

***A Bernsteinian description
of the recontextualising process of the National Curriculum
Statement from conceptualisation to realisation in the classroom.***

By

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ABSTRACT

The aim of this study is to describe the recontextualisation of the official pedagogical field, in the form of the National Curriculum Statement (NCS), in the Further Education and Training (FET) band. The study's focus concentrates specifically on the in-service training programme devised by the KZN FET Directorate for teachers of Grade 10's in 2005, beginning with the creation of the FET curriculum statements at national level and tracking the dissemination of this information to provincial level, then through regional and district level and into the schools.

The researcher was able to analyse the documents created at national level, observe and/or interview role-players at each level of the continuum: national, provincial, regional, district and school (including parents of school-going teenagers). This evidence, supplemented with video-recordings and posters produced at five different venues was selectively described using Berasteinian terminology and his theoretical framework of the pedagogic device.

Research findings in answer to the questions posed, viz. to what extent the social transformation process was understood by the role-players in the process (concentrating on English Home and First Additional Language teachers), indicate that in some cases the official pedagogical field is carried over with minimal change, and in others it is evident that careful monitoring and retraining may be the only means to concretise the intended change in thinking in the minds of South Africa's teachers.

DECLARATION

Unless otherwise indicated in the text, this dissertation represents my own work. Opinions expressed and conclusions arrived at, are those of the author.

Brenda G. Davey

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CHAPTER ONE

INTRODUCTION

Opening remarks:

Various studies have been carried out by academics and others concerned with, or involved in, the education reform process since the advent of democratic governance in South Africa.¹ One of these, currently underway, is the commissioning of the University of KwaZulu-Natal to analyse curriculum reform from conceptualisation to implementation (Hierarchical Analysis of FET Reform, 2004-2008). The four year project is sponsored by the National Research Fund, and focuses on the Further Education and Training (FET) band in the National Qualifications Framework (NQF), concentrating specifically on FET in the schools. The underlying principle of social justice forms both the foundation and driving force of this particular education reform process - as it does all other reform in South Africa at the present time - and it is the task of this project, as a whole, to investigate to what extent social justice is realised from the policy stage through to implementation in the classroom. The purpose of my study, within the project, is to look at the reactions of various role players in the recontextualisation process, with particular emphasis on the training programme devised by the KZN FET Directorate for teachers of Grade 10's in 2005.

The last decade has seen much literature and critique generated on this topic (Jansen, 1998; Muller, 2000, 2001, 2003, 2004; Christie, 2001; Newton, 2004; Chisholm, 2005). These may be perused for a better understanding of the full extent of change which occurred in South African educational circles, besides the brief summary found in the introduction to this thesis.

According to Sayed and Jansen, South Africa's reformation processes have not always enjoyed a smooth ride, with a "lack of attention to the process and context of educational policy development... recognised by the Department of Education" (Sayed & Jansen, 2001, p. 190). Through an analysis partly dependent on Bernsteinian concepts and terminology (Bernstein, 1996) this thesis attempts to show how the process of policy development and its implementation unfolded in the introduction of OBE into the FET phase. It describes this reformation process through tracking the reform process as it moved from its formulation at national level, to the training of teachers at provincial, regional and district level, and finally to its implementation in the school. Most of the other studies within the FET project (de Jager, 2006) worked their case studies only at one level of the reform process, focussing on principals' or teachers' roles. This study attempted to work vertically across levels by tracking how the reform message recontextualized itself through the educational system. It meant that rather than focussing on a detailed case study with thick description this thesis followed a very thin but long line.

In KZN, the official recontextualising field included a two part training process. The first part, 'social transformation' was followed by 'subject specifics'. This study looks at both parts, questioning to what extent there was a successful transfer of the social transformational information in both parts of the training process given the different circumstances which regulated the transfer, and the various roles played by the participants in the process, who had to evaluate and internalise what they were given before cascading down the spiral.

What follows is a background overview of the study, the rationale which prompted this study and the questions which I hoped to have answered through the undertaking of the study.

Background to the study:

Following the advent of democracy in 1994, The White Paper on Education and Training (1995) called for educational reform which would address the following issues: "access, redress, equity, credibility, quality, efficiency". These issues, considered as crucial, had to form an integral part of the foundation upon which the democracy was to be built. The particular pedagogical field which would arise from this appeared to follow a global educational reform - one which Bernstein would refer to as a "competence" type model of pedagogy (Bernstein 1996, p.68), which "shares a preoccupation with the development (liberal/progressive), the recognition (populist) and change (radical) of consciousness" (Muller 2001, p. 61). What followed is described in the four key stages as outlined by Phillips and Ochs (2003), viz. a cross national attraction by one country of another country's education system, pursued by the decision, implementation and internalisation stages. The introduction of an outcomes based approach to education (OBE) by the then Minister of Education, Professor Bhengu, introduced under the name Curriculum 2005 in 1997 - a system "borrowed eclectically from the Scottish, the US and the New Zealand cases" (Muller, 2000, p. 94) was settled upon to replace the syllabi which had hastily been revised under the NATED 550 Report directly after the 1994 elections. This

curriculum was to be phased in over a period of eight years which would culminate in a completely transformed system by 2005.

Politicians and Government envisaged the new system catering for an earlier school-leaving age, based on a political promise to offer free basic education from grade 0 - 9 in the General Education and Training (GET) band or level 1 on the National Qualifications Framework (NQF). The outcomes-based learning programme hoped to see all learners - regardless of age or level of literacy - on level 1 of the NQF as determining their own educational pace, maximising their occupational opportunities and becoming "fully participating citizens in all spheres of social, political and economic life"(Human Sciences Research Council 1995, in Muller 2000: 21). Levels 2 - 4 on the NQF were seen as the Further Education and Training band - for those who wished to continue their education in schools or colleges, as well as for those who had been previously disadvantaged and required a form of accreditation following training in their field of hitherto unrecognised expertise.

Against the aforementioned, sweeping background of information this study concerns itself with the small sliver of level 2 - 4, specifically grades 10 - 12, in the schools, and the phasing in of the new official pedagogical field into the grade 10 classes in 2006. A change in Minister of Education caused the above system to undergo critical review. In 2000, a Ministerial Project Committee was established to oversee the development of a revised National Curriculum Statement and committees were established to simplify and effect change where necessary in the NCS as it stood at that point in time. Coordinators and participants were selected by January 2001 and revision proceeded from February to June 2001. Proposed revisions were published in the Government Gazette, 2001. This

kind of revision process led to the date for realisation of full reform being extended to 2008, the last of the phases to undergo restructuring being the Further Education and Training Band in the schools.

Sayed refers to these changes that have taken place as three phases in policy development in South Africa since 1994 (Sayed & Jansen, 2001, p. 188). The first phase, characterised by a unifying of the previously fragmented education system which occurred in 1996, was followed by an attempt to realise the new value system and approach in the form of policy frameworks (e.g. Language in Education policy, Religion in Education policy, AIDS policy, etc.) as well as the NCS documents and their revised versions. The third phase, according to Sayed, was to be have as its main emphasis "delivery and implementation" (ibid., p. 190). This 'delivery and implementation' included the GET band with its NCS and RNCS (Revised National Curriculum Statement), the establishment of the Higher Education in South Africa committee (HESA) for tertiary education and the restructuring and transformation of the FET band. This last phase of reformation in the education system is currently taking place and is the focus of this study.

Rationale for the study

As an educator in the English classroom (teaching both Home Language and First Additional Language), provincial facilitator in the training of the National Curriculum Statement for English in the FET band to the districts in the Okhahlamba

region where I teach, national examiner for Grade 12 English Second Language setting papers according to the NATED 550 syllabi, and national examiner for Grade 10-12 English Home Language, setting papers according the new National Curriculum Statement, I found myself in the midst of the social transformation processes being passed down. I was therefore in an ideal position to describe the process of recontextualisation of the official pedagogical device as it is being disseminated to its official custodians in the classroom from national level, via the training at provincial, regional and district level into the schools, albeit only within my own limited locality.

My decision to undertake this study was prompted firstly by my engagement with the phasing in of the GET band as well as the FET band in my school. As Head of the English Department (Grades 8-12: ex-model C school), the changes to GET were noticeable only in the following ways: Grade 9's were required to engage with a nationally produced Common Assessment Task (CAT). Section A comprised activities which were to be done in the fourth term and Section B comprised the examination. This assessment mark was to be joined to other continuous assessment marks obtained during the course of the year, and submitted to the local circuit office. Classroom practice involved children sitting in groups. At no stage of any training which was undergone was there mention made of the rationale behind the group work other than that one of the critical outcomes was to teach children to work in a group. Thus the learner-centredness of pedagogical interaction was largely misconstrued. As this was the only impact which GET training had on my school, I was rather surprised to learn of the rationale behind the Revised National Curriculum Statement (RNCS) and the extent to which it was supposed

to have been implemented when I was selected to form part of the provincial team which would train KZN teachers in how to implement the OBE approach in FET. As participant in this latter process, I was able to keep track of both the rules and procedures put in place at national level to accomplish the socio-political intentions inherent in the transformation process, as well as take in the nature of change as it pertained to my specific subject: English Home and First Additional Language. In this position, both as participant (at Provincial level) and facilitator (at Regional level) in the KZN teacher-training workshops (latter 2005) I was able to experience the extent to which the 'social transformation' and the 'subject specifics' were adhered to and realised by both myself and by those engaged to a lesser degree (as teachers on in-service training) in the recontextualisation process. In turn I was able to pose academic questions and have them answered through my own experience and that of my colleagues who were involved in the training as well. Thus I was in contact with a variety of role players at all points and stages of the social transformation process.

Critical questions:

The questions which I thus hoped to have answered through this research were as follows:

- To what extent was the new pedagogical field recognised and realised in its official recontextualising field by the various role players who were a part of the process at national and provincial level?

- (To what extent) were teachers of English (Home Language and First Additional Language) able to recognise and realise the message of social transformation in their 'subject-specific' training course?

These questions are an attempt to answer a deeper question playing itself out in many contexts throughout South Africa: "What happens to the reform process as it is translated or reconceptualised from the curriculum statement down to the learners in the classroom?" It is hoped that this very limited attempt to track the process will provide a beginning for other researchers interested in this question.

Summary:

The system of democracy in this country demands a system of governance which deems social justice to be of paramount importance. Its intention, to filter this sense of social consciousness down to the individual in the classroom, has led to a change in the pedagogical field through the creation of a new National Curriculum Statement which must permeate all pedagogical discourse.

The UKZN has been commissioned to study to what extent the reform process is realised from policy level to classroom level in South Africa.

Thus, this research paper is an attempt to track the implementation of the reform process and describes the recontextualisation process from national to provincial to regional to district level, giving brief insights into how it impacted on the various role-players involved in the process.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK

Introduction:

In accordance with the project as a whole, I will use Bernstein's concept of the pedagogic device, and refer to his theory of pedagogic discourse and its impact on social consciousness (Bernstein, 1996). I shall also define and describe other Bernsteinian terminology which will help the reader to understand Bernstein's description of power relations. The use of Bernstein serves a double process in this thesis. Firstly it enables an articulation of this research with other research currently progressing within the project and within the Bernsteinian community both nationally and internationally. Secondly, it provides a well thought-through theoretical framework for my specific area of focus.

In "Pedagogy, Symbolic Control and Identity: Theory, Research, Critique" (1996) Bernstein offers us a view of "how **power** and **control** translate into principles of communication, and how ... these principles of communication differentially regulate **forms of consciousness** with respect to their **reproduction** and the possibility of **change**" (p. 18). In terms of the introduction of OBE into the FET band, one becomes aware of the extent to which the new form of consciousness becomes the message of the recontextualising field (i.e. the field of education in this case), and how it is transferred down the spiral to its new owners through the pedagogical device in order to effect a change in social consciousness throughout each level of the continuum.

Part one:

The theory of the pedagogic device:

When Bernstein defines the **pedagogic device** he refers to the **action** of the relay of knowledge instead of the **content** which is being relayed from one to another in the education process. The essential difference in approach allows for this study to examine whether whatever is being relayed is successfully accepted or realised by the recipient of the knowledge. In Bernsteinian terms this **action** of the relay of knowledge is called **recontextualisation**.

According to Hugo (2004a), Bernstein's theory reflects that of the great educationist of history, Plato, who saw knowledge as being the "sacred". The "sacred" - in the form of 'truth' or knowledge moves down a metaphorical 'ladder' till it reaches the level of the "profane". In Hugo's explanation, the pedagogic device moves "downwards from creation to transmission to acquisition, from inspired production to reflective simplification to reproductive acquirement. It is a movement from abstract design to repetitive copy" (Hugo 2004a, p. 9). This study investigates the extent to which the message of social transformation and the phasing in of an outcomes-based approach to education in specific subjects was correctly transferred from national level down through provincial, regional and district levels into the school. In Bernsteinian terms, one is researching how the message is **transmitted, received and evaluated** by the recipients.

