approved course of training.

x) Notwithstanding anything to the contrary contained in these regulations, the Secretary may at any time withdraw the bursary of any student or discontinue further payment thereof for a definite or indefinite period, if the principal reports that such student is indolent, or that his conduct is unsatisfactory, or that he is making such progress as to afford a reasonable expectation of his passing the prescribed examination or qualifying for the teaching profession, or that he is suffering from any physical or mental defect or disease which might detrimentally affect his studies or, at a later date his work as a teacher, or which might be dangerous to the health of other persons: Provided that the Secretary may-

(a) at his discretion and on such conditions as he may determine, resume payment of a bursary at any time after discontinuation of such payment, or

(b) withdraw a bursary, payment of which has been discontinued, if he is satisfied that the

student is not willing or able to make profitable use thereof or to use it for the purpose for which it was granted.

If the bursary of a student is withdrawn in terms of this regulation, such student ~~shall immediately become liable for the re=~~ payment in terms of regulation xvii of the amount of the bursary advanced.

xi) A student who has been granted a bursary shall observe the rules of the institution attended by him and of any hostel at which accommodation may be assigned to him.

xii) Every student who has been granted a bursary shall enter into an agreement with the Secretary providing for such conditions as the Secretary may deem fit, in which such student shall, *inter alia*, -

- (a) state that he is fully conversant with these regulations,
- (b) acknowledge and agree that these regulations form an integral part of such agreement,
- (c) undertake to fulfil the obligations imposed on him by and in terms of these regulations, and

- (d) undertake that upon completion of the course for which a bursary was granted, he shall serve in the Department subject to the conditions of service prescribed and for the continuous period of one year for each separate year of study or part thereof in respect of which he received the bursary: Provided that the period of service so determined shall be extended by the number of days of leave without pay in excess of 30 days in any one calendar year.
- xiii) No instalment of a bursary shall be paid until the student or, in the case of a minor student, the student or parent, shall have entered into an agreement with the Secretary in terms of regulation xii.
- xiv) In the event of the death of the parent of a minor student, the student shall immediately inform the Executive Director accordingly.
- xv) A student who has been granted a bursary, or the parent of a minor student, shall, subject to the provisions of regulation xvii, refund to the State all bursary moneys paid to or for the benefit of such student as well as interest at the rate fixed from time to time by the Minister of Finance-

- (a) if such student abandons the course of training or is discharged or for any other reason fails to complete the course successfully: Provided that if such student fails to complete the course successfully, the Secretary may defer the refund of the bursary to enable such student to complete the course at his own expense,
- (b) if, upon an appointment being offered to the student by the Executive Director within a year of the completion of the course of training, the student fails to accept such appointment or to assume duty in the post on the required date,
- (c) if such student, after having entered the teaching service of the Department, resigns or for any other reason fails to serve therein uninterruptedly for the full period required in terms of these regulations, or
- (d) if, in the case of a woman, such student marries during the period of training and fails to complete the course and the period of service required of her in terms of these regulations.

xvi) The total amount to be refunded in terms of regulation xiv shall be all instalments paid to or for the benefit of such student up to the date on which such student abandons or completes the course, plus interest calculated at the rate fixed from time to time by the Minister of Finance with effect from the first day of the month following the month in which the obligation to refund such amount arose.

xvii) Payment of the amount determined under regulation xvi(hereinafter referred to as the indebtedness) shall be made on demand: Provided that, in special circumstances, the Secretary may approve the indebtedness being redeemed by such instalments and on such conditions as he may deem fit: Provided further that the indebtedness of a student shall be reduced in the proportion of the number of completed months of service rendered to the period of service laid down in the contract: Provided further that, if a student dies before the completion of the course or the period of service provided for in the regulation xii (d), the indebtedness of such student shall be cancelled.

- xviii) No reduction in a student's indebtedness in respect of a bursary shall be made in respect of any period of leave without pay in excess of 30 days in any one calendar year.
- xviii) Whenever the services of a woman teacher employed in a permanent capacity are terminated on marriage and such woman is reappointed as a teacher in the Department in a temporary capacity and assumes duty within 30 days of the date of such termination, her temporary service shall be deemed to be continuous with her permanent service.

In recent years the selection panel which select students for training has been able to award bursaries without much restriction because of the generous budgetting for this purpose. Provision is made for 100% of the enrolment at the Springfield College of Education and 80 % of t enrolment at the University of Durban-Westville (Teacher training section) for bursaries. This enables granting of bursaries for all except a few who have failed and are repeating a year of study or where the selection panel has serious reservations on academic grounds. Such students of course, may be given bursaries for further years of study once they prove themselves.¹¹⁾

8. Bursaries 1984

The budgetary provision of R4 162 000 for bursaries in 1984 made it possible to award bursaries for nearly 100 % of the projected enrolment at the Springfield College of Education and about 80 % of the enrolment for teacher training courses at the University of Durban-Westville.

The bursary tariffs for 1984 were as follows:

Springfield College of Education: R1 500 p.a. (R1 200 in 1983, R900 in 1982). In a press statement in the *Sunday Tribune Herald* of 30 December 1984, Noel Eales, Press liaison officer of the Department of Education and Culture (House of Delegates) confirmed that the amount of bursaries for 1985, was to be increased by twenty seven per cent to R1 900.¹²⁾

University of Durban-Westville (Faculty of Education):
R2 000 p.a. (R1 600 in 1983, R1 200 in 1982).

Interprovincial students receive an additional R100 p.a.¹³⁾

At this point, it is pertinent to note that before a bursary is paid for the first half of the academic year, in January the bursary is paid to the student less the tuition fee of R175 plus R25 for registration. (1984 figures).

When payment is made for the second half of the academic year in July R175 being tuition fees is first deducted.

Furthermore, an amount of R35 is deducted from the bursary amount being college fees.

The college also opens a Books Account when students purchase books through the college for their personal use. The college takes the individual students' orders and buys in bulk and thereby debits the account of the student. In the case of the bursary student this amount is first deducted before the bursary is paid.

Whilst all the aforementioned applies only to the bursary students, non-bursary students are required to make these payments in cash.¹⁴⁾

9. Summary

A part of the National Budget is allocated annually to finance educational institutions. The Minister of Education may, in consultation with the Minister of Finance, and out of moneys appropriated by Parliament for the purpose, establish, erect and maintain schools and colleges and use the moneys for all aspects of education as outlined by the various acts of Parliament.

The financing of the Springfield College of Education gives some insight into the financing of tertiary institutions. The College usually prepares a budget forecasting for a period of five years. Draft estimates are then prepared and if there are any changes between the forecast and the draft then a motivation has to be submitted.

The Springfield College of Education makes provision for fifteen items on its budget: subsistence allowance for college staff, subsistence transfers, private motor transport for college use, transport of students, telephone services, diploma ceremony, library books, domestic supplies, foodstuffs, college supplies, cleaning services, uniform and protective clothing, students' laundry, furniture and equipment and computer services. The State also awards bursaries to successful candidates for the purpose of teacher training.

With regard to the financing of education, the Government supports the recommendations set out in the *White Paper on the Provision of Education in the Republic of South Africa, 1983*, thus acknowledging the obligation of the State in the financing of education.

CHAPTER 4

A. 10. REFERENCES AND FOOTNOTES

1. Compare Cloete J.J.N.: Central, provincial and municipal institutions of South Africa, J.L. van Schaik, Pretoria, 1982, pp. 151-157.
2. Indians Education Amendment Act, 1984 (Act 78 of 1984).
3. Loc. cit.
4. Loc. cit.
5. Republic of South Africa; House of Assembly: House of Assembly debates (Hansard), 28 March 1984.
6. Republic of South Africa: White paper on the provision of Education in the Republic of South Africa, Government Printer, Pretoria, 1983, p. 26.
7. Ibid., pp. 26-27.
8. Ibid., pp. 27-29.
9. The writer has extracted the information which follows during the numerous discussions and interviews with Mr S. Govindsamy from 17 December 1984 to 21 December 1984.
10. The writer has borrowed extensively from Government notice, no R. 773, dated 21 April 1978.
11. Fiat Lux, May 1984, p. 25.
12. The Sunday Tribune Herald, 30 December 1984, p. 6, column 4.
13. Fiat Lux, May 1984, p. 26.
14. Discussion with Mr S. Govindsamy; Tertiary Education Section of the Department of Education and Culture (House of Delegates), between 17 December 1984 and 20 December 1984.

CHAPTER 5SELECTION PROCEDURES FOR ADMISSION TO TEACHER TRAINING INSTITUTIONS1. INTRODUCTION

However good the motivation of aspiring candidates may be in regard to their choice of a career, no professional group could with impunity risk accepting all candidates without selection -- and in this respect teaching cannot afford to be the exception. The calibre of the pupils that our schools produce is directly related to the quality of our teacher body. For this reason H.A. Lambrechts said in his chairman's speech at the 1964 congress of the Suid Afrikaanse Onderwys Unie on the status of the teacher, the following, *inter alia*, in connection with recruitment for the teaching profession:

"If we intend to remain the leaders on this continent, it is the duty of every true educator to make a positive effort to attract the best candidates to the teaching profession. In this way we shall enhance our prestige."¹⁾

The chapter focuses attention on definitions of selection, the composition of selection committees and a brief survey of selection procedures in other countries. Finally, a detailed exposition of the selection procedures adopted by the Department of Education and Culture (House of Delegates) will be given.

2. DEFINITIONS OF SELECTION

C.P. van der Merwe wrote, *inter alia*, that "we require good, talented, intelligent, versatile, dedicated, ambitious people with

imagination, humour and some other qualities as well,"²⁾ and wondered what South Africa would be like with a body of teachers that are truly a chosen band.

In comparing the teaching profession with other professions, it is noticeable that it is precisely those professions which require high entrance qualifications that enjoy the highest professional status. Since there have been until quite recently in the teaching profession practically unlimited opportunities for obtaining bursaries that could be redeemed by service in the profession, it followed as a matter of course that there would also be a proportionately greater number of unmotivated candidates. Improvement in conditions of service likewise attract undesirable candidates, the latest salary increases being an undoubted attraction. These will definitely attract more promising young people to teaching but will unfortunately also encourage more candidates of mediocre ability to choose teaching as a career. In order to eliminate unacceptable candidates, scientific selection procedures are, therefore, urgently needed.

In his research publication, *The selection of prospective student teachers in the Republic of South Africa and South West Africa*,³⁾ P.G. van Zyl Spies concludes that "the selection of prospective student teachers is made extremely unsystematically and unscientifically."

By means of comprehensive questionnaires from the National Bureau for Educational and Social Research he tried to determine countrywide

what norms are applied in selection and what procedures are followed. He concluded that aspects such as physical fitness, personality traits, intellectual aptitude, interest in and suitability for the teaching profession, interest in sport and cultural matters, the personal interview and other factors that ought to be taken into account in selection in order to ensure eventual success in teaching, are not effectively used as a means of selection, or are entirely ignored by relatively large groups of the various selection agencies in the Republic of South Africa and South West Africa/Namibia.

He also requested the various selection agencies (school principals, inspectors of schools, selectors attached to teachers' training colleges and deans of education faculties) to indicate weaknesses and deficiencies and to offer suggestions for improvement. As these selection agencies have much experience in selection, and each has enjoyed a great deal of feedback through the years and especially as their recommendations, according to Spies, imply that they are concerned about the importance of teaching and the education of the child, as well as the prestige of the teaching profession, their recommendations for improvement ought certainly to enjoy a great deal of attention.⁴⁾

With regard to procedures and methods of selection before training, the recommendation was made that the entire system of selection should be changed and that a manual dealing with selection should be supplied to selection agencies by the authorities.

They especially emphasised that there should be closer consultation between schools, inspectors of schools and teacher training institutions and that selection should occur early in the Standard 10 year.⁵⁾

They were also of the opinion that selection should not be done once and that better procedures and methods of selection should be instituted during the period of training. Unsuitable students should, according to them, be more easily eliminated, and a period of practice teaching of one school quarter should be done (as a means of selection) before a student is finally accepted for training. The selection agencies also recommended that the final selection should preferably be only after a year of teacher training, and they also believed that a compulsory selection should be made during the teacher's career.⁶⁾

All the selection agencies felt very strongly about the matter of effective selection. They all expressed a desire for a compulsory and uniform, scientific selection scale, they were convinced that entrance requirements needed to be raised and that selectors should be willing to repeat candidates where necessary.

3. COMPOSITION OF SELECTION COMMITTEES

As far as the composition of the selection committee is concerned, it was felt that the school principal and staff should do the selecting (but at least three persons who know the candidate well; should serve on the committee, that interviews

should be conducted by a central committee and that more time be allowed for interviews, in order to reach greater certainty as to the suitability of candidates for the teaching profession. This central committee must consist of representatives of teacher training institutions and a number of experienced school principals.⁷⁾

4. A BRIEF SURVEY OF SELECTION PROCEDURES IN OTHER COUNTRIES

Spies also studied the selection of prospective student teachers in England and Wales, France, the Netherlands, Belgium, Norway, Denmark, New Zealand and the United States of America and Russia and came to the conclusion that education authorities in those countries are agreed that the starting-point for the re-organisation of any adequate system of education lies in the selection of prospective student teachers.⁸⁾

The various aspects that ought to be taken into account in the selection are dealt with scientifically in the majority of the above countries, and consequently the interests of the child and the status of the teaching profession are well served. Therefore Spies recommends that a selection system be drawn up for South Africa which could serve as a guide for the various selection agencies, so that selection may be done in a more scientific manner.⁹⁾

The following fact about selection cannot be denied: a profession that grants admission too readily, so that a large percentage of its practitioners in time is of mediocre calibre in many ways, does not enjoy much prestige.

The following axiomatic truth which the American educationalist J.S. Brubacher mentions in his *A History of the Problems of Education*¹⁰⁾ is still pertinent to the teaching profession: "... there can be no denying the fact that the quality of one's teachers will more than not be the most important determinant of the height and rate of rise which each generation attains."

5. SELECTION PROCEDURES WITH THE DEPARTMENT OF EDUCATION AND CULTURE (HOUSE OF DELEGATES) DIVISION OF EDUCATION

5.1 Introduction

In a profession such as teaching it is vital that only the most suitable candidates are admitted into a college of training.

The reasons for this are:

Firstly, the teacher holds an important position with regard to the child. He is responsible for its educative process.

The pupils' affective and cognitive development is to a large extent influenced by the teacher.

Secondly, the teaching profession is a demanding profession, in that, only mature students who are in a position to cope with the intellectual and emotional demands should be accepted into the training college, and

Thirdly, to train a teacher is expensive.