When one speaks of 'transmission, reception and evaluation', as mentioned above, one is essentially adhering to the rules that govern the pedagogic device. They are the

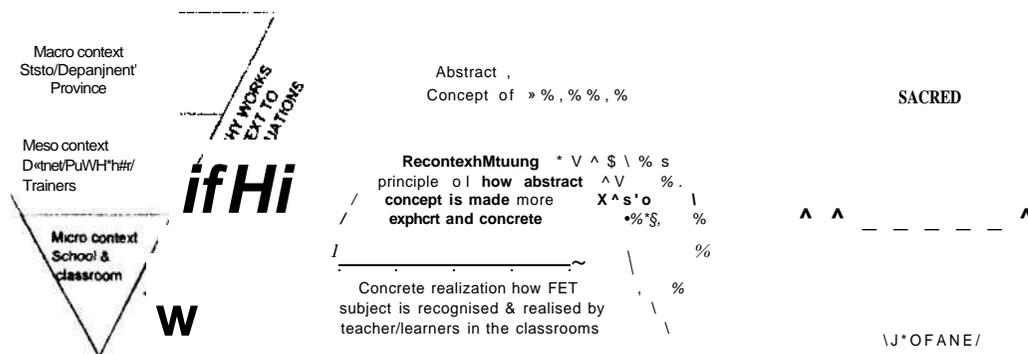
distributive rules, the **recontextualising rules** and the **evaluative rules**. It is important to understand these rules as they impact on the research that was undertaken.

Distributive rules refer to the initial transaction in the formulation of the pedagogic device. In this research, it refers to the 'what' that stakeholders at national level intended to transmit through the pedagogic device. The content, in the form of consciousness to be transferred to the recipients, was couched in training programmes which were split into two parts: 'social transformation' and 'subject specifics'. The distributive rule intends to "regulate the relationships between power, social groups, forms of consciousness and practice" (Bernstein 1996, p. 42). In the case of this study, 'power' lay in the National Curriculum Statement for FET which is underpinned by the nine principles that infuse the statements, supported by nine policies all of which adhere to the ten values upheld in the Manifesto and which form the foundation for the Bill of Rights. In Bernsteinian terms, "The purpose of the device is to provide a symbolic ruler for consciousness" (ibid, p. 52), and the intention was to transmit this 'power' to the various role players in this social transformational process for the purposes of reproduction through every level in the hierarchy. Thus the message was couched in tightly classified terminology to ensure that the distribution thereof would suffer minimum change as it was recontextualised. However, as will be seen, there was a constant 'interruption' in the flow of the message as the recontextualising rule was dominated by the circumstances in which the message was transmitted, as well as by the differing paces set for transfer of the message. Bernstein refers to these as **classification** and **framing** (see part 2) which impact on the end result.

The **recontextualising rule** regulates the formation of this specific pedagogic discourse. In this study, this rule constitutes the 'how' or the design of the pedagogic device which was a closely monitored and strictly encoded training course that moved down from national to provincial to regional to district and then school level, and which contained the message as described in the above paragraph. This tightly controlled move down the spiral from 'sacred' to 'profane' can be described using the terms "**scalar**" and "**intensional**". These concepts fall within Hierarchy theory. According to Hugo,

"there are two basic kinds of hierarchies: scalar and intensional. The first works with increasing levels of scale (from classroom to school to district to province to country), the second with increasing levels of complexity (from the profane to the sacred) where there are greater levels of abstraction, structuration and organization as one moves up the hierarchy" (Hugo 2004a, p. 9).

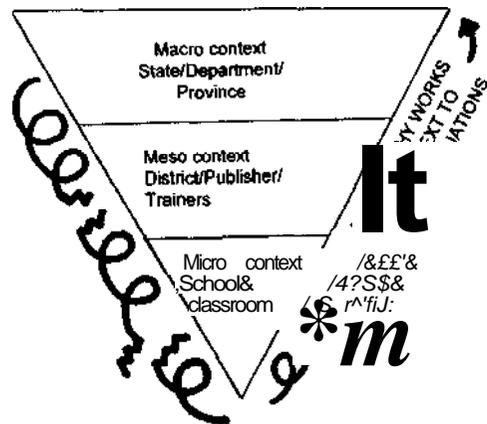
This can be depicted as follows, with the abstract 'sacred' moving down to concrete realisation only to feed back as recognition takes place at the level of the 'profane':



'Scalar' and 'extensional' can be used interchangeably here

Thus, in this study, the information was recontextualised in varying degrees feeding back into the spiral at different levels of cognisance. Greater and lesser understanding of the concepts meant increased or decreased absorption of the message, affecting the levels at which each of the participants re-entered the spiral moving up from concrete and local levels to abstract and national levels.

This recontextualisation process may be depicted as a broken telephone metaphor or spring:



(Both diagrams loosely based on Harley, Bertram and Hugo: 2004 - 2008 UKZN research project.)

The interruption and flow of the message as it spirals down and then back upwards is influenced by all the elements which constitute the pedagogical event. The message itself, the role players and the past, present and future of both are influenced by what Bernstein refers to as **instructional and regulative discourse**. In simple terms, the former relates to that which constitutes the subject matter to be taught, and the latter the external issues, events and elements that determine to what extent the subject matter is learnt. In the

training course, the influence of each of these two levels of discourse were weakened and strengthened considerably, depending on who was attempting to recontextualise the intended message.

The **evaluative rule** constitutes any pedagogic practice which is there to transmit criteria against which society should measure its worth. It is the level at which a benchmark for conscious behaviours is created. To illustrate this rule, an example from the study itself may give the reader a better understanding of this notion: each segment of the training session, (which never lasted longer than one hour) was reproduced in the form of an activity which ensured that all participants interpreted their own understanding of the message, thereby internalising what was taught. This meant that internalisation was monitored by the rest of the group, and any deviation instantly corrected. Thus, although the benchmark came from the group, they in turn were monitored by the facilitators, and every teacher was measured in their performance and understanding against this yardstick. This prescribed reaction expected from the teachers is consistent with research done on GET teachers whom, it was found, engaged in "mechanical and uncritical imitation ... described as mimicry" (Mattson & Harley in Newton, 2004, p. 23).

The abstract level of the evaluative rule of pedagogic discourse constructs "fundamental category relations with implications for the deepest cultural level" (Bernstein 1996, p. 49). Because the inner core at the abstract level reflects the "deepest cultural level", the spiral downwards, if strongly controlled must, theoretically, retain some of the core. This study investigated the extent to which the message contained in the training programme

did manage to maintain its original form and its 'realisation' as such by the role players, as well as where it dislocated itself and was misunderstood or interpreted differently. Hugo, commenting on the powers at work in hierarchical structures, explains that the pedagogical device

"is not deterministic in both its flow downwards and clambering upwards, in both efflux and return. There is always space for this device to work differently, for in making the sacred accessible to those whom it wishes to acquire it, it creates paths that others can follow and exploit, it opens the sacred vow to profane articulation" (Hugo, 2004a, p.9).

The study thus reveals the extent to which the scalar and abstract intentions at national level are realised at the other end of the continuum, given the different cultural, linguistic, cognitive and other experiences of the recipients of the information.

Besides the rules which govern the **pedagogic device**, it is important to know that the pedagogic device is embedded in the **language device** which is the medium through which the pedagogic device is carried. Both these devices depend on a largely stable set of rules (grammar rules and societal norms). The recipient of the knowledge, however, is influenced by the context in which the knowledge is presented and even more so by the context from which the recipient comes, i.e. the cultural context of the recipient, as mentioned in the above paragraph. In the context of this study, the context within which this pedagogic device moved was often both linguistically and socially restricted. Many

recipients of the knowledge were largely second language speakers whose own cultural context differed from the context in which the message was generated thus impacting on their evaluation of the content of the knowledge being presented. Thus the language device has more meaning attached to its importance in this study, due to the linguistic restriction, than is otherwise normally the case. This becomes evident in the research findings in chapter five.

Halliday (1978, 1993 in Bernstein, 199, p. 41) and Bernstein argue that the rules of the language device are not ideologically free, neither are the rules of the pedagogical device. English occupied the peculiar position of having to be the **conduit** through which the pedagogical device was carried, as well as the **content** of that which was transmitted in part two of the training course. An unconscious disadvantage or advantage in this study was that the two often became so intermingled that the acquirer was less aware of the distinction between the information regarding the transformation and the information regarding the change in teaching, thus much of the intended message may have been lost.

Over and above this, one finds that both the language device and pedagogical device are embedded in **culture**. The former (language device) is more dependent on intended meaning per se, whereas the latter (pedagogical device) is dependent on the socio-political intentions of the **transmitter**. However, one is not always aware of *how* dependent the ultimate result of the interactional discourse is on the cultural and prior socio-political knowledge of the **recipient** of the communication. Thus "both the language and the pedagogic device become sites for appropriation, conflict and control" (ibid, p. 42) impacting on the realisation of a change in social consciousness.

Looking at English as a medium of instruction from another angle, the **pedagogic device** is transmitted using **pedagogic discourse**. This pedagogic discourse is in itself structured by its own set of binding rules and the context within which it finds itself. It is a principle "by which other discourses are appropriated and brought into a special relationship with each other, for the purpose of their selective transmission and acquisition" (ibid, p. 47).

The subject of English is a discourse all on its own, but as soon as it is made a pedagogic discourse it appropriates its own characteristics which are selectively transmitted (as in the four learning outcomes), and it is also selectively acquired. The hierarchical move downwards and upwards in consequence is further complicated by English not only being the relayed discourse, but also the relayer of the relayed discourse, or in plainer terms, the medium of instruction. In a paper presented at the Kenton Conference, Muller asks whether one can determine what kind of specialisation a pedagogy must encode to effectively realise the specialised consciousness (of the subject) in a specialised language (2003). Although in this context, Muller is referring to the context-independent vertical discourse driven subjects like Mathematics, the whole question of language driven pedagogy presupposes a learner's knowledge thereof in order to achieve a realisation of the concepts couched therein, i.e. 'How well can you understand me as I teach you how to teach English in English?'.

This is further complicated by having to consider what one sees as the instructional discourse to be at the different levels of the educational system. At the top end of the spiral the social message of transformation is so dominant that it is almost as though it is

the whole message. In other words the regulative dimension is so powerful as to almost exclude the instructional dimensions at this level. It is only as the pedagogic message begins to wind its way through the pedagogic device that the instructional dimension seems to increasingly appear. But to what extent this occurs in the case of every individual is questionable.

Each subject specialization must have at its most abstract core a set of fundamental principles of operation that have to do with how it exists as a subject in its own right, not its regulative dimensions. What is important to a subject at its abstract heart seems to be very different to how it appears when influenced by the regulative discourse that surrounds it. These are complex recent issues of theoretical development that have only come to the fore as this thesis was being written up. Thinkers like Muller (2006) are beginning to grapple with the implications of this and although the thesis does begin to address these issues, it is in a more simplified manner.

Summary of part one:

Bernstein sees the 'abstract' or 'sacred' as spiralling down within a set of Distributive Rules (DR) through a set of Realisation Rules (RR) into a consciousness determined by Evaluative Rules (ER). These three elements are transformed into transmission, acquisition and evaluation - the concretisation and subsequent reproduction of the original 'abstract' or 'sacred' piece of consciousness or, in plainer, less political terms, a paradigm shift or new mind set. The processes take place within a context ruled by the ebb and flow of instructional and regulative discourse. When the medium of the message

is so closely linked to the message itself, the impact on the pedagogic code and the level of intensity in the modal register used by the transmitter will vary according to the level of knowledge of both medium and message on the part of the acquirer. This may be more clearly seen in the visual below:

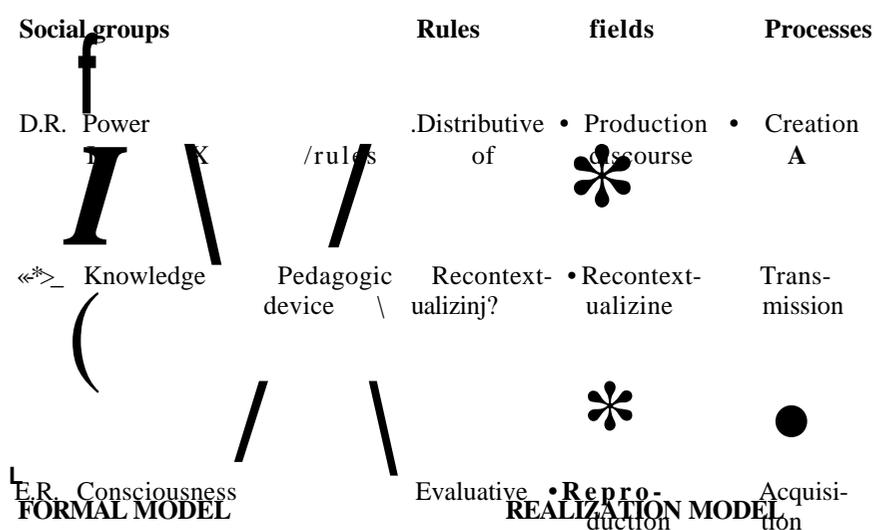


Figure 2.4: The device and its structurings

Bernstein 1996, p.52

Part two:

Conceptual framework within the theory of the pedagogic device:

The theory of the pedagogic device therefore leads us to a view of "how power and control translate into principles of communication, and how ... these principles of communication differentially regulate forms of consciousness with respect to their

reproduction and the possibility of **change**" (Bernstein, 1996, p. 18) as stated in the introduction to this chapter. At this point it is necessary to further develop one's understanding of Bernstein's notion of power relations as it is contained in the pedagogic device and certain, specific terms and concepts he uses to describe his theory are described below.

Bernstein's concept for the translation of power and power relations is couched in the term **classification** which denotes the defining attribute of the relation between the categories which it separates. Contrary to what most would think of as defining a category - namely its unique characteristics, Bernstein posits that it is the area **between** the various flows of discourse that allow each to define its area : "A can only be A if it can effectively insulate itself from B" (Bernstein, 1996, p. 20). The term classification can be applied to either English Home Language (EHL) or English First Additional Language (EFAL) or the training course. If strongly classified, the subject has its own "internal cohesion" or the knowledge within the subject has its own "special quality of otherness" (ibid, p. 20) and is able to preserve its essence. In terms of the training course, the social transformation message was couched in tightly classified transformational terminology, giving itself its own defining attributes. When the term is applied to the role-players in terms of their positioning or any other "special quality of otherness" e.g. culture, it means that people are either unable to relate to one another and have weak relations because of the strong classification within their linguistic context or culture, or are able to have strong relations because of the integrated nature of their positioning, i.e.

those for whom the **instructional discourse** features as an aid or a hindrance to understanding.

When applied to the role-players in terms of their social position, strong classification refers to the hierarchical structure reminiscent of the Bureaucratic Management model (Weber in Bush & West-Burnham, 1994) where each person is seen in a top-down / bottom-up relation to others. Another Bernsteinian term used to define classification within a hierarchical structure of role-players is the **collection code**. Where the collection code is strong, the classification is strong and social relations between the role-players may be distant because there is a hierarchical power structure in the trainer - trainee arrangement, e.g. one may ask to what extent the racial or gender specifics of the trainers impacted on the evaluative cognisance of the trainees in this study. This is briefly touched on in chapter five. The collection code can also refer to a set of linguistic or conceptual tools that enable the one in possession of these to progress up the ladder of knowledge. Where these linguistic or conceptual tools were weak (as may be the case where participants are not fully conversant in English) the learner-teacher in this study may not have the necessary proficiency in English to fully internalise the information being distributed and thus may be unable to effectively recontextualise the information or cascade it, to those further down the ladder.

Another concept, closely linked to classification is **framing**. This concept is defined by Bernstein as referring to "controls on communication in local, interactional pedagogic

relations" (Bernstein, 1996, p. 26). Framing is about how meanings are put together and about who controls what. It is concerned primarily with the following issues:

- the selection of communication;
- the sequencing of the knowledge - what is to be taught first;
- the pacing - at what speed the knowledge is to be transmitted;
- the criteria
- the control over the social context which makes the transmission of the knowledge possible.

Where framing is strong, the **transmitter** of the knowledge (i.e. the teacher / facilitator) has a lot of control over the above concerns. It is important to note that certain elements may be strong while others weak, e.g. a facilitator may have control over the sequencing of the knowledge, but have little control over the pace at which **acquirers** (learners) learn.

An important aspect of framing is the system of rules discussed previously which is regulated by framing. These are the rules of **social order** and the rules of **discursive order**. A strongly framed social order would be the term used to label acquirers of knowledge as - in Bernsteinian terms - "attentive ... receptive" (ibid, p. 27). The second rule of discursive order refers to the selection, sequence, pacing and criteria of the knowledge. The terms are closely aligned to **regulative discourse (the social order)** and **instructional discourse (the discursive order)**. These rules, together with the concept of framing are particularly evident in the research findings of the study under discussion. As

has been previously noted, the instructional discourse and the regulative discourse were weakened and strengthened by the myriad of differences in the cultural backgrounds and proficiency in English of the role players at various levels.

It is reasonable to conclude that framing has much to do with the relationship between the transmitter of knowledge and the acquirer of knowledge. In the case of this study the 'acquirer' was the teacher who underwent in-service training. Often these teachers were the ones who were from cultural and linguistic contexts which were different from those in which the delivery of new information took place. Understanding of the new information depends on the commonalities in the life histories of those who are transmitting and those who are receiving.

In Britain, where social stratification is by class, Bernstein found that children from middle class backgrounds were better able to understand what he referred to as a "**school code**" or "**elaborated code**" in contrast to children who came from working class backgrounds, who were not as adept at using an elaborated code. They worked more comfortably within what Bernstein labelled a "**community code**" or "**restricted code**" (Bernstein 1996, p. 25). Key to understanding these distinctions in Bernstein's work is the recognition that the restricted code is not intrinsically bad. We all work with a restricted code. Even the ruler of a country uses a restricted code in her own comfortable contextual surroundings. The point Bernstein is making through the distinction is that working class dynamics result in this restricted code becoming dominant at the expense of being able to use both an elaborated and restricted code, depending on the context

demanding. Middle class children are better able to work with both restricted and elaborated codes (see Hoadley 2005, chapter 7 for confirmation of this research in South Africa). While Bernstein uses the terms "**restricted code**" and "**elaborated code**" to describe the different language spoken by people either restricted or advantaged by class in a society differentiated by class stratification in Britain, one may loosely posit that in South African terms, a person with a restricted code may be one who has suffered social neglect (in the apartheid era), be culturally bound to localized lore rather than being introduced to more generic concepts or linguistically restricted (not having English as a first language). Teachers whose language or culture or social status is different to the language of instruction may therefore have to operate on an interpretive level first before grasping the concept and internalising it.

Bernstein also relates these two levels of communication to two further terms, namely **recognition and realisation rules**. "Recognition" of a concept means, in Bernsteinian terms, an ability to comprehend a concept for the purposes of regurgitation. In contrast, "realisation" of a concept, leads to a full internalisation of the concept with the ability to implement it in real-life situations. To illustrate these terms: a teacher on course may **recognise** terms which are used in his or her strongly classified subject, but if this teacher lacks an elaborated code it is unlikely that he will **realise** (understand and be able to implement) the underlying principles and specialised socio-political terminology which accompanies the new knowledge.

These terms highlight a potential inequality in the acquisition of the knowledge through the pedagogic device and may perpetuate the "**stratified system** which distributed different forms of educational knowledge to different... groups" in the past (Ensor, 2003, p 1). As can be seen in chapter five, the teacher population who attended the courses was multi-cultural, and after ten years of democracy, educational knowledge seemed more evenly distributed amongst individuals who had sought out change. This is seen in the comments taken from the interviews.

Thus, this study will be able to show to what extent the stratified system has moved away from its own "**reproduction**" in racial terms, where the previously disempowered remain marginalised; to what extent the new form of consciousness has permeated the mindset of the recipients of the new pedagogical field despite the cultural and linguistic differences, and to what extent the regulative and instructional discourses of the reform suffered as the recontextualizations process occurred.

Summary:

Bernsteinian language has become a tool with which to analyse pedagogical reform from a scalar as well as an intensional perspective, an organisational as well as a curricular perspective, and the state of the pedagogical device itself as it moves through the recontextualisation process. The Bernsteinian terms highlighted above in part two are useful tools which will help the writer to objectify the events described in chapter five.

CHAPTER THREE

LITERATURE REVIEW

In the course of my research I found the concept of change and change management within hierarchy (and the often hierarchical nature of change) as well as the role of the teacher to be of fundamental importance to the understanding of this study. Thus I will give a brief overview of some of the literature which was reviewed prior to my undertaking the research.

Change management in hierarchy:

While, on the one hand Salthe (2001) gives one an invaluable insight into the field of hierarchy, Senge (1999) and Anderson and Ackerman Anderson (2001) give a broad insight into the theory, concepts and models of change management in learning organisations. Senge offers groundbreaking ideas in the "sigmoidal" growth of learning organisations (1999, p.7) which tally with Bernstein's notion that recontextualisation does not necessarily lead to an exact duplication of the message; and Anderson's and Ackerman Anderson's models of developmental, transitional and transformational change can be combined to illustrate the complexities of the South African context of change (2001, p32). Canadian researcher Fullan (1972 - present), Norwegian, Dalin (1978 - present) and American, Miles (1958 - 1993) focus more specifically on change in schools. Their ground-breaking meeting in 1970 in Norway, (following Dalin's case studies of innovations in different OECD countries) in which several days were spent examining "Critical Concepts in the Process of Change" (Fullan in Hargreaves, Lieberman, Fullan & Hopkins, 2000, p.216) has yielded an historical background to the

concept of change from a global perspective. More particularly, one of the findings in the Rand Change Agent study (a large scale educational study designed in the 1970's in California, America), that "the nature, amount and pace of change at the local level was a product of local factors that were largely beyond the control of higher-level policy makers" (McLaughlin in *ibid.*, 2000, p.71) needs to be kept in mind with the recontextualisation process in the South African context.

Similarly, Anderson and Ackerman Anderson's differentiation between 'transition' and 'transformation', i.e. that the latter requires a radical shift "from one state of being to another, so significant that it requires a shift of culture, behaviour, and mindset to implement successfully and sustain over time" (Anderson & Ackerman Anderson, 2001, p.39) gave impetus to this study: to what extent the recontextualisation process was impacting on individuals and changing its message, since it was requiring **transformation**, and not a mere **transition** on the part of the individuals involved. This concept can be loosely linked to Koestler's notion of a holon (Salthe, 2001, p. 2).

Fullan's writing in Hargreaves, Lieberman, Fullan and Hopkins (2000), refers to his earlier work, *The Meaning of Educational Change* (1982), revised and changed to *The New Meaning of Educational Change*, (1991) and *Changing Forces* (1993) and furthers the notion of change management by developing two concepts, namely the complexity of the change process founded on the chaos theory and the idea of combining moral purpose and change agency. His assertion, that "a system is intrinsically non-linear and endemically fragmented and incoherent" - challenges the notion of hierarchical

structures and the cascading of information. *What's Worth Fighting For*, (Fullan's trilogy published in the 1990's) posed a possible solution of "mobilising and combining forces of inner and outer learning" (p. 223). This information enabled the writer to see a fuller picture, thus expanding the criteria against which to measure the extent to which new policy was internalised by the role players as it was presented to them, e.g. where change did occur, was it "permissive rather than participative" (Fullan, in Hargreaves, Lieberman, Fullan and Hopkins, 2000 p. 214)?

Fullan's descriptions of non-linear, fragmented hierarchy do not, however, consider the other crucial dimension of hierarchy within the process of recontextualization, i.e. that of the shift from abstract principle to concrete realization. It is in how the reform message recontextualizes in both an extensional and intensional manner that this thesis is concerned. Thus, Fullan provides some insight into the first aspect of this process, but not much on the second.

Peters (2004) furthers the notion of hierarchy, in speaking about the changing views of knowledge. Drawing on Houghton and Sheenan and using Silicon Valley as an example, Peters describes networks of hierarchies that are dependent on geographical location for them to make sense of the knowledge made available to them - a point which is pertinent to this study as role players were from such different locations, geographically speaking (Peters, 2004, p. 9).

Von Goldammer, Paul and Newbury also speak of the complexity within a hierarchy that is made up of animate and 'uncontainable' truths, e.g. people, in their comparison between heterarchy and hierarchy: "In general, logic and mathematics are ... tools ... to describe physical states ... but not mental processes" (2003, p. 12). This deduction is also pertinent to this study as much of the material researched is in the realm of the social and links to Bernstein's notion of power and social consciousness. His theory is largely a matter of hierarchy, as it is all about power, symbolic control and identity, formulated through social consciousness, yet open to change.

Thurlow and Bush (2003), editors of the Series: *Managing Schools in South Africa* as well as several research papers in Hargreaves et al. (2000) narrowed the focus of 'change management' per se to 'change management specifically in schools' and relating to change in the classroom. Since the focus of this study is the transition of OBE into FET in schools, reviewing the series edited by Thurlow and Bush, as well as Jansen (1998, 2001), Muller (2000-2006), Christie (2001), Newton (2005) and Chisholm (2005) enabled this study to situate itself against the backdrop of the transformation which has already taken place in South Africa in the last 10 years.