Apart from the bursary the students receive, each one is subsidised by approximately R4 500 per annum. Should a student drop out or fail, only the small portion may be recovered, namely, the bursary.¹¹⁾ Therefore, it stands to reason that the most effective selection of applicants who it is expected will complete the course and develop into competent teachers is an economic necessity. From the pedagogical point of view, where self-actualization of the child with educational assistance is at stake, this need is vital.¹²⁾

5.2 Selection as an Educational Exercise

It is realised that for many reasons the selection of candidates for a training college is a very important educational exercise.

It is not only the Department of Education and Culture (House of Delegates) that experiences the problem of selection. The selection procedures used here are similar to those used in other training colleges. Nevertheless, moves are always being made to validate or improve the selection procedures. Recently it has been noticed that the number of applications by prospective trainee teachers outnumbers the available place at the training colleges. Furthermore, the drop in the birth rate has a direct result on the pupil population in schools, that is, a marked decrease is expected. This means that the intake at the training colleges is also going to decrease.

5.3 Intake

How is it known how many trainee teachers are to be admitted in a particular year? What factors must be taken into account before decisions are made?

The Division of Education of the Department of Education and Culture (House of Delegates) is responsible for calculating the intake in any particular year. Concerning the Springfield College of Education and the Faculty of Education at the University of Durban-Westville, which institutions are both in Natal, the Division of Education has to determine the number of trainee teachers to be admitted. One of the most important factors taken into account is the supply and demand of the classroom requirements.

Before any criteria for the selection of students is worked out, what is considered first is the number of trainee teachers required. This number is calculated by taking into consideration not only the supply and demand referred to earlier but the need in specific subjects and directions of study.

What the Division does in order to make a forecast of what the pupil population in the Indian schools is going to be, is that studies are made of the growth patterns of the immediate past few years, whilst at the same time considering the latest census figures and general demographic tendencies.

By using this method the Division calculated "pupil population of plus minus 228 000 for 1983"¹³⁾ and this figure has been accurate to within 1 %¹⁴⁾

Another factor that is taken into account is the pupil:teacher ratio. To be able to be accurate with the calculations of the intake figures the present year's pupil: ratio figures used are taken into account. In this calculation cognisance is also given to separate schools, that is, primary and secondary schools.

Once these factors, that is, the pupil population and the pupil: teacher ratio, have been considered it is possible to forecast to a certain degree of accuracy the number of teaching posts that will be required. At this stage consideration is also given to the following, so that the forecast is as accurate as possible

- the number of teachers required for Special Classes and Remedial Classes at schools,
- the opening of new schools and the closure of some schools during the year under consideration,
- an allowance for possible improvement in the pupil: teacher ratio¹⁵⁾

It could now be established with a certain degree of accuracy the number of teaching posts that would be required.

"Looking at a teacher population of \pm 9 700 for 1983 this formula has been accurate up to 0,12 %".¹⁶⁾

It must be mentioned here that this statistics is not all when the intake for teacher training is determined.

The number of new teachers required for each of the next few years is then calculated by adding to it the increase in the number of posts and also adding another factor, that of teacher wastage (that is, teachers lost through retirements, deaths, resignations and termination of services).

5.4 Allocation of Trainee Teachers

Once it is established the number of new teachers that are required then the next step will be the allocation of number of trainee teachers at the training colleges. This is done in conjunction with allowances being made for drop out or failure of trainee teachers.

A comparison is made between the annual output over the years and requirements of the Division.

Once enrolment is determined the space that will be occupied by current students is then worked out. The difference between these figures indicates the number of new students to be taken. Having determined the number of new students to be taken, an assessment is then made of the position regarding the need in specific subjects and study directions.

This is done towards the end of the year at meetings between the Springfield College of Education, University of Durban-Westville and the Education Planning Section of the Division.

All the foregoing planning exercises are carried out even before a single application for teacher training is considered.

5.5 Criteria for Selection

Research has been conducted to determine the criteria that should be employed when selecting candidates for teacher training institutions by, *inter alia*, van Zyl Spies and Looney. There is a general agreement amongst investigators that the best predictor of academic success at training colleges is achievement in the secondary school final examinations.

Student characteristics such as emotional stability, conscientiousness, confidence, composure and self-sufficiency promote academic success.

It is the common practice in many countries to employ various measures of academic performance to select students who will gain academic success at training colleges.

The problem with this, however, is that so much emphasis is laid on academic performance that talents of equal importance which are expected of teachers could be lost sight of.

As far as the Division of Education of the Department of Education and Culture (House of Delegates) is concerned, the cogibility of students, as well as other characteristics are taken into account. When one compares the situation in other departments of education in the Republic of South Africa, (for example, the paper reports highlighting the shortage of teachers in the White Natal Education Department), one realises that one cannot be all too selective in these departments for the simple reason that demand exceeds supply. In other words, with so few applicants everyone is bound to be admitted.

The basic criteria should be in line with the highest demanded by other education departments in the country. To ensure this, the following basic admission requirements have been laid down:

"A Senior Certificate (or equivalent) with the following provisions:

Students are required to obtain symbols equivalent to, or higher than:

English (Higher Grade) E,

Afrikaans (Standard Grade) E, and

one other subject with at least symbol E on the Higher Grade

and a pass in 2 other subjects with at least symbol E if

taken on the Standard Grade".¹⁷⁾

Once this requirement has been fulfilled, admission to the teacher training institutions then depends on three further factors:

1. Achievement in the Senior Certificate Examination.
2. Personality rating by the Principal of the student's last school. (Form PSB 5 with Part A, Part B, and an annexure to PSB 5 are supplied to the secondary schools. Part A dealing with the applicant's particulars are filled in by the student, Part B comprising a confidential report by the principal of the school is filled in by the principal and part C is the computer advice sheet for the department's own use).
3. Satisfying the requirements as laid down in the Health Questionnaire.

Secondly, demands are set for particular subjects and study directions. For example, a student wishing to specialise in a subject must pass that subject on the Higher Grade or with at least symbol C on the Standard Grade.

Whilst these are the minimum requirements for admission, it does not mean that if an applicant satisfies these requirements that he will be granted an admission automatically.

If a sufficient number of eligible candidates were not available to fill the available places then naturally every candidate who met the above requirements could justifiably stake a claim for admission.

The Education Division has found itself with an embarrassingly high number of applicants for teacher training. From an educational point of view this is a very sound position to be in since it enables one to be selective. This is not the position with every other education department in the country because they are forced to take what comes and in most cases are not able to fill all the available places. Whilst it must be realised that, concerning the availability of space for trainees at Springfield College of Education and the Faculty of Education of the University of Durban-Westville, it is a difficult position for the candidates as well as the community, but it must also be remembered that the Education Division cannot afford to train more teachers than it needs. Unless the Division gears its intake to its short term teacher demand, it will be faced with the problem of not being able to find suitable posts for newly-qualified teachers. This would have far more serious implications than the other problem of using some unqualified teachers.

The solution to the problem of hundreds of candidates being turned away each year does not lie in the building of new training colleges or in extending existing facilities to

provide a place for every willing body who wants to become a teacher. The solution lies in more and diversified opportunities being created for tertiary education, vocational training and employment for an increasing army of senior certificated young people passing out of the school system.