The role of the teacher:

The teacher is perhaps the most important of all role players in the process of social transformation. As this research has as its focal point the recontextualisation process, the question being asked is to what extent the message from the politician at the top of the spiral is actually retained through the spiral to the teacher at the bottom. In a hierarchical

triangular shape, both ends of the continuum on the two lines which reach up to the apex are occupied by entities which have their own interpretation of reality. This creates tension, and those who appear to be at the apex and in power may suddenly find the triangle inverted. Intensional hierarchy sees as its highest point that which is abstract and recontextualises this downwards to become concretised at the other end of the continuum, and Scalar hierarchy sees that which is largest as having more influence and power. In reality however, that which is abstract or big may not necessarily be the winner in the struggle for dominance. McLaughlin, in more academic terms, argues that "change at the local level (is) a product of local factors that (are) largely beyond the control of higher-level policy makers ... *Change ultimately is a problem of the smallest unit.* " (McLaughlin in Hargreaves et al., 2000, p. 71, 72. Italics mine).

Thus, as teachers occupy an important link in the chain - perhaps the most vital of links - it is important to investigate the literature which has studied teachers in systems which have undergone educational reform. In a comparative study between South Africa and Australia, Malcolm posited that none of the outcomes-based education operating around the world "seeks to deliver the curriculum to schools as a final product: intentionally they leave the final development to teachers - the agents who are closest to learners, who work at the critical interface of teaching, learning and assessment" (in Sayed & Jansen, 2001, p. 200). This point is particularly relevant to this study, as the intention in the social transformation process is to avoid any break-down of the message. To forge a consciousness which is undivided in its internalisation of certain values, one must ensure

that the agents of change all receive the same message. To what extent this does in actual fact happen, though, is the question posed in this research.

Fullan paints a generic teacher picture in the face of large-scale reform as having to answer the following questions: "Does the change potentially address a need? How clear is the change in terms of what I will have to do? How will it affect me personally in terms of time, energy, professional development, etc? How rewarding will the experience with the new curriculum be in terms of my interactions?" (Fullan, 1991, p. 4 in Newton, 2004, p. 32).

Closer to home, "Curriculum planning, teacher training and development must of necessity draw on teachers' purpose, the teacher as a person, the real-world context in which they work and the culture of teaching in that context" (Harley, Barasa & Bertram, 2000, p.301 in Newton, 2004, p.33). The question posed in this research is, to what extent were these factors taken into account when the message of social transformation was cascaded down to these agents of change.

The diverse roles which the teachers undertook at the training is also an important point to note in this research study. One needs to take into account the power-position of the teacher in the classroom, the learner-position of the teacher in an in-service training context, as well as the socio-political context from which the teacher comes and the one to which the in-service course hopes to move him/her to.

To see this in Bernsteinian terms, Mario Diaz argues that Bernstein's assumptions about power, knowledge and social experience "led him to see social positioning through meanings as inseparable from power relations". Diaz continues:

Bernstein holds a relational notion of power.. .Boundaries provide possibilities, potential space for power positions, and strategies. Boundaries are the object of struggles between unequal power positions... The more the boundaries the more the distribution of unequal spaces and the more the distribution of inequalities between positions, discourses and practices. Thus there is a close relation in Bernstein between boundaries, power, social groups, and forms of identity" (Diaz in Morais, Neves, Davies and Daniels, 2000, p. 85).

This notion permeates the official pedagogical field which is intent on seeing the inequalities of the past eradicated in future social consciousness. More succinctly put, it is the "structuring of pedagogic discourse shifted from the explicit favouring of (one race group) and the production of the 'educated man', towards the production of the generic skills of the 'lifelong learner'" (Ensor, 2003, p. 1). Politically speaking, the official pedagogical field, as realised through OBE, hopes to break down the boundaries raised during the previous dispensation. In its pure, abstract, ideational form this is possible but research shows that 'the ideal is not necessarily the real' (Harley, Bertram & Mattson, 1999, p. 152). The implementation of policy by teachers at classroom level has not enjoyed success in other developing countries in Africa. Newton documents research findings on Namibian, Zimbabwean and Botswanean curriculum reform to show that

"policy analysts need to look beyond whether resources are available or not, and pay greater attention to teacher's personal sense-making, their understandings and meanings of the various dimensions of the policy change" (Newton, 2004, p. 20).

Hugo's clear distinction between concept and context in nested and non-nested hierarchies (Allen and Starr, in Hugo, 2004a; Salthe, 2001) is another take on the warning to be heeded, as is Hoadley's research study into the vicissitudes of teacher's authoritative versus authoritarian stance in the classroom (Hoadley, 2005). Hoadley finds that too often children turn to the authoritarian figure for an explanation of knowledge which is unavailable from the teacher who occupies the position of control rather than the position of expert (authoritative role) in the subject.

In discussing the role of the teacher in a 'competence model' system of education, Muller stresses that regulative discourse be the dominant discourse. In Muller's words,

"This entails that the transmitter or pedagogue must be seen to direct the pedagogic process as undirectively as possible. There are no rules to be followed. Classroom relations are personalised, not position dependent... The competence pedagogue deals with learner performance as variants or differences, not as deficits." (Muller 2000, p. 103)

The above quotation is especially pertinent as it applies to this study where the learners are the teachers who are to carry the message of the training course back into the

classroom. Ensor's warning that "not all teachers will absorb the moral universe of hyperpersonalised pastoralism, or, rather, they may absorb the rhetoric but not the practice" (Ensor, 1999 in Muller 2000, p. 104) is also to be heeded when one is faced with the evidence in the research in this study (see also Jansen, 2001; Fullan, 1991 and McLaughlin, 1998 in Newton, pp. 22-25).

These warnings may sound a negative alarm bell. While the Report of the Task Team on Education Management of 1996 reads that "The task of management at all levels .. .is.. .the *support* of conditions under which teachers and their students are able to achieve learning" (Thurlow & Bush, 2003, p. ix, italics mine) it seems that regardless of the nature or extent of the support given through in-service training, the nature, amount and pace of change remains with the individual teacher. To what extent this is so, will become evident in chapter five in the individual responses elicited during the interviews with different teachers during the regional training.

In an effort to balance what appears to be a negative view I have also reviewed literature which is linked to the positive academic theory of teacher-leadership and which validates the part played by myself in the research study.

Recent studies of effective leadership show that the authority to lead need not lie in the strongly classified scalar hierarchies as they exist in the present organisational structures, but can be dispersed throughout the school among all the role-players (Day, Harris, Hadfield, Tolly & Beresford, 2000.; Harris, 2002; Jackson, 2002 in Muijs and Harris,

2003). The idea of teacher-leadership is widely accepted in the USA and Canada (Smylie, 1995 in Muijs and Harris, 2003) and when the training of teachers in KZN necessitated the beefing up of the Teaching and Learning Services Directorates' human resources, many teachers were suddenly catapulted into a range of roles as facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups (Katzenmeyer and Moller 2001, in Muijs and Harris, 2003) as was the case with myself. Ash and Persall (2000, in Muijs and Harris, 2003, p. 439) see the teacher-leader as "undertaking action research", and, as the principal reason for teacher leadership is to "transform schools into professional learning communities" (Katzenmeyer and Moller in Muijs and Harris, 2003, p. 439), teachers (including myself) who have fully recognised and realised their role as defined in the Norms and Standards for Educators (1998) have found themselves engaging in many more action research projects in which the notion of empowerment, distributed leadership and change agent all play a significant role.

Thus, one can assume that research studies show positive and negative reactions of teachers to in-service training. This study aims to add to that research through unedited reflections of role players in the South African reform process, the writer being an avid action researcher towards improved performance in the classroom and the larger playing field (Somekh, 2003).

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

Introduction:

The research for this dissertation falls mainly within an **interpretivist paradigm** with a strong link to the critical social science approach if taken further. The research findings depend on a process of observation and interpretation of the recontextualisation of OBE into the new FET band using Bernstein's language of description, and is therefore **qualitative** in nature.

Methodology, methods, design:

An interpretivist approach seeks to understand and describe meaningful social action through direct, detailed observation of people in order to arrive at understandings and interpretations of how people create and maintain their social worlds (Neuman, 2000; Babbie and Mouton, 2001). "Interpretive research is interested in the experiences, feelings and meanings that people talk about" (Terreblanche & Durrheim, 2004, p. 154). It is characterised by an ontology of subjective experience, an epistemology which demands an intersubjective stance and a methodology which is by nature interactional, interpretative and qualitative. "Interpretive research ... relies on first-hand accounts, tries to describe what it sees in rich detail" (ibid., p. 124). This is sometimes referred to as "thick description... a thorough description of the characteristics, processes, transactions and contexts that constitute the phenomenon being studied, couched in language not alien to the phenomenon" (Geertz, 1973, in ibid., p. 139). It is at this point that the research I have undertaken varies from Geertz's characterization. The language chosen for analysis

has been appropriated from Bernstein's specialised conceptual language, which seeks to provide a high degree of analytical clarity that comes at the cost of theoretical abstruseness. This 'language of description' is described by Bernstein as

"a translation device whereby one language is transformed into another ... (it) constructs what is to count as an empirical referent, how these referents relate to each other to produce a specific text and translate these referential relations into theoretical objects or potential theoretical objects" (Bernstein, 2000, p. 132-133 in Hoadley, 2005, p. 81).

Bernstein is describing a process of how his theoretical language is adapted into a more outward looking empirical language that can recognize and classify the empirical world it is directed at capturing. Thus my own analysis, by its very composition, will land up in middle ground, where abstraction and phenomena meet. Muller and Young (2006, p. 15) seek to move further into the importance of language as a device for description, even as I write, however at this point, Bernstein's specialised terminology suffices.

Bernstein himself said, "In order to show formally how dominant power and control relations are realised as forms of pedagogic communications, I shall have to develop a special language" (Bernstein 1996, p. 19) and it is this language which has become "widely noted for its usefulness in providing tools for analysis of contemporary changes in education." (Harley and Parker, 1999 in Graven, p. 27). It is also a language which can describe the "pedagogic mechanism through which education produces, and reproduces"

(Lerman, 1998 in Graven, p. 27), and has been used by Hoadley (2005), Ensor (2003), Muller (2000) and Hugo (2004), amongst others, to describe and critique the changes taking place on the South African landscape of pedagogy. As it is also the language of description to be used in the project under whose auspices I write, it will be appropriate for this thesis.

With regard to 'self in this particular study, "the researcher is the primary instrument for both collecting and analysing the data" (Terreblanche & Durrheim, 2004, p. 124), and this raises the matter of my multi-dimensional role in the research as well as the diverse instruments and methods I have used in my data collection.

As my role in the research embraces that of participant, facilitator and researcher, the research design has an element of action research to it. Action Research, first developed by Lewin (1946) is seen as a "spiralling process of reflection and enquiry with the potential to become emancipatory and empowering" (Burns in Rainey, 2000, p. 68). This describes the nature of the research recorded in this thesis which could lead to a social critical paradigm, if taken further as it has within the findings a "possibility of change" (Bernstein, 1996, p. 18).

Participatory Action Research (PAR) has as its ultimate aim, empowerment (Dickson, 2001, p. 244). Negative response to PAR by participants in other studies (Dickson, 2001, p. 246) - i.e. the potential skewing of data due to personal involvement - has made me aware of the caution sounded in the Maguire study (Dickson, 2001, p. 247). Thus, while

my research at provincial level was largely interpretivist (as there is no benchmark against which my description can be measured), I have engaged as an External Researcher (ER) at the regional training. There were also times when I was unable to circumvent forming an integral, albeit passive part of the project itself as well.

From another perspective, one may judge this factor to be advantageous - that, while, as ER, I have been able to observe my colleagues in action at regional and district level, as participant at provincial level, I was able to engage with the training - giving me a deeper understanding of the forces at work within the reformation process. In the recording of the research findings, I tried as far as possible to be objective in my reminiscence of the training, reflecting only on the focal point which was observation of the sustaining, or breaking down, of the recontextualisation process.

The instruments and methods used during the research include observation - both participatory and external, and interviews.

With regard to observation, this included document analysis, participatory observation and external observation. Analysis of the NCS policy documents and elements of interest in the training manuals, was located in the field of pedagogical change management (Senge, 1999) and was analysed from a global (Steiner-Khamsi, 2004) as well as an historical perspective (Jansen, 2001, 1998; Christie, 2001; Taylor, Muller & Vinjevold, 2003; Muller, 2000 - 2006; Ensor, 2003; Hoadley, 2005; Newton, 2005; Hugo, 2004, 2006) using the conceptual and theoretical framework of Bernstein (1996).

Following the above analysis of the documentation used, a reminiscent description of provincial training formed the backdrop to the video-taped version of the training at regional level and district level. The three levels were compared so as to allow instances of similarity and differentiation to emerge. This comparative analysis thus answers to what extent the recontextualisation process was successful or not within this limited case study. It also enables the reader to note the nature of power relations and hierarchical play in the transition process.

The end-product of the research has thus resulted in a descriptive narrative of the process interspersed with data to validate the description. Commentary, using Bernstein's conceptual language attempts to reflect on the recontextualisation of the pedagogical field. Analysis of the interviews follows a similar pattern.

With regard to the interviews, the structure of, and the questions in, the various interviews ranged from closed to open-ended, and from short (5 minutes) to long (70 minutes), depending on who the interviewees were, the willingness of the interviewees, the purpose of the interviewer and the contextual constraints and access.

Relevant data in the video-tapes was viewed and transcribed and selections from the audio-tape transcribed and analysed. These unedited excerpts used in the descriptive analysis enabled the reader to capture an image of what is current and real in the essence of context, language and culture in the regulative and instructional discourse.

The following interviews were used:

- The representative sample of educators whose views are expressed in the interviews have been drawn from urban, peri-urban and rural schools. This is a strength, as a horizontal comparison can be made.
- Another interesting sample reveals a more vertical comparative study, as the interview includes a principal, his deputy and his head of department from the same school. A strength in this particular instance is that this school has also been used as a sample in a comparative study of principals' perceptions of the transition from NATED to FET (de Jager, 2005). This has enabled the principal to be more aware than normal of the implications of research. A weakness in this particular interview situation however, is that all three levels of hierarchy were interviewed simultaneously which may have created a blurring of truth in the voices expressed. This interview was also partly video-taped.
- The interview with the national policy writer has enabled the research to stretch beyond the confines of the regional training session and yields a broader framework within which the spiral can be seen to operate. This interview was 70 minutes and audio-taped.
- The conversations between parents, children and researcher further broaden the operation of the spiral. These conversations were audio-taped.
- A photographic collection of the posters made during the training session adds a visual authenticity to the description. This collection is accompanied by an analysis which illustrates the differing interpretations of the message by the trainees, thus giving a true picture of the recontextualisation process at this level.

I am aware that I have used a variety of research tools in a fairly eclectic manner, depending on what the particular object was under exploration. Some tools worked deductively downwards (I used much of Bernstein like this) and some tools worked inductively upwards (like the interviews). I have begun to see that the whole issue behind research and its methodologies and instruments revolves around becoming skilled in a number of methods and knowing when to use what and how. It is a matter of judgement. In trying out a number of research tools the danger was that I spread myself out too thinly and arrived at a descriptive level that oversimplified matters. I hope that this danger was compensated for by the interest of attempting to trace a very long trail with whatever tools I found closest to hand.

SUMMARY

Key Research questions	Sources of data	Instruments and methods	Data	Analysis
To what extent was the training of teachers in FET successful?	Training schedules Manuals Training programme (see annex, a) Power point presentation (see annex, b)	Analysis of training schedules Document analysis format	Comparison of training schedules Analysis of documents	Analytical comparison of training schedules Comparative use of documents
*****	*****	*****	*****	*****
How do EFAL educators respond to the training?	Video-tapes Audio-tapes (see annex, c) Photographs of posters (see annex, d)	Interviews	Interviews	Comparative analysis of points of view in interviews

CHAPTER FIVE

ANALYSIS

The issues of power and control are, on their own and in themselves, abstractions which attract the philosophers in society. It is the politicians who realise these abstractions - make them a reality - when they use them as tools to gain command of social consciousness.

The official pedagogical field, as it is embodied in the New Curriculum Statement, adheres to the knowledge, skills, attitudes and values that are inherent in the new socio-political system of thought in our still relatively 'new' South Africa. The driving force which may enable this official pedagogical field to permeate social consciousness and reflect the democratic principle may be found in, what Bernstein terms, the recontextualising pedagogical device.

The process of recontextualisation has already been described previously as a movement "downwards from **creation** to **transmission** to **acquisition**" (Hugo 2004a, p.9). I must, at the beginning of this description, add that this process can further be described as a

"reconfiguration (where) there is a recognition that each time a message shifts from one level to another both the medium and the message change to adapt to its demands. For the message to make sense as it shifts levels it needs to mutate to meet the changing context. It cannot remain the

same if it wishes to convey its force and meaning and has to translate itself into a new medium and message that suits the level it has entered. This means it must disembody itself from the previous context, change its shape and meaning to enter the new level, and then work at embedding itself with its shifting demands and structures" (Hugo, 2006).

This is an important point - upon it hinges the success or failure of the process. It is vital that the message as conceived by its originators manages to get through the various levels of the pedagogic device in a coherent and recognizable form. This does not mean that the message has to be mirrored in exactitude throughout, as each level brings its own contextual interpretation to the message. But it cannot dilute to nothing or become unrecognizable in the shift to the other end of the continuum. How the message transferred itself through the system is precisely what this thesis attempts to track.

The training programme for teachers in Kwa Zulu Natal, which took place in 2005 and is continuing in 2006 is a clear example of a pedagogical recontextualising process. It also reflects the point made in the quotation above, where success was intended but not always reached by those who were responsible for the creation, transmission and acquisition in the process. At a deeper level this process has to do with the social transformation of the individual, but this level of analysis is beyond the scope of this thesis.

In the description of the recontextualisation process under scrutiny here, I will discuss the two-fold process of 'social transformation' and 'subject specific reformation', which was initiated at the highest level of the pedagogical field by the National Department of Education then filtered down through the nine provincial FET Directorates who were each tasked to bring the National Curriculum Statement (NCS) to the classroom however they saw fit. My study focuses on the modus operandi used by the KZN FET Directorate during 2005 in preparation for the final phasing in of outcomes-based education into the further education and training band (grades 10 - 12) in 2006.

Firstly, my description will refer to the initial '**creation**' process (Hugo, 2004a, p. 9), using comments made by a key player in the process. This person filled the roles of writer of policy, trainer at national and provincial level, monitor at provincial level and trainer at regional level. Thus she functioned at all but the highest level (as politician) and the lowest level (i.e. as trainee-teacher) of the recontextualising continuum. This description of the creation process will include comment on the creation of the policy documents and training manuals and will reflect how many of the role players (including the interviewee) reacted to the emerging system. It is a highly selective account that I do not claim is generalizable but it does give insight into some of the specific processes involved at this level.

I will then concentrate on Hugo's '**transmission and acquisition**' processes (ibid. 2004a, p. 9) which occurred at the training at provincial and regional level. A measure of comparison and contrast will be used to highlight difference and similarity in the extent

to which the evaluation rule of the pedagogic device was realised by the acquirers in the transmission process. To do this, I will use the provincial training as a starting point to be followed by the regional training. I will then report on the district training - this more personalised session reflects a further step down the ladder of transmission, and once again the aim will be to see to what extent the role players (in this case the Language educators) recognise and realise the social transformation messages as they are relocated in these local contexts.

Finally, I will show, through comments made in interview situations with Language and other educators, parents of the grade 10 learners of 2006 and their learner-children, to what extent the message of social transformation has been internalised and realised by parties connected to the new pedagogical field at the bottom of the spiral.

I will use sub-headings to sign-post the various moves in the analysis. Note also that in the data boxes the number " 1 " will signify myself, and any other number - "2", "3", or coded names (to protect anonymity), etc - will indicate the respondent/s.

NATIONAL LEVEL - INITIAL CREATION PROCESS

From international to national:

It would appear that the recontextualisation process began with a horizontal movement from exterior to interior, in the sense that education systems the world over were researched and what was to be considered world class was imported and then localised.

1: Alright, where else, globally speaking, is this approach used ... this one that we've got?

2: I ... know that the Canadian and the Australian models were two key models that they used. (AT. 3)

This is substantiated by what Muller writes - a system "borrowed eclectically from the Scottish, the US and the New Zealand cases" (Muller J. 2000, p. 94). Phillips and Ochs outline this movement in more detail, by referring to the four key stages: a cross national attraction by one country of another country's education system, pursued by the decision, implementation and internalisation stages (2003).

'Localisation' of the material (on a national level) appeared to be necessary, not only because of the Constitutional principles underpinning the NCS, (e.g. valuing indigenous

The last decade has seen much literature and critique generated on this topic. I have followed the critique by Jansen (1998 to present), Muller (2000 to present), and Chisholm (2005). These may be perused for a better understanding of the full extent of change which occurred in South African educational circles, besides the brief summary found in the introduction to this thesis.

knowledge systems), but generally in order to move to a **locally** generated new form of social consciousness:

1: .. .How much of the material has been imported from those other policies and those other models that they studied?

2: Mmm ... they used it as a blueprint and then they developed their own through a kind of a brain-storming thing ... and then they wrote. (A.T. 3)

And

2:1 think by the time it reached its final stages, it was pretty much ... I would say it was 90 % original. I think they used a broad kind of base-line thing from the other curricula just to see how it's done, but then they developed their own based on it. I don't think it comes straight from anything.

1: Ja, because the next question is: to what extent has the material been South Africanised or generated ...?

2:1 would say 90%

1:Mm

2: 90 - 99% easily ... (A.T. 3)

The birthing process:

The horizontal move from exterior to interior was followed by the designing of the new curriculum - a rather a chaotic business, characteristic of all birthing processes. Fullan argues that educational change is no longer a matter of a "step-by-step, linear process ... it is much more messy than that." Fullan's comment, that "Change strategists must inevitably try to fuse steps that do not coalesce well; provide both support and pressure; expect results and yet be patient; balance top-down and bottom-up strategies; and have a clear vision and still be open-minded" (Fullan, 1991 in Newton 2004: 15) is reflected in comments like

1: What formed the foundation of the material? ... but you say they took a framework of the Canadian model?

2: Ja, but you know it kind've got lost in the wash anyway. It was ... it was a starting point. You've got to start somewhere. It's this thing about... starting with a blank page, so they had to start somewhere, ...

... And then, they had been working on that for about four months and then the politicians - the top brass - came in and said, "No, that's not acceptable", so they threw everything out and started from scratch again ... and I think this happened two or three times ...

...so academically, something would look right, and then the unions would come in and say, 'Politically that's not correct. Throw it out,' and that was the constant tension all the time...

... And you create something here ... and then you say 'No, no we created the same thing here in first additional.' (A.T. 3)

And

1: ...then in how much detail were consultations with all stakeholders carried out?

2: They made sure that they were. HESA were not. They were presented with the fait accompli, but then they came back to us and said, "Well, we don't like this and we don't like that" and they were the ones who were instrumental in introducing the extra level in the assessment, because originally there were only ... what ... six levels. There are now seven because they wanted a more distinctive ... distinct discrimination ... (A.T. 3)

Yet, the outcome, as realised in the documentation which emanated from the creation process appears to be a fulfilment of the values and principles which permeate the Bill of Rights (Constitution Act 108 of 1996). It shows cohesion and common purpose in the realisation from abstract to concrete, and fulfils the requirements of what Becher and Kogan (in Bush & Westburnham, 1994, p. 32) describe as "a structure or structures in which members have equal authority to participate in decisions which are binding on each of them". This idea of collegiality is closely associated with the mega trend of 'school effectiveness' and 'school improvement' which has occurred in many first world countries and which is hailed by Campbell and Southworth as "the official model of good practice" (in Thurlow & Bush, 2003, p. 51).

In the South African context, Sayed and Carrim say that due to the recent history of South Africa the "notion of participation is currently in vogue" (1997). Several surveys have shown that teachers throughout South Africa support participatory management and decision-making (Thurlow, 1998, Poo & Hoyle, 1995, Steyn & Squelch, 1997 and Mosage & van der Westhuizen, 1997 in Thurlow & Bush, 2003) thus it seems that, in this instance, all role players were able to **contribute** to the creation process at the top of the spiral, but how they **acted and reacted** in the creation process varies, as seen by the interviewee's comments.

Birth-product: policy documents and training manuals

The documents created at National level include the following:

policy documents:

- The Overview Policy document
- National Curriculum Statement specific to each subject

training manuals:

- The Generic Manual
- Programme Guideline Manual
- Participants' Manual

Policy documents:

Both the policy documents begin with a chapter that includes a rationale for the new curriculum and the nine principles underpinning the National Curriculum Statement.

Thus the initial content of both policy documents is strongly classified with specific mention made of the move from an 'old' mindset to a 'new' mindset.

One of the facilitator's comments, once the teams were training at regional level:

2: If you're teaching in Dannhauser in KwaZulu Natal, whether you go to Limpopo or Mpumalanga, or Cape Town or you go to Gauteng, every single school, every grade ten will be using the same syllabus. It is now a national syllabus ... (V.T. 2)

... is evidence of the commitment, on the part of the creators, to create a common syllabus for all FET scholars, regardless of racial or class difference. In Bernsteinian terms, the intention was to offer a differentiated and previously stratified populace a strongly classified, official pedagogical field within which an interior hierarchy of chosen areas of knowledge, values, attitudes and skills is to be filtered down through a tightly framed cascade method. A strong preservation of the content and classification exists in the singular syllabus which has arisen out of the creation process.