The actual selection procedure that is outlined below has been developed by the Education Division to meet the situation set out above. With \pm 4 500 applicants about 1 500 are ruled out straight away either because they have failed the senior certificate examination or because they have not met the minimum admission requirements. This then leaves \pm 3 000 candidates. The normal intake for Springfield College and the University of Durban-Westville for the first year of study is \pm 800. There is no point in subjecting all 3 000 to all the selection procedures to select 800. A further selection is done administratively by rating the eligible candidates academically on a points system. From this merit list \pm 900 students are scheduled for the University of Durban-Westville and about 800 students are scheduled for Springfield College for the final interview and selection. From the scheduled students some do not turn up for the interviews because they have opted for some other course of study or career. This then means that \pm 1 700 new applicants are considered.¹⁸⁾

At all two institutions there are advisory committees consisting of members of the lecturing staff who advise the students on choice of appropriate course or study direction before they appear before the main selection panel.

The advisory panels serve a very useful purpose not only in guiding the applicant's choice for the appropriate course or study direction but also in monitoring the selection to fit in with the specific needs of the Department especially in scarce areas like, *inter alia*, Science, Mathematics, Art and Music.

The main selection panels consists of a senior member of the Education Planning Section as Chairman, a Chief Inspector, another Education Planner and senior personnel from the institution concerned. At the Springfield College the Rector, or Deputy Rector and the Registrar are part of the main panel while at the University the Dean and 2 or 3 professors from the Faculty of Education serve on the main panel.

It will be noted that the selection procedure outlined above is a highly structured one with carefully considered criteria and a systematic procedure to ensure that it fits into the total planning picture and at the same time is fair and just. The selection panels at all two institutions work in a spirit of amicable concensus and apply, as far as humanly possible, fair consistent guidelines in the award of places and bursaries, taking into account the applicant's academic profile, the requirements for

particular courses and study directions and the needs of the Department.

6. Intake: 1984/1985

As a result of the improved Senior Certificate results at the end of 1983, the Division received 4 420 applications for admission to the teacher training courses.¹⁹⁾

"Of this number, 3 166 of the applicants satisfied the minimum entrance requirements. 1 437 students of the 2 210 invited, presented themselves for the interview."²⁰⁾

At the Faculty of Education, University of Durban-Westville, 141 candidates were selected for the one year post-graduate University Higher Education Diploma (UHDE) - an increase of 34 % against the 1983 figure of 105.

At Springfield College 425 students were admitted into the first year of study (393 in 1983).

A new development at Springfield College has been the introduction of the course in Computer Science.

A number of long serving teachers with a senior certificate and a professional qualification equivalent to M + 1 (matriculation + 1 year training) have enrolled at the Springfield College to improve their qualifications, by two further years of full time study.

37 M + 1 in-service teachers were admitted to the second year of study (34 in 1983 and 14 in 1982).²¹⁾

SUMMARY OF 1984/1985 INTAKE²²⁾

UNIVERSITY OF DURBAN-WESTVILLE

	1984	1985
UHDE (post graduate)	141	116
B. Paed Arts : 164		52
Primary : 92		35
Science : 62		30
Commerce : 24		6
B. Mus. ED.: 2	<u>344</u>	<u>1 124</u>
Total	<u>485</u>	<u>240</u>

SPRINGFIELD COLLEGE OF EDUCATION

	1984	1985
Junior Secondary	162	85
Senior Primary	128	67
Junior Primary	<u>135</u>	<u>48</u>
Total	<u>425</u>	<u>200</u>

7. Summary

Before any criteria for the selection of students is worked out, what is considered is the number of trainee teachers required.

This number is calculated, firstly, by the supply and demand of the classroom requirements and, secondly, by the need in specific subjects and directions of study. Other factors considered are the number of posts, the teacher-pupil ratio, teachers lost through retirements, deaths, resignations and termination of services.

All the foregoing planning exercises are carried out even before a single application for teacher training is considered.

To gain admission to a teacher training institution, the student must have a Senior Certificate (or equivalent). Once this requirement is fulfilled, admission to teacher training institutions then depends on three other factors: achievement in the Senior Certificate Examination, personality rating by the Principal of the student's last school and satisfying the requirements as laid down in the Health Questionnaire.

Whilst these are the minimum requirements for admission, it does not mean that if the applicant satisfies these requirements that he will be granted an admission automatically.

The panel makes the final selection taking into account academic merit and other factors like speech, personality, motivation, general impression and the Principal's confidential report.

Because the Education Division has found itself with an embarrassingly high number of applicants for teacher training, the selection procedure adopted is a highly structured one with carefully considered criteria and a systematic procedure which ensures selection of the most suitable candidate and which, at the same time, is fair and just.

8. REFERENCES AND FOOTNOTES

1. Die Unie, vol.61, no. 2, August 1964, pp. 86-87.
2. Die Burger, 8 December 1967, p. 16, column 4.
3. Van Zyl Spies, P.G.: "The selection of prospective student teachers in the Republic of South Africa and South West Africa", National Bureau for Educational and Social Research, Pretoria, 196 p. 95.
4. Loc. cit.
5. Ibid., p. 96.
6. Ibid., p. 98.
7. Ibid.
8. Ibid., p. 108.
9. Ibid., p. 98.
10. Brubacher, J.S.: A history of the problems of education, McGraw-Hill, New York, 1947, p. 493.
11. Fiat Lux, May 1984, p. 23.
12. Loc. cit.
13. Loc. cit.
14. Loc. cit.
15. Ibid., p. 24.
16. Loc. cit.
17. Loc. cit.
18. Ibid., p. 25.
19. Loc. cit.
20. Loc. cit.
21. Ibid., p. 26.
22. Ibid., p. 26 for a survey of the 1984 figures. The 1985 figures were supplied by Mr G. Naidu, Planning Section of the Department of Education and Culture (House of Delegates).

CHAPTER 6

TEACHER TRAINING AND PRACTICE IN ESSENCE

1. INTRODUCTION

Teaching Practice is an essential part of the courses offered in teacher training. It should be seen as a course unit consisting of two components: the one being campus-based, and the other, school-based. General teaching practice requirements with special reference to the University of Durban-Westville, the requirements for school-based teaching practice, assessment of students, and the criteria for assessment will be discussed in this chapter.

2. GENERAL TEACHING PRACTICE REQUIREMENTS WITH SPECIAL REFERENCE TO THE UNIVERSITY OF DURBAN-WESTVILLE¹⁾

2.1 B. Paed. 11:

2.1.1 School-based studies

Two weeks observation and some guided teaching experience at a school of the student's choice. A study is made of aspects of teaching and learning in the classroom. Students submit written assignments prescribed by lecturers in Education 1. Students must complete and return the Observation Schedule (supplied) at the end of the two weeks.

2.1.2 Campus-based studies

The learning of basic teaching skills and pupil response. Teaching situations are analysed and discussed in tutorials.

Students submit written assignments.

2.2 B. Paed. III

2.2.1 School-based studies

Two weeks observation and some guided teaching experience at a school of the student's choice. Students submit written assignments prescribed by lecturers in Education II. Students must complete and return the Observation Schedule (supplied) at the end of the two weeks.

2.2.2 Campus-based studies

Students are required to perform as teachers in micro-teaching or other controlled teaching situations. Evaluation schedules, analyses and tutorials are used as a basis for the evaluation of a student's performance. Remedial procedures are used to improve teaching skills. Students and tutors submit written reports, checklists and evaluation schedules.

2.3 B. Paed. IV

2.3.1 School-based studies

Students are required to teach in schools according to the administrative guidelines laid down by the Faculty of Education. Written reports are submitted by lecturers and school principals.