Thus, the intention to infuse the curriculum with the values considered worthwhile at national level is realised through each document introducing itself through the medium of its political intention. All policy documents have, as their point of departure, comment on the previous dispensation and a clear indication of the move to a **new** way of doing things. The principles of the NCS, as described in chapter three of the document, namely:

Social transformation

Outcomes -based education

High knowledge, high skills

Integration and applied competence

Progression

Articulation and portability

Human rights, inclusivity, environmental and social justice

Valuing indigenous knowledge systems

Credibility, quality and efficiency

are listed and then discussed at length in both the Overview Policy Document and the NCS Languages Document. Thus the product in policy form was now ready to be cascaded down.

Subject specific material: NCS and training material

In the interview with the national writer, it was said that the role players who were instrumental in the creation of the subject specific material were:

2: ... just people who have a good knowledge of the subject, so it's not... I think what they were trying ... what would happen is they would create something and it just wouldn't be viable, because it wouldn't be transposable or integratable . ooh, lovely word, that! Able to be integrated across all the subject areas and that's the problem you see. When you create a curriculum, you have to create something that can be

included in all the subjects ... that can be ... that is not necessarily identical but can be adapted at least to various subjects. (A.T. 3)

This comment highlights the contentious issue of classification (Muller 2004, Bernstein 1996), as many subjects rely on strict collection codes and hierarchical structures for attainment of the knowledge structures within them, while others utilise a less elaborated code and horizontal knowledge structures. These technical points gave rise to different reactions by the role players responsible for the creation of each subject area. Even within the subject of Languages itself, which was developed embracing all eleven official languages - as well as those which were included as first and second additional languages - there was contention regarding esoteric language specific to certain languages only:

2: it's a word which is prevalent in Afrikaans, and it's prevalent in people who study linguistics in .. in isiZulu ... people like "R", and they just said it's essential that it be part of it and English speaking people said, "Rubbish! We don't need that! We don't even know what it means ... and it's very rare in English, this particular ... but it's fairly common in Afrikaans and it apparently is common in African languages. So what you had to do was to introduce and include the ... very holistic ... to include everything that might come in to any one of any of the eleven languages ... plus the other ... I mean, if you think of it in terms of the second additional language, then you're thinking of Hindi and Gujarati and all those, so you actually need to be incredibly all inclusive ... and allow for every eventuality, and that's what makes ... what makes the documents wordy to an extent. But it's because they were trying to be everything to everybody. (A.T. 3)

With regard to Languages, classification and framing were more evident than in other subjects classified under the Humanities, as is evident in the following episode:

2: ..for every one document that was done in other subjects she actually had to write three, because she had three levels to write on which you don't have in other Subjects [interviewee's cell phone rings at this point and she excuses herself to answer] times nine!

1: Ja,ja!

1+2: Times nine!

2: So she had to produce thirty-three documents ... no it's times ten actually because it's the original... so she had to produce thirty-three documents to everyone else's one. (A.T. 3)

The thirty-three documents had to show a progressive level of difficulty in the level of language aptitude, knowledge and skills across the three levels of language, while retaining a standard which learners could attain. Taylor, Muller and Vinjevold concur:

"A striking feature of our brief survey of research on schooling in South Africa is the all-pervasive and extremely powerful influence of language, which stands out as the one factor which is not only unambiguously implicated in learning, but which also offers relatively clear policy lessons. These revolve around the need for

pupils to have as good a grasp of the language of teaching and learning as is possible. Pupils who attend classes conducted in a language which is not their first language are at a significant disadvantage." (2003, p.65)

Comments like this show that the creation of the official pedagogical field should at all times and at all costs keep in mind the other end of the continuum and the citizen it aims to produce / the social consciousness it intends to produce even at the level of creation, where focus on the product is the key:

2: Just take one assessment standard, and look at it in grade ten, second additional language to grade twelve in home language and you'll see the progression across there. Now, you can imagine the nightmare of developing 'nine' levels for every assessment standard.

1: Mm ... um

2: And you create something here ... and then you say 'No, no we created the same thing here in first additional.' Now you have to go back to second additional, so you have to have a progression not only within grade ten, eleven and twelve, you've got to have progression from second additional language, grade ten to home language, grade twelve. There's your progression ... I mean it is a huge, mammoth task to do that. (A.T. 3)

... as well as an equal level of difficulty across the different languages:

2: And "R" would personally edit and go through every single one of those documents for spelling, editing, for ... and she'd go to people and say, 'No, you know the way you've used this word here is not quite the way it was meant in the original English. I mean that was how thorough "R" was. She is incredibly thorough and she is a brilliant leader and she was the ... the nub around which all the languages developed. (A.T. 3)

The strongly classified content of the curriculum and the strong attempt at self-preservation within the hierarchical forces at work in the social transformation process is further substantiated in the comment:

1 And it sounds, therefore, that in actual fact they are looking at those principles all the time ...

2 All the time ...

1 All the time! There's got to be integration, there's got to be progression ...

2 Absolutely! And ... and I just want to give you .. [at this point a lengthy example is given] ...There's your progression ... I mean it is a huge, mammoth task to do that.

1 Especially building on the RNCS

2 Ja...

1 As well. OK.

2: But I mean the principles were always, they were always ... we tried .. they were -

(A.T. 3)

At other times the principles underpinning the NCS were unconsciously realised, as can be seen in the following scenario:

2: Of course they had to work with the RNCS which was a huge problem because the RNCS was put together by people who ... uh, bless their little cotton socks, I've got nothing against them ... but their point of departure was that a kid should be able to leave school at the end of -

1: Grade nine -

2: GET, and what they then did was ... they put... they put too much into the GET. Consequently they left very little for FET, so we had to try and build beyond that already complete picture in GET and try and put something more in FET and the consequence is actually a good one, because what has happened is that the FET standard is now higher than it was in the old NATED 550... and that is for me a bonus... a plus, but it is ..it is more challenging than the present matric ... definitely.

1: Ja, so that goes, oh yes, I know that. So that's going to come in with the 'high knowledge, high skills' which is another principle. (A.T. 3)

I would like to add another anecdote to the above scenario which illustrates that an arbitrary inclusion of social transformation material may not always have been entirely unconscious. This can be seen in the seemingly haphazard inclusion of the two final pages (i.e., pages 83 and 84) of the Participants' Manual in the middle of the document on pages 36 and 37. The contents of these pages comprise a Summative Assessment of the course and a reflective response - an exact replica of the Summative Assessment on pp 83 and 84. When their incorrect inclusion midway through the course was queried at the training session, these two pages were designated as 'homework' by the facilitator, accompanied by a shrug of the shoulders in response to the question: 'Was this a printing error? ... Why were these pages put in the wrong place?' (training June 2005).

Interesting to note, is that, while pages 36 and 37 of the **Participants' Manual** are correctly numbered (on the back of page 35 and 38) these pages do not occur in the **Facilitator's Manual**. The latter is exactly the same as the former in every other way, besides the facilitator's notes. This strange inclusion of summative material substantiates the surmise that it was the intention of the creators of the manual to include a reflective process mid-way through the training. The purpose of this could be to allow for an internalisation and realisation of the strongly classified information being recontextualised. However, in order not to make biased assumptions, it must be stated that there were other printing anomalies in the Participants' Manual. Page 62 and 76 were printed upside down. They are both on the back of a page which contains a print-out of overhead projector transparencies (Page 61 and 75) used during the course by the facilitators and seem to be an error of stapling the manual more than anything else.

What follows this description of the anomalies in the birthing process is a characterization of what happened at the Provincial Core Training Team sessions. I utilize documentation, interviews, and notes taken during my attendance.

PROVINCIAL - FROM CREATION TO CASCADE

From national to provincial:

Moving from the creation process to the transmission or cascading process, the interaction between the human and material resources acting within the hierarchical forces at work is described below with particular emphasis on classification and framing. This impacts directly on the recognition and realisation of the social transformation message by the role players.

Background information:

The human resources drawn for the training worked as follows:

First training session of the Provincial Core Training Team (PCTT) members:

The first training session ran for four weeks in April and was attended by subject advisors and union members at the Royal hotel in Durban. Training manuals developed and used at national level were used in a duplicative process in order to maintain the strongly classified information contained therein. Framing was weakened due to time constraints (6 weeks at national level cf. 4 weeks at provincial level in this first training session) and further weakened when the second training session of 2 weeks took place. Three

members of my team attended this training session by virtue of their subject advisory status in Teaching and Learning Services and Union status and were nicknamed the 'Royals' as they had been trained at the Royal Hotel.

Second training session of PCTT members:

The purpose of the second training session was to 'beef up' the PCTT regional trainers. Teaching and Learning Services Directorate did not have the man-power to train every teacher of grade 10 for 2006 in every subject, thus an additional 200 teachers were drawn from the classroom to supplement the subject advisors and union members who had already been selected. I was selected to attend this training session and was subsequently nicknamed a 'Beefie'.

This 'beefing up' process had serious ramifications down the spiral of recontextualisation. When certain people are trained for 6 weeks and others for 4 and then others for 2 weeks, there is bound to be a loss of the 'sacred' as the cascade of information is not equally disseminated.

A question posed to the national writer and trainer elicited this response:

- 1: In your opinion, has cascading been the most effective method to use in the dissemination of this policy?
- 2: Uh .. that's a two-edged sword because I don't believe in the cascade method, but under the present circumstances, the answer is yes. There was adequate training of

... from national to provincial level, when we had that stuff at one-on-one, but the problem is ... the problem with the cascade method is people need to own it before they go and cascade it down and that requires a few hours of seriously hard work and concentration and facilitators don't always appreciate the necessity to do that and they wing it when they get there and that's where the wheels come off, and that's the weakness of the cascade model, that you get 100% at the first level, 60% at the second level, and by the time you get to the third level you're down to about 40%. (A.T. 3)

And

1: The time frames for the cascading of... of policy, and for the training of policy.

Do you think they were realistic?

2: In a perfect world yes, but um ... [tape is turned over]. In the FET directorate, I think this was a huge task for them to organise and I don't think all of them were that experienced in the size and the magnitude of the organisation it required so there were a lot of hiccups. (A.T. 3)

Besides the time frames, mentioned above, another serious hiccup was the withdrawing of teachers (considered to be experienced enough to train other teachers) from their points of service delivery in the classroom. Although a decision not to allow work-shops to take place during the course of the school day had been made at provincial level by

KZN MEC, Ina Cronje, this decision was overridden by the National Department, who, in a 'higher' position, was able to put its priorities above those of Province. Thus, experienced teachers, many of whom had matric classes were drawn from the classroom for this 10 day training workshop in June 2005. At my school, the Maths teacher was successfully convinced by the principal to withdraw from the process before training even commenced. As my studies revolved around FET, the School Governing Body granted me permission to participate in the training. However, once the training began and I was taken from the classroom for five weeks, tensions ran high between parents of matriculants and the school.

Once other principals were aware that this training would not be the end of their teachers being out of the classroom, many others also put pressure on these educators to withdraw from the training teams to which they had been allocated after they had undergone training, e.g. one of the teacher-facilitators whose principal flatly refused to allow her to join the second team in Okhahlamba once he heard how long she would be absent. This kind of reaction was a great loss to the FET Directorate because the teachers, as the last unit in the spiral and therefore the most aware of the reality of what is actually going on in the classroom, had:

- extremely valuable input to give because of their close contact with learners in the classroom - the end point in the hierarchy;
- had been trained at great expense, the fruits of which would now not be realised;
- left teams depleted, thus putting pressure on other team members to perform the tasks of those who had left.

The impact of this was felt by other teams once the regional training began, e.g. the second team in our region who comprised only two members (see paragraph above) who had to cascade the same amount of information that every other team of four members had to cascade. This must have had an impact on both the classification and the framing of the team's performance and thus the recognition and realisation of the social transformation message by the participants whom they were training.

Content of the PCTT Training - 2 weeks:

The content of this training programme at provincial level involved a dual approach. The first two days were spent as one large group following generic training in part one: 'social transformation', where after the group was split into subject specific groups to continue with 'subject specific' training.

Generic training (Social transformation):

The elements of chaos and uncertainty, characteristic of change management, prevailed on day one of the generic training. Although the facilities were excellent, not all facilitators who had been chosen to deliver presentations were fully prepared. This included a Union member who, lacking in background knowledge, was further hampered by a breakdown in control over resource material in the activity following his presentation. This created a negative impression, evidenced in the open and public criticism he received from fellow union members in the plenary session. The Generic Manual contained the following instructions:

- Divide participants into manageable groups
And allocate each group with one policy document
- Each group determines the key elements of the allocated policy
Each group reports back (Generic Manual, 2005, p. 6)

The instructions could not be carried out because the necessary policies were not available to groups. Thus what was intended to be a strongly classified and framed process became weakened both in its classification and framing. Neither the 'content of the subject' nor the control over its transmission could be recognised or realised due to technical difficulties involved in the transmission of the message.