Students will have to show an accepted level of competence in the skill of writing and drawing on the chalkboard, especially to meet the needs of their special method subjects at the appropriate school level.

2.3.2 Campus-based studies

Students learn to handle and operate audio-visual equipment and resources in the preparation of learning materials. Practical work must be done in ONE of the following extra-mural activities:

Games and related school activities
Library resource centre
Drama in education

Students are required to perform as teachers in teaching or other controlled institutions. Selected teaching skills will be practised on the recommendation of lecturers and school principals.

2.4 UHDE: As for B. Paed. IV

2.5 UDE (SP) 11 and UDE (JS) 11

2.5.1 School-based studies

Students are required to teach in schools according to the administrative guidelines laid down by the Faculty of Education.

Written reports are submitted by lecturers and school principals.

Students will have to show an accepted level of competence in the skill of writing and drawing on the chalkboard, especially to meet the needs of their special method subjects at the appropriate school level.

2.5.2 Campus-based studies

- i) Students learn to handle and operate audio-visual equipment and resources, and the preparation of learning materials.
- ii) Students are required to perform as teachers in micro-teaching or other controlled institutions.

2.6 UDE (SP) 111 and UDE (JS) 111

2.6.1 School-based studies

Students are required to teach in schools according to the administrative guidelines laid down by the Faculty of Education. Written reports are submitted by lecturers and school principals.

2.6.2 Campus-based studies

Students are required to perform as teachers in micro-teaching or other controlled teaching situations. Selected teaching

skills will be practised on the recommendation of lecturers, and school principals.

Practical work must be done in one of the following extra-mural activities:

- Games and related school activities
- Library-resource centre
- Drama in education.

2.7 General assessment of teaching practice

No formal final examination will be written in any of the above components. Assessments will be made throughout the course and will be based on the written assignments and the practical ability of the student at the appropriate level of study.

3. REQUIREMENTS FOR SCHOOL-BASED TEACHING PRACTICE²⁾ (Except for B.Paed II and B.Paed III students).

3.1 Time and place

By arrangement with the Department of Education and Culture (House of Delegates), Division of Education, and by courtesy of school principals, student teachers at the University are allowed to do their Teaching Practice at primary and secondary schools. School-based Teaching Practice takes place during two block sessions of three weeks each. For each of the two semesters lists are prepared showing the allocation of students to the various schools, and in this way students may have the opportunity of teaching in two schools during the year.

3.2 Control

3.2.1 All students are advised to note carefully the content of the following letter circulated on 20 July 1981, by the Director of Indian Education, to principals of all schools³⁾.

3.2.2 While at schools, students follow the school calendar and not the University calendar.

3.3 Allocation of classes

The allocation of classes is the responsibility of the school principal, who places the students under the guidance and supervision of experienced class or subject teachers. At the discretion of these teachers and as far as possible in accordance with No. 3.5 below, students are given opportunities to observe and teach lessons.

3.4 Preliminary visits

Before reporting for teaching practice, students should visit the schools to which they have been allocated, to collect timetables and schemes of work. For this purpose the Faculty of Education sets aside a day on which there will be no lectures.

3.5 Minimum requirements for lessons prepared and taught

Students are expected to prepare and teach at least 20 lessons per week.

3.5.1 In secondary schools it is recommended that at least 7 newly prepared lessons per week be taught in each of the special method subjects.

3.5.2 Students in primary schools should spread their lessons over the whole range of subjects.

3.5.3 Repeat lessons must be clearly indicated, eg.

DATE	:	4 August 1985
SUBJECT	:	English
CLASS	:	Std. IV B
Refer to preparation on page ...		

3.6 Observation

During block sessions students are expected to observe some lessons taught by their student colleagues. The number of lessons observed is left to the discretion of the school and lecturers. However, students should make written comments on the lessons they observe.

3.7 Group leaders

A group leader is appointed at each school to act as representative for the group.

3.8 Time-tables

Students should make copies of their time-tables for each of the lecturers appointed to them for the block session.

3.9 Lesson preparation

- 3.9.1 All lessons should be thoroughly prepared and neatly written up in a hard-covered A4 - Notebook.
- 3.9.2 MEDIA: All students should know how to produce and use audio-visual teaching media. Campus-based instruction is given at the UD-W Teacher Resource Centre and further assistance is available at the Resource Centre in most schools.
- 3.9.3 LESSON FORMAT: Students should use the lesson format recommended by their method lecturers. Most method lecturers approve of the following.:

- | | |
|----|---|
| A. | DATE : |
| | SUBJECT: |
| | TOPIC : |
| | CLASS : |
| B. | PREVIOUS ABILITIES/KNOWLEDGE NEEDED: |
| C. | OBJECTIVES: |
| D. | REFERENCES: |
| E. | PRESENTATION (INCLUDING AIDS): |
| | 1. |
| | 2. |
| | 3. |
| | 4. |
| F. | SELF-EVALUATION: |
| | (The student writes a few sentences AFTER the lesson has been taught to evaluate his/ her own performance). |

3.10. Absence during teaching practice

Regular attendance and punctuality at school is essential.

If any student is delayed or unable to be present at school, eg. through illness or other unavoidable circumstances, he/she must *inform the principal and the lecturer as soon as possible*, either directly by telephone or through the group leader. Absence from Teaching Practice must be explained in writing to the Dean of the Faculty of Education. If, through illness, the period exceeds three days the student will be required to produce a medical certificate which should be shown to the principal and handed to the lecturer.

4. ASSESSMENT OF STUDENTS⁴⁾

4.1 Supervision

Teaching Practice is done under the supervision of class teachers and University lecturers. It is, however, strongly recommended that, at some stage, the student teacher be left alone with a class, if not for a whole lesson, at least for the greater part of it. In this way students can prepare themselves for some of the disciplinary problems they may encounter when they take up their first appointments.

4.2 Preliminary consultation with teachers

Method lecturers will inform students beforehand which lecturers be visiting them during Teaching Practice. At least one week before the commencement of the block session students should discuss

specific teaching criteria with the lecturer(s) who will visit them during that particular block session. This consultation may take the form of a personal interview or a group discussion depending on the lecturer concerned.

4.3 Lecturer's time schedule

The lecturer is at liberty to arrive at any time to evaluate a lesson or to discuss teaching criteria with students. Lecturers may remain in the classroom for all or part of the lesson.

4.4 Completion and filing of documents

4.4.1 TP 01

This form is completed at the END of each block session by principals and lecturers for each student. It is an overall assessment of the student's performance and conduct during the whole of the block sessions.

4.4.2 TP 02

Lecturers use this form in duplicate to record their comments while evaluating lessons. One copy is handed to the student who should paste it into his/her preparation book alongside the lesson that was assessed. The second copy is placed in the student's file at the University of Durban-Westville.

4.4.3 TP 03

Cumulative Record cards which are used to record details of students' marks.

4.4.4 TP 04

This is a Lesson Inventory Form to be pasted on the front inside cover of a student's lesson preparation book. Every time a student teaches a lesson he/she should fill in the appropriate square. The bar graph pattern which emerges will show at a glance the spread and frequency of the subjects/topics taught.⁷⁾

4.4.5 TP 05

Time Table Forms. The time-table plays a crucial role and all information must be accurate in every detail.⁸⁾

4.5 Discussion of lessons

Lessons are usually discussed with students either at the end of the period or later. Lecturers may organise group discussions and/or demonstration lessons to guide students. During the course of a lesson the lecturer is usually an observer and is reluctant to take over the functions of the teacher. Occasionally, however, student and lecturer work together in the classroom if the lecturer considers it to be in the interest of the children and/or the student.

4.6 Allocation of marks

For every lesson taught in the presence of a lecturer a student can expect a written report. School-based Teaching Practice marks are allocated on the following basis:

- 4.6.1 During the first block session lecturers do not give any quantitative assessment for individual lessons.
- 4.6.2 During the second block session lecturers are required to give percentages for individual lessons.
- 4.6.3 At the end of each block session all lecturers will allocate an overall percentage for each student they have visited. Since this mark is based on a general evaluation of the student as a whole, it need not necessarily be the average of the marks which the student received for individual lessons.
- 4.6.4 The marks described in (c) above are recorded on the students' Cumulative Record Cards (TP 03) and used as part of the final evaluation at the end of the year.

5. CRITERIA FOR ASSESSMENT⁹⁾

5.1 School-based teaching practice

5.1.1 Broad criteria-assessment of lessons.

- i) Student should show evidence that the lesson has been thoroughly PREPARED. GENERAL information about the lesson, as set out in the example described earlier, should appear in the lesson preparation.

- ii) The student should take into consideration the PREVIOUS ABILITIES/KNOWLEDGE of the pupils.
- iii) The OBJECTIVES should be clear, realistic and relevant.
- iv) The LANGUAGE used by the student should be appropriate to the developmental stage of the pupil.
- v) Attention should be given to INSIGHT and INDEPENDENT LEARNING.
- vi) The CONTENT should be correct.
- vii) The lesson should have an appropriate AMOUNT of NEW CONTENT.
- viii) The METHOD(S) and /or TECHNIQUE(S) used should fit the content, objectives and abilities of the pupils.
- ix) Pupils should be assessed to determine whether the desired amount of learning has taken place.
- x) PERSONAL INTERACTION, motivation and rapport should be clearly evident.
- xi) Most lecturers agree that poor student performance is often due to a neglect of one or more of the TEACHING AIMS listed below:
 - 1) To encourage creativity and divergent thinking.
 - 2) To use a variety of techniques/methods.
 - 3) To prepare key questions beforehand.
 - 4) To ask more "how/why" questions and fewer "who/what" questions.
 - 5) To react appropriately to a pupil's answer.
 - 6) To provide sufficient opportunity for consolidation.
 - 7) To evaluate whether objectives have been achieved.

xii) Students are expected to be neatly dressed.

5.1.2 Specific criteria-assessment of lessons.

- i) Guidelines suggested by METHOD LECTURERS in their different subjects serve as specific criteria for the evaluation of specific lessons.
- ii) Students should discuss specific criteria beforehand with the INDIVIDUAL LECTURERS who will be visiting them.

5.1.3 Criteria-assessment of TP 1 and TP 11

Assessment will be based on Principal's report, attendance and on satisfactory completion and return of the observation schedule.

5.2 Campus-based component

5.2.1 Attendance is essential for all practicals, workshops and tutorials. Absence must be explained through the submission to the tutor of a medical certificate or in exceptional circumstances, a letter of explanation signed by the co-ordinator of Teaching Practice.

5.2.2 In any of the campus-based aspects, students may be requested to undertake additional practice before a final assessment is made. This applies also to Chalkboard work.

5.2.3 Audio-visual component.

Credit is given on a pass or fail basis for the Audio-Visual

component if the student demonstrates that he/she can successfully operate selected pieces of audio-visual equipment and can produce appropriate learning materials.

5.2.4 Micro-teaching and Tutorials (Mainly Teaching Practice II or III diplomas and final years of study).

The purpose of this component is to improve the quality of teaching and learning in the classroom. The student's involvement should become apparent in the classroom, especially in the final year of study. However, a mark will be submitted to the Teaching Practice Committee in all years of study and will be on a ten point scale as follows:

4 and less	Unsatisfactory
5	Satisfactory
6	Good
7	Very Good
8 +	Excellent

In arriving at this mark, the tutor will make use of continuous assessment and will take into account the following:

- i) attendance, contribution and willingness to work.
- ii) understanding of the tutorial topic as demonstrated in the student's ability to apply the knowledge and skill in micro-teaching or assignments.

5.2.5 Extra-mural components

Credit is given on a pass or fail basis and is based on attendance and the submission of satisfactory assignments and/or classwork.

5.2.6 Workshops (Mainly Teaching Practice 1)

Assessment is based on attendance, assignments and classwork.

5.3 Final Mark in teaching practice

The Teaching Practice Committee will determine the final percentage for Teaching Practice on the basis of the student's overall performance in both campus-based and school-based component.

6. SUMMARY

The work done by students at teacher training institutions is put into practice at schools. Teaching Practice is an essential part of the courses offered in teacher training. Students observe lessons in the classroom and some guided teaching experience is offered at schools of the students' choice.

Evaluation schedules, analyses, and tutorials are used as a basis for the evaluation of a student's performance. Written reports by lecturers and school principals are also submitted.

At colleges students learn to handle and operate audio-visual equipment and resources, and the preparation of learning materials. This knowledge helps students to operate more efficiently in the classroom.

In the general assessment of teaching practice, no formal examination is written.

Assessment is made throughout the course based on the written assignments and the teaching ability of the student.

The foregoing is the result of much frank discussion between lecturers and students in the Faculty of Education, and would seem to stress the need for a frequent exchange of ideas on the matter of Teaching Practice. The recommended procedures are sufficiently flexible to suit the needs of the majority who will be using it.

7. REFERENCES AND FOOTNOTES

1. University of Durban-Westville; Faculty of Education: Guide to teaching practice, n.d., pp. 1-4. Discussions were also held with trainee teachers and lecturers on many occasions.
2. Ibid., pp. 4-8.
3. Annexure 2.
4. Ibid., pp. 9-11.
5. Annexure 3.
6. Annexure 4.
7. Annexures 5 and 6.
8. Annexure 7.
9. Ibid., pp. 11-14.

8. ANNEXURES

2. Student teaching practice at schools.
3. Overall assessment of student performance.
4. Comments on the evaluation of lessons.
5. Inventory of lessons taught (Primary school).
6. Inventory of lessons taught (Secondary school).
7. Teaching practice time table - school-based.

STUDENT TEACHING PRACTICE AT SCHOOLS

Department of Internal Affairs
(Indian Affairs)
Division of Education
Private Bag X54323
DURBAN
4000

20 July 1981

I E CIRCULAR NO 26 OF 1981

TO PRINCIPALS OF ALL SCHOOLS

UNIVERSITY STUDENTS ON TEACHING PRACTICE AT SCHOOLS

Principals are kindly requested to take note of the following :

1. The students on teaching practice are registered with the University and as such are under the jurisdiction and subject to the control of the University.
2. While on teaching practice at the schools the students are under the discipline of the principal of the school with respect to their conduct and duties at the school. Principals should, however, refrain from direct disciplinary action against students.
3. Should the attendance, conduct or performance of any student be, in the opinion of the principal, detrimental to the interests of the pupils, a written report to this effect should be made immediately to the Rector of the University for appropriate action. A copy of such report should be forwarded to this office also.
4. The principal may also, if he deems it necessary, request the student in such a case to discontinue his duties at the school and report back immediately to the Rector of the University and a copy of the report sent to this office.
5. If a student, such as referred to in paragraphs 3 and 4, is a bursary student, the Rector of the University will report to the Director of Indian Education in accordance with the requirements of the bursary regulations, as amended, and the bursary contract signed by the student.