In order to rectify this problem which occurred on day one, a Power Point Presentation (PPP - see annex, b) was given the following day which highlighted the key elements of each policy document as well as how it impacted on schools. These PPP's had been created at national level and the fact that this same PPP was subsequently used to train in the region is evidence of an attempt to circumvent any further interruption in this particular area in the process of transmission.

Subject specific training:

Once the larger group had been split into subject-specific groups the 'Royals' arrived. They had already been through a much longer period of exposure to generics, and came to join the 'Beefies' in subject-specific training.

Trainers of this process were subject advisors who had been trained at national level. The training team responsible for English as a subject (Home Language, First Additional Language and Second Additional Language) comprised three subject advisors - two White females and one Black male. One of the White females was also the writer of the policies who was interviewed earlier (Creation to Cascade section).

The comment:

2: ...the problem with the cascade method is people need to own it before they go and cascade it down and that requires a few hours of seriously hard work and concentration and facilitators don't always appreciate the necessity to do that and they wing it when they get there and that's where the wheels come off, ... (A.T. 3)

.. .is pertinent here as well, as the trainers themselves had been instrumental in creating the Participants' Manual, and having been involved in this very intimate creation process, were thus eager to share the fruits of their labour. This is in line with Senge's argument that the mind-set of hierarchical functioning needs to change to a set-up where ALL the role-players realise that "**little** significant change can occur if it is driven only from the top." (1999, p. 27) A repeat of this 'creation' process by the provincial trainees was not possible, however, as information had to retain its strong classification in order to reach

the recipients at every level further down in as 'sacred' a state as was possible within limited time frame. This state of affairs is in stark contrast to the role of the teacher as "a designer of learning programmes" (prescribed in Norms and Standards for Educators, 1998). However, for purposes of strong classification and preservation, adherence to the content of the original Participants' Manual and the Learning Programme Guidelines (LPG's) was seen to be of paramount importance. So there was an attempt to both keep the message the same and at the same time (as we shall see) to disembed the message at each particular level and discuss it according to the contextual demands of that level. There was an attempt to keep control over the purity of the message and maintain its identity throughout while at the same time allowing for discussion and meaning making.

So the programme for this subject specific training involved maximum participation, if not creation, and interaction with the two policy documents, as well as the training manuals and the Learning Programme Guidelines. As no other text book was used at any point, it can be deduced that the intention was to keep the information closely aligned to the pedagogical field. Tight framing was also consciously and publicly announced through comments like:

"Now, "B" is going to do the next slot. Remember "B", you only have half an hour to do this with them..." (June training, 2005)

but in reality many activities did not adhere too strictly to the time frames as time had been generously allocated, e.g. there was a period of 10 minutes allocated to groups

discussing the question: "What is LTSM?" All group members who noted that the acronym (Learning and Teaching Support Material) had been described on the page in front of them hardly needed 10 minutes to discuss the matter. The reason behind the generous time allocation can therefore only be surmised: was time in excess to provide for contingencies, or was the intention to ensure that all trainees were on board, and in line with the political intention, recognising and realising the social transformation message?

Comment on content of training at provincial level;

Further comment on certain activities, which occurred at the provincial training, is relevant to the political intention or power relations in social consciousness as part of the transmission process.

Firstly, the Participants' Manual, supposedly concentrating on subject specifics, also contained a dual focus, viz. Focus Area One: **Social Transformation** and Focus Area Two: **Classroom practice**.

The first activity in the Participant's Manual is labelled FOCUS AREA 2 (Participant's Manual, 2005: 4 - 7). The rationale behind the incorporation of focus area two (classroom practice) into the time allocated for the introduction of focus area one (social transformation) was explained by the facilitator:

As the subject framework, work schedule and lesson plan are part of the final activities in

the second week, activity 1 introduces them along with the other terminology. (June training, 2005)

This integration of the two focus areas weakened the impact of the collection code contained on the first page - a list of 22 acronyms - as well as the esoteric language of focus area one: social transformation. However, the weakened classification caused people to integrate the social transformation with the transformation in classroom practice and resulted in a strengthening of the intended outcome, viz. to infuse the underlying political intention into social consciousness during the transformation process.

The second activity in the 'subject specific programme' (Participant's Manual, 2005, p. 9 - 11), constituted interaction with the text contained in the National Curriculum Statement - Languages policy, resulting in the trainees focussing once again on the political intentions behind the change, even though the group were now being trained in their subjects. Thus, once again, the political intention was realised.

The next shift in the training process was to understand how the various outcomes were to be implemented in the classroom. The Languages curriculum has four learning outcomes, namely:

- Listening and speaking
- Reading and viewing

- Writing and presenting
- Language

Each of these outcomes was demonstrated using activities in which all participants had to play a part, whether individually or in small groups. Although the **activities** were aligned to each of the learning outcomes as listed above, the **learning outcome** as described in the Participant's Manual reads as follows:

"able to demonstrate an understanding of the key features of the NCS and show how these impact on the planning and implementing of teaching, learning and assessment practices."(Participant's Manual, 2005, p. 14 Italics mine)

This outcome is followed by a paragraph which once again steers the participant towards the political intention of the NCS:

"Participants are reminded that the Learning Outcomes referred to below are the LOs specific to the NCS (Languages) and *are a vehicle to achieve the orientation outcome listed above.*" (Participant's Manual, p. 14 Italics mine)

Furthermore, one of the activities intended to illustrate the new assessment strategies clearly carried the message that the 'new' is better than the 'old' in the case study on Assessment (Participant's Manual, 2005, p. 41). The case study caricatures a teacher whose unfair assessment strategies are grossly over-exaggerated:

"I can't do question 2, Sir, we haven't learnt how to do summaries yet," she said.

"It doesn't matter! This is last year's November exam paper -just try!" yelled Mr Bones.

This, once again, enables participants to realise the outcome:

"Participants will be able to demonstrate an understanding of the key features of the NCS and show how these impact on planning and implementing teaching, learning and assessment practices" (Participant's Manual, 2005, p. 40).

... not only of how assessment strategies should change but how they should reflect the key features of the NCS which are the Constitutional principles and political policies that inform and impact on the NCS.

Thus one is able to see how the two focus areas were intertwined in order to realise the full outcome of change in the vision created at national level. Once the learning outcomes had been demonstrated as described above, the final shift in the training session began.

This part concentrated on the designing of the learning programme focussing on the three stages of design. These three stages included the

- subject framework;
- work schedule; and
- lesson plan (as mentioned previously: activity one in Focus Area 2)

The topic itself is described as:

TOPIC: LPs, INCLUDING DIVERSITY, IN LANGUAGES

ACTIVITY: DESIGNING A LEARNING PROGRAMME

FOCUSSING ON THE 3 STAGES OF DESIGN

OUTCOME: Participants will demonstrate an understanding of what constitutes a learning programme and the policies, principles and processes involved in the developing of learning programmes for the NCS Grades 10-12 (General) (Participant's Manual, 2005, p. 52)

An analysis of the 'TOPIC reveals the following: the acronym, LP stands for Learning Programme, and the intention is to create a learning programme in each specific subject, in this case 'languages', thus the words "including diversity" appear to be something of a conundrum. However, knowing that 'White Paper 6: Inclusion', is one of the policies which impact on the official pedagogical field - having been informed of this on day one's 'social transformation' training - it appears that the intention here is once again to infuse both policy and principle into every activity, in this case ensuring that learning programmes include all learners, even those who experience barriers to learning.

The outcome of this activity has an even more specific allusion to the "*policies and principles*" as seen below. Note the remaining instructions:

Time Allocation: 3 hours

Resources:

- Learning Programme Guidelines
- National Curriculum Statement - Languages

STEP 1: INTRODUCTION

- Preview outcomes of the activity:
 - o You are going to design a learning programme focussing on Stage 1 (Subject Framework, LPG).
 - o The subjects framework will be developed from topics/items in the subject statement and LPG.

STEP 2: ENGAGEMENT

- Work in groups to complete the exemplar of a subject framework illustrated in the LPG
- Refer to Section 1 and 3 in the LPG
Refer to diagram on the 3 stages of planning. (Participants' manual, 2005, p. 53)

Thus, one can see from the above that there is an attempt to empower participants through strongly classified and tightly framed instruction using esoteric language. Because of the integration of the two focus areas at the beginning of the training, terminology is now more accessible to the trainees and **ideally** they ought therefore to both recognise and realise the expected outcome.

Substantiation for a previous comment made on the weakness of the cascade model is evident here, as **in reality** none of the five groups were able to produce a subject framework that was a usable, working document. Groups were then instructed that, as designers of learning programmes (Norms and Standards for Educators, 1998), they were to produce a work schedule (the second stage of design). One group did so by filling in a template from the Guidelines with content from the NCS, thus demonstrating a close following of the instructions given in the block above. The group who created it then rejected their first subject framework. The comment:

2: Now we understand what to do and want to go back and change the subject Framework to fit the work schedule. (Group member)

is self explanatory.

One may speculate at length on the reasons why no group was able to 'realise' the outcome of designing a successful subject framework. Was it because facilitators had concentrated on allowing creativity to reign without facilitating the process in any way? They had indicated the examples laid out in the Participants' Manual (2005, p. 62 - 66) and in the LPG (2005, p. 38 - 39). Relying on the framework of terminology and examples given as guidance, they emphasised that whatever format was produced would be suitable as the 'Norms and Standards for Educators, 1998' states that one of the roles of the educator is to be a "designer of learning programmes". Thus participants were left without any authoritative input. Another reason for the lack of realisation here may be

that, having been exposed to strongly classified terminology and the idea that the 'new' way is better than the 'old' way, the group of trainees lacked in creative confidence.

Whatever the real reason was, despite the fact that a time span of three days was allocated to this part of the training at provincial level, no subject framework was developed which could significantly reflect an improvement on what had been created at national level.

This disturbing finding of my research is currently being explored by another masters student (Reddy, N.) as well as the attempts to deal with this problem through more explicit programmes of learning design. Senge's statement, that "Training is mechanistic, whereas learning involves a process whereby, as a result of the internalising of the information, the individual changes their outlook. Thus teachers cannot be sent on training sessions that involve the dissemination of information in a mechanistic way. They have to be prompted to inquire, reflect, and buy in to a better, improved product that they can make their own" (1999, p.37) may offer another rationale for the lack of productivity.

The creating of a Work Schedule, although handled in a similar manner, with strong textual and weak human facilitation, was handled a little more successfully. Although the instruction was to base the work schedule on the subject framework, and to produce one term's worth of work, one group successfully went ahead and produced a work schedule for a year by filling in the template found in the LPG with content from the NCS. This was considered such a success that it was used for regional training with minimal alteration and addition. (This was the same group who, having developed the successful work schedule, rejected their original subject framework.) Thus, in this instance, there

was realisation and the recontextualisation process was sustained. Although no new framework or template had been devised, there was a positive transmission of instruction, thus a positive feed-back back up the spiral. It is difficult though to measure to what extent the intended socio-political consciousness within the official pedagogical field was realised as the content of the work schedule was based on subject specific material rather than social transformation.

To wrap up this description of the training at provincial level, I will discuss the final activity which was presented in an ostensibly, loose framing discourse - HUMAN BINGO (Participant's Manual, 2005, p. 82). The 'game concept', was based on the competence model which allowed people to get up, move around and see how much they had internalised. (Instruction reads: "Get out of your seats, move around and find persons to respond to the different questions on the worksheet"). Participants who answered correctly were instructed to shout "BINGO!" and would be rewarded for what they could do (V.T. 6). All of these moves within this activity disguised the fact that participants had to answer ten questions based on the NCS and had to get ten different people to answer the questions, thus interactive discourse using an elaborated code encouraged each trainee to realise the outcomes of the two week's of training without the explicit pressure of a 'learning curve' or any blatant imposition of political encoding.

Comments by the provincial trainees on the content of the programme

2:1 feel that this is where true education lies ... the hands-on way ... what do they say, if you listen you retain 10%, if you watch and listen you retain 40%, but if you do, you retain 70%. (Group member who helped create the successful work schedule)

And

2: It was good to be together, to learn the new way... before training others.

(Comment made by a colleague travelling home with me after the training.)

mirror the positive feedback given at regional level as well. The question remains though as to whether what constituted a pleasurable experience for teachers who were treated to staying in luxury accommodation at provincial level or free meals away from the workplace at regional level will be duplicated and realised in the classroom situation. One might presume that the above comments refer to the transmission process and reflect the framing of the information being disseminated. They do not necessarily reflect skill acquisition or the internalisation and realisation of the message. This level of analysis was unfortunately beyond the scope of my more descriptive thesis.

I will now discuss how much of the above information was recontextualised further down the spiral at regional level.

REGIONAL TRAINING OF TEACHERS IN DISTRICTS - GETTING TO THE

CORE

All the policy documents and manuals used at the provincial training work shops were also used at the regional training workshops. What follows is an attempt to unravel to what extent duplication of the training took place at regional level, where grade 10 teachers were trained in their districts in subject specific groups of between 20 and 60. This part of the analysis looks at the differences and similarities in information dissemination processes between provincial and regional from a human and physical resource point of view, highlighting how recontextualisation does not imply a simple transfer of information to the next level down the ladder, but depends heavily on the context in which the transmission takes place.