DIRECTOR OF INDIAN EDUCATION

OVERALL ASSESSMENT OF STUDENT PERFORMANCE

TP 01

UNIVERSITY OF
DURBAN-WESTVILLE
FACULTY OF EDUCATION
TEACHING PRACTICE
REPORT

Mr/Mrs/Miss
Reg. No.
Course
School
Semester (State 1st or 2nd) ☐

1. TEACHING PERFORMANCE : (Preparation, Presentation, Pupil Involvement, Use of Aids, Speech and Language)

2. RELATIONSHIPS AND SCHOOLWORK :

Relationship with principal, teachers, lecturers

Schoolwork (Control of Written Work, Extra-Mural Activities)

3. FURTHER COMMENTS (Include Weaknesses, If Any) :

4. ATTENDANCE :

Dates on which absent and reasons

Total Number of Days Absent

☐

5. OVERALL ASSESSMENT :

- A (75 +)
B (70 - 74)
C (60 - 69)
D (50 - 59)
E+ (45 - 49)
E (44 -)

ASSESSMENT PERCENTAGE

☐

PRINCIPAL/LECTURER

DATE (SCHOOL STAMP)

COMMENTS ON THE EVALUATION OF LESSONS

TP/02

UNIVERSITY OF DURBAN-WESTVILLE

FACULTY OF EDUCATION

Teaching Practice

REPORT ON LESSON

(one copy for student :
one for Faculty file)

Mr/Mrs/Miss

Reg. No. Course

School

Std. Subject

Topic

Date Lecturer's Initials

Assessment : %

Comments (e.g. on preparation, presentation, use of language and speech, use of aids,
class management, success of lesson) and suggestions.

A (75+)
B (70-76)
C (60-69)

D (50-59)
E⁺ (45-49)
E (44-)

LECTURER

INVENTORY OF LESSONS TAUGHT (PRIMARY SCHOOL)

TP 04

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UNIVERSITY OF DURBAN-WESTVILLE : FACULTY OF EDUCATION

SCHOOL _____ STUDENT _____ COURSE _____
 REG.NO. _____ SUBJECT _____ CLASS/SUBJECT TEACHER _____

PERIOD	1	2	3	4	5	6	7	8	9
START TIME									
END									
SUBJECT									
ROOM NO									
SUBJECT									
ROOM NO									
SUBJECT									
ROOM NO									
SUBJECT									
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SUBJECT									
ROOM NO									
SUBJECT									
ROOM NO									

- NB:** (1) This time table, completed in every detail and finalised with the class teacher, must be submitted (in advance) to the lecturer concerned. The lecturer should be informed immediately of any change which is unavoidable.
- (2) Clearly mark the following periods : OB - observation, TT - Testing. All other periods indicated must be used for teaching.
- (3) Any special remarks by student: _____

CHAPTER 7GENERAL CONCLUSIONS AND RECOMMENDATIONS1. General conclusions

No other single factor is as decisive in determining the quality of education in a country as the quality of the corps of teachers, lecturers and instructors.

The teaching profession presents a unique challenge to any young man or woman with a sense of social responsibility. Their aim as educators must be to lead the young towards responsible adulthood by shaping, moulding, guiding, encouraging and directing them.

The education of teachers is a process of progressive development. The hallmark of a profession is keeping up to date: there must be a steady development of knowledge, skills and attitudes which makes it a dynamic profession.

To the young man or woman filled with idealism no other profession gives so much satisfaction as does teaching: Today's pupil becomes tomorrow's responsible citizen.

The ideal teacher

- is of good character, that is, with a strong sense of responsibility and self-discipline, enabling him/her to maintain sound ethical standards;

- loves children and takes a genuine interest in their welfare;
- has the ability to promote good relations and to communicate with people;
- has a commitment to self-improvement and continuous professional growth;
- who provides each child with opportunities to develop his/her potential;
- is endowed with the attributes of patience, sympathy, a healthy sense of humour, self-confidence and above all compassion; and
- strives to gain wisdom.

Teacher training can be described as the process whereby prospective students are trained for the profession of teaching. In South Africa, the education and teacher training endeavours of the authorities are directed towards all population groups.

Primary and secondary education has reached the stage where it is no longer confined to the élite. The increasing number of school-going pupils poses a great challenge to teacher training.

The importance of primary teacher training courses cannot be overstressed as primary education is the foundation on which all further education is built.

Indians were brought into Natal because their labour was necessary to ensure the continuation and expansion of the sugar industry. Education on the sugar estates consisted of some teaching in private schools run by the labourers themselves. There was lack of proper facilities and pupils were crowded into the limited available accommodation. It is not surprising, therefore, that, when the "coolie" immigrants gained their independence, they tended to improve the conditions of poor education and unsatisfactory teaching methods to which they had been accustomed. Thus, it could be seen that the provision of education, coupled with a lack of teacher training facilities for Indians were poor from an early date because religious knowledge dominated the teaching arena.

During the entire period of immigration to Natal, that is 1860 to 1911, a total of 152 184 indentured Indians came to the Colony. Between the period 1911 to 1980, Natal accommodated for over 81 per cent of the Indian population of South Africa. This state of affairs can be attributed primarily to the numerous legislative and administrative measures which confined the Indians to Natal. One of the reasons for the large concentration of Indians in, for example, the Durban municipal area can be attributed to the fact that Durban offers the best prospects for employment and education.

During the early period of Indians in Natal, a few of the teachers who existed were men from Mauritius who were not properly equipped to teach, because their education was, at best, very poor and superficial and what they lacked in knowledge and teaching techniques, they made up with the cane.

As the nineteenth century drew to a close it became apparent that for reasons of low remuneration, low standards of education - the highest primary school grade being standard iv - and lack of teacher training facilities, teachers were inadequate in number, unreliable and inefficient by present-day standards of efficient and effective training.

In 1904, a teacher training institution, first called the St. Aidan's Diocesan Training College, later changed to the St. Aidan's Provincial Training College, was opened.

Admission to this College was, in the early stages, the Standard iv of the primary school. The training led to the Junior and Senior Grade certificate examinations for Indian teachers, after a year's study for each.

This development was followed by the establishment of the Durban Training College which provided part-time training facilities for teachers already in employment. This College was still in existence in 1910.

In 1909, it was ruled that all Indian assistants in Government Indian schools had to have at least the Junior Teacher's Certificate.

The great dearth of teachers referred to above continued into the first decade of the twentieth century with the St. Aidan's Mission striving to relieve the pedagogic drought.

By 1930 it was felt that teacher training was an inadequate preparation for the teaching profession. There was no training college; no training school; no corporate life and no continuous study programmes.

In 1928, a fully equipped Training College known as the Sastri Training College had been built by private Indian enterprise at a cost of £13 000. The first full-time teacher training classes at pre-Matriculation level were started in 1931, and in 1932 student teachers entered for the then instituted T5 and T4 Examinations.

The year 1950 saw the construction of the present Springfield College of Education. Opened in the early 1950's, the College prepared students for the T3 B Teacher's Certificate.

Later, however, matriculants were admitted and they were prepared for the M+2 Certificate.

In 1956, it was realised that training over a period of two years did not fully equip a teacher, and in 1958 the number of years training increased to three years, known as M+3.

The three-year diploma had been in force from 1958 until 1984 when it was decided to phase out the three-year diploma and to introduce the new four-year diploma in 1985 at the Springfield College of Education. It is anticipated that the Education Faculty of the University of Durban-Westville will play a part in the functioning of this four-year diploma by recognising the final year examination courses as credits towards a degree.

Teacher training is also offered by the University of Durban - Westville through its Faculty of Education. This University offers a degree after four years of study.

In a profession such as teaching it is vital that only the most suitable candidates are admitted into a college of training. It must be remembered that the teacher holds an important position with regard to the child. He is responsible for its educative process. The pupil's affective and cognitive development is to a large extent influenced by the teacher.

Furthermore, the teaching profession is a demanding profession, in that, only mature students who are in a position to cope with the intellectual and emotional demands should be accepted into the training college.

Thus, it is realised that for many reasons the selection of candidates for a training college is a very important educational exercise.

The selection procedures used by the Department of Education and Culture (House of Delegates) are similar to those used in other training colleges. Nevertheless, steps are always being taken to validate or improve the selection procedures. Recently it has been noticed that the number of applications by prospective trainee teachers outnumbers the available positions at the training colleges. Furthermore, the drop in the birth rate has a direct result on the pupil population in schools, that is, a marked decrease is expected. This means that the intake at the training colleges will decrease.

It is the common practice in many countries to employ various measures of academic performance to select students who will gain academic success at training colleges. The problem with this is that so much emphasis is laid on academic performance that talents of equal importance which are expected of teachers could be lost sight of.

The basic criteria have been set by the Division of Education of the Department of Education and Culture (House of Delegates) with two objectives in mind:

Firstly, the criteria should be in line with the highest demanded by other education departments in the country.

To ensure this, basic admission requirements have been laid down. Secondly, demands are set for particular subjects and study directions. For example, a student wishing to specialise in a subject must pass that subject on the Higher Grade or with at least symbol C on the Standard Grade.

The Education Division of the Department of Education and Culture (House of Delegates) has found itself with an embarrassingly high number of applicants for teacher training. From an educational point of view this a very sound position to be in, since it enables one to be selective. This is not the position with every other education department in the country, therefore they are forced to take what comes and in most cases are not able to fill all the available positions. Whilst it must be realised that, concerning the availability of space for trainee teachers at the Springfield College of Education and the Faculty of Education of the University of Durban-Westville, it is a difficult position for the candidates as well as the community, but it must also be remembered that the Education Division cannot afford to train more teachers than it needs. Unless the Division gears its intake to its short term teacher demand it will be faced with the problem of not being able to find suitable posts for newly-qualified teachers. This would have far more serious implications than the other problem of using unqualified teachers. The solution to the problem of hundreds of candidates being turned away each year does not lie in the building of new training colleges or in extending existing facilities to provide a post

for every willing body who wants to become a teacher. The solution lies in more and diversified opportunities being created for tertiary education, vocational training and employment for an increasing army of senior certificated young people to complete their schooling.

It will be noted that the selection procedure adopted by the Department of Education and Culture (House of Delegates) is a highly structured one with carefully considered criteria and a systematic procedure to ensure that it fits into the total planning picture and at the same time is fair and just. The selection panels at the Springfield College of Education and the University of Durban-Westville work in a spirit of amicable concensus and apply, as far as humanly possible, fair, consistent guidelines in the award of places and bursaries, taking into account the applicant's academic profile, the requirements for particular courses and study directions and the needs of the Department.

It is a matter of deep concern that year after year about 3000 matriculants are turned away from teacher training institutions and yet there is a perennial need to employ unqualified teachers in schools. Whilst cheaper services may save the education department some money, it is sad that greater priority was not given to the pre-service of teachers.

The Springfield College of Education is inadequate to meet the needs of in-service teachers for many other reasons than that of accomodation alone.

In any case, the College has been barely able to provide a one hundred per cent, professionally qualified teachers' corps for Indian Education over the many years it has been in existence. The long talked of Durban College of Education in Cato Manor makes it appear that Cato Manor is at Rainbow's end.

Teaching Practice is an essential part of courses offered in teacher training. It should be seen as a course unit consisting of two componets: the one being campus-based, and the other school-based.

The professional work of teaching gives ample scope for freedom of thought, expression and method; and there can never be universally accepted criteria for the assessment of individual lessons.

It should be added that the ideal teacher training course should prepare the prospective teacher for pitfalls peculiar to the teaching profession. There should be discussion of the frequent occurrence of anxiety among teachers, of exactly what happens to the new teacher in his first year and what such a crucial period could do to his job satisfaction; of his leadership role in education; of his contribution to a healthy staff spirit - in short, there should be the opportunity for discussion of every aspect of the teaching profession as a career, from the point of view of the prospective practitioner of the profession.

2. Recommendations

2.1 Recommendations directly involving policy - making by the Government

It is generally accepted that it is the task of the Central Government to promote the interests of the State and of all its inhabitants. The Government's chief aim is, therefore, to ensure the highest degree of spiritual and material welfare for all its people. One of the requirements for this is that the Government should see that particular services and infrastructures are created that will ensure the creation and maintenance of an orderly society, in the fullest meaning of the term.

2.2 Recommendations directly involving financing by the State.

An investigation should be conducted into the financing of the tertiary education sector with a view to laying down a sound and equal basis in accordance with standardised norms for the funding of educational institutions at this level. The investigation should be aimed at ensuring the optimum utilisation of manpower potential in the Republic of South Africa.

2.3 Recommendations directly involving training

2.3.1 Selection and recruitment

A model recruitment and selection programme should be implemented by all the education authorities as standard practice.

As an immediate service to the education authorities the future South African Council for Education, in collaboration with the profession and employers in education and on the basis of existing research, experience and insight, should draw up a broad model for a recruitment and selection programme. and, in due course, refine it through research.

Each education authority, using the model programme as a guide-line, should draw up and implement its own programmes with its own particular contents and emphases.

2.3.2 Training

There is an urgent need for training institutions that are geographically and demographically well placed.

The erection of the facilities should be programmed with a view to -

- upgrading existing facilities that are below standard;
- eliminating backlogs; and
- keeping up with the projected needs.

In all teacher training, the people responsible for the professional training of education students should have appropriate qualifications in Education.

Requirements in terms of academic and professional training and also actual teaching experience for teaching trainers involved in the professional training of education students should be determined and defined.

There is a need for the co-ordinated evaluation and recognition of qualifications at the national level. The appellation of certificates should also be co-ordinated at the national level.

The aim in training should be an effective balance between academic, professional and practical, vocationally oriented components. In particular, the teaching and acquisition of classroom skills and teaching practice should be given their rightful place in teacher training.

An investigation should be conducted in teacher training into the desirability of appropriate academic and other subjects matter that is relevant to the work of teachers. Standards should be co-ordinated in such a manner that the foundations are laid for continuing training.

The desirability of instituting an internship under the guidance of an accredited tutor teacher as an integral part of teacher training and a probationary period for beginner teachers before registration merits careful study.

Systematic and co-ordinated research and development in respect of teacher training should be undertaken on a continuous basis.

2.3.3 Continued training

Facilities for continued training should be carefully planned so as to be easily accessible and also accessible through distance teaching.

The training of teacher trainers is an important aspect of the training and continuing training of teachers and attention should therefore be given to equipping teacher trainers for their role in continuing training.

Apart from continuing training aimed at acquiring higher qualifications, constant in-service training is of critical importance.

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