Because the contents of the Participant's Manual remained the same throughout the process, and the implicit instruction was to follow the programme and Participant's Manual for the training, one would think that this tightly classified document and firmly framed process would be securely and powerfully realised by the PCTT members, that the message would be cascaded in its original form and that there would be no break-down; instead a sustained transmission. The question is, to what extent did this happen?

The Impact of Logistics on Recognition and Realisation of the Social

Transformation message:

Training programme:

As can be seen from the programme (annex, a) each team of four facilitators trained five groups of teachers over a period of six weeks. This occurred in every subject, and resulted in the training of over 20 000 teachers - a mammoth task for the FET directorate.

Human resources:

The Okhahlamba Region required two groups of four Language facilitators each, due to its extensive size and geographic location. Our team comprised two subject advisors (Black and White male), one union member (Black male) and me (White female grade 12 teacher). The second team of facilitators was depleted by two as one member was pressurised to stay at school and the other was chosen to monitor the whole of KZN. Despite this, the team had to cascade the same amount of information that every other team of four members had to cascade. This must have had an impact on both the classification and the framing of the team's performance, thus affecting the recontextualisation process.

Time frames:

Training took place over four days (cf. the 4 weeks for the 'Royals' and 2 weeks for the 'Beefies' at provincial level) and the programme had to be shared out amongst the team

members and reconstructed to accommodate both 'Focus Area One: Social Transformation' and 'Focus Area Two: Classroom Practice'.

Our team of four members trained as follows:

- Venue 1: Nqutu - 36 participants
- Venue 2: Vulindlela - 26 participants
- Venue 3: Dannhauser - 42 participants
- Venue 4: Newcastle - 59 participants
- Venue 5: Keate's drift - 21 participants

Attendance and punctuality:

Our team, unaffected by any human resource limitations met at the venue where we were to be accommodated on Sunday at 17:00. Comments in the preparatory meeting evidence the strong sense of framing:

2: It is very important that we as a team, individually and in our presentations make it {the course} worthwhile because it is the only time these educators are going to have anything like this put as such .. (A.T. 4)

as well as a realisation that a professional approach would aid the recontextualisation process

2: It is scheduled to start at half past eight and I think it's very important that we are

ready to start at half past eight. Whether we start at half past eight or not, is immaterial but at least from their perceptions they must know that we are on time and organised. (A.T. 4)

This comment highlights an important issue which occurred throughout the training - punctuality and attendance of the participants (non-attendance would imply no distribution or evaluation by participants, and lack of punctuality a possible distortion of the message). Because our team-leader is known for his strict sense of control throughout the district, (he is the subject advisor) punctuality and attendance problems were minimal. Schools which did not arrive on the first day were contacted and in most cases participants were sent to the course the following day. This was not the case in other teams and other subjects judging from comments like ...

2: Well, there were only six participants at our first week, (personal comment made by a facilitator at the provincial reflection meeting following the first week of training)

Poor planning of the time frames affected the success of the process. The first week of training was held from the 29 July - 01 August. The break in training through the rest of August was to facilitate the finalisation of grade 12 orals and practical marks. Training resumed on 05 September and continued to 07 October, with one week of training taking place during the September holidays. During this week, teachers who had prior commitments failed to attend the course. The week following the holiday was the last

week of training and the participants were expected to have received a circular minute changing the dates of the course from 'Monday - Thursday' to 'Tuesday - Friday'. In our case, this change caused havoc because those who attended on the Monday did not come back on the Tuesday when they saw that no facilitators had been there the previous day. The seven who did arrive were told to alert their colleagues and day 1 and day 2 were further concertinaed into one day. One would tend to imagine a negative impact on the cascading of the information as a result and a resultant poor attendance. However, by the end of that week we had 21 participants and a possible positive result as discussed in the following paragraphs.

The Impact of the Training on Recognition and Realisation of the Social

Transformation message - Focus Area One; Social Transformation (day 1);

With regard to "Focus Area One: Social Transformation", what had taken two days at provincial level and two weeks at national level now had to be diluted to one day (or less, as seen above), with the subject specific material taking up the remaining three days.

This implied that the time allocated to each activity in Focus Area One had to be shortened and yet the discourse of this strongly classified information had to retain its code so as not to dilute the content or impact of the presentation.

In order to achieve this, the first day's programme at regional level had to centre around the Power Point Presentations (PPP) given to the trainers at the provincial training on day 1 and 2, and could not be followed by long periods for discussion (see annex b). This

strong classification and framing mode at regional level achieved more success, as group discussion activities at provincial level had broken down due to the lack of resource material. Copies of the PPP's also appeared in the Generic Manual which further strengthened the transmission process.

The first PPP centred round reasons for change, and was entitled "Contextualisation" (Generic Manual, 2005, pp 1-18). This was followed by the PPP (Generic Manual, 2005, pp 24 - 32), created to help participants understand the impact of certain relevant policies on the new curriculum, followed by the same activity as was prescribed at provincial level and which could not take place because the policies were unavailable. In order to amend this, teachers were asked to take notes during the PPP and to recreate the information they had captured on a poster. This signalled a vertical relation between the transmitter and the acquirers of the information (Vertical relations imply that the dominant partner has control over the principles of evaluation of the privileged text - Dowling and Brown, 1996, in Hoadley, 2005). As can be seen from the posters (annex, d), groups were able to realise this information with varying degrees of success.

The final PPP (Generic Manual, 2005, pp 36 - 43) dealt with the principles underpinning the NCS followed by an activity which had to be made up by the facilitators as, once again, the Generic Manual failed to deliver. Our group of facilitators decided that participants would listen to the information given and then recreate their idea of the principles in groups on poster paper, once again engaging in vertical, strongly classified relations. It was hoped that this method of transmission would instil an awareness

amongst the teachers of the importance of the information and ensure that the information was not only recognised but also realised. These posters remained up for the rest of the course and were constantly referred to by the team leader and the facilitators.

As can be seen in the comparative analysis of the posters (annex, d) some groups were able to internalise and give positive feed-back into the spiral by realising the information according to their own interpretation, while others, for some or other reason were not as successful. These two improvised activities hoped to achieve the true essence of education, which is "all about apprenticeship... of how to give learners and students the recognition and realization rules of a discourse so that they can master it and produce appropriate performances" (Hugo, 2006), however the extent to which the information will be successfully retained will only become known through future research.

What is of interest at this point though, is that only the posters from the deep rural areas reflect strong cultural overtones which substantiates once again what Harley, et al posit in Newton: that much depends on "the teacher as a person ... the real-world context in which they work and the culture of teaching in that context" (2004, p.33).

As an example of the socio-political background information which infused the PPP's, what follows is a transcription of the facilitator's lecture which accompanies the first slide of the first PPP (see annex, b):

Let's have a look at why there has been all this change. Now a lot of us know ... we

know what happened in South Africa because we are all South Africans but I'm just going to take you briefly through a couple of the details.

Slide one: First of all, they had a white paper ... like a legal document on Education and Training which proposed an alternative curriculum based on access, redress, equity, quality credibility and efficiency... big words a lot of politico-speak, not so, because as soon as the elections took place in 1994 and the new Government came in they knew that they had got to get rid of a lot of old stuff because it was wrong ... did all sorts of stupid things and they wanted something new and that is what I mean by contextualisation. We had to build a whole new context, a whole new foundation on which a new building would go up and it didn't just happen in education. You had a whole lot of people sitting in those very smart rooms up in Pretoria on those nice, comfortable chairs with shiny new tables, not like plastic chairs with our ordinary desks ... huh ... shiny tables up there, and they were sitting in the health department ... 'This is how we're going to change health', and we had them sitting in trade and industries ... 'This is how we're going to do in trade and industry', and we had them sitting in education ... 'This is how we're going to do in education'. Now education is our game, so we're going to focus on what they decided to do in education. And it was one of those committees that sat round that shiny table that created the White Paper and they fed it through to the Government and in that white paper they said, 'We have got to have an alternative system. We are not having this other system, and our new system is going to be based on access for everyone ... everyone will be treated equally ... redress - not equally yet because a lot of people were

disadvantaged and they need to get all the opportunities the others had ... equity ... is exactly that. Equity is not equality ... did you know that? When everybody is equal, everybody is equal, but to get everybody equal, you've got to practise affirmative action. You've got to give this group more opportunities until they have reached this group (indicates with hands)... Like on the news this morning I was hearing the term "historically disadvantaged" ... the historically disadvantaged have to be given extra opportunities ... extra until equality is reached and this is what happened in 1995 with the very first education change that came through within almost the same year as the elections saying "We're going to do something new, access, redress, equity and not only must we practise equity. We've got to create something that is world class, that you can send... as an educator, one of your pupils out at the end of grade 12 and that pupil can go anywhere in the world and not feel inferior. It's got a credible qualification, that child. Right... that's what they decided in Pretoria in 1995 - it's got to have quality and it's got to have efficiency. (V.T. 7: day 1 in Msinga - deeply rural community)

The above excerpt indicates the extent to which the facilitator attempted to ground the political abstractions in localised imagery in an attempt to give a sense of the social transformational powers at work. Even though the factual content is limited, much of the jargon used was post Apartheid and words, like "redress" etc were tools most teachers could use to access meaning from day 1. Evaluation sheets, which had to be filled in on a daily basis by the participants, indicate that teachers in four of our groups enjoyed day

one's input: Focus Area 1: Social Transformation. All groups marked 'excellent' or 'very good' to the questions on the evaluation sheet. The fifth group, however, responded with:

Not completed. (Vulindlela - Dundee)

They had noticed that the Participant's Manual had mentioned the policies, and this response was to show that this group were not happy to have had the PPP replacing the real thing.

This negative response, where electronic facilities were available to replace the policies is an indicator that among other groups, who were not so fortunate, negative responses may have been greater, for example, the 'Languages' group in southern KZN. This group failed to use a computer following conflict between the team-leader and the technically minded team-member who subsequently left the group. The entire day's proceedings revolved around the use of a flip chart as an aid to understanding because there was no-one to facilitate the PPP's using computer technology. Yet another colleague from a Geography group said, "After day one everything was OK." (colleague from my school), a comment which is self explanatory. Thus day one: Focus Area 1: Social Transformation was recognised but, for various reasons, not internalised on many occasions.

Another problem was a lack of documents. This also impacted as powerfully on the recontextualisation process as did the human resource factor both at provincial and regional level. Note the comment of the National facilitator:

1: ...What issues caused problems in the implementation of the training as far as

human ... time ... material ... were there any issues in particular that... ?

2: Well, the material was ready for printing in April and they only called for tenders in August and consequently the material was printed very late and as a result some of the teams were without materials. (A.T. 3)

Classification can only remain strong if documents are available to all participants. The provincial FET directorate made every effort to amend the lapse in the printing of materials. At the preparatory meeting, the team leader was just mentioning that

They have given us 60 copies only of the Overview, ok? I hope there's not going to be more than 60 educators.. .60 copies of that and they are in the boot, and 60 copies of the Generic manual... that is all that I could get. (A.T. 4)

when he received a phone call from the Languages co-ordinator from the FET Directorate assuring him that the remaining documents would be delivered the following morning. ("T"'s phone call: 04 September 2005 captured on A.T. 4).

Therefore, in our case, we had sufficient material at every one of our courses. It was notable however, how our Team Leader stressed as he handed out the curriculum statements in Dannhauser,

Oh, we're not going to .. yes ... oh, no ... ok, 23 ... yes, you need as well, oh right, just enough ... last one... etc (V.T. 1 : Dannhauser - day 2).

The other group in the Okhahlamba region never had sufficient material at any of their courses (reported by the group leader).

The value of the documentation and its contents was stressed on day one and day two.

Note the emphasis in the two excerpts below:

Day one (facilitator one):

I'm going to start off with a PPP which will give you an idea of the background to transformation. OK. This is the FET curriculum statement. It's the subject statement. You also have in your possession now an Overview and the Overview is very much like an umbrella.. .OK.. .So It's the top of the umbrella and it says 'This is what we're going to do in education', and the stick of the umbrella is something like 'This is what we're going to do in our subject which is English First Additional Language.' In the little hall over there Business Studies is being trained and they have exactly the same document... Overview. This is what is going to change in education but their's (holds curriculum statement up) says at the bottom ... Business Studies. Each subject gets one of these as a document, but each and every subject also gets one of these which is the same and it's called the Overview. It looks like that (holds up an Overview) OK, just to give you an idea of the documentation that's being handed out. (V.T. 6: Msinga -day1)

And

Day 2 (facilitator two):

Right, ladies and gentlemen, as I said, these do not belong to you. They belong to the school. But for the purposes of the kleptomaniacs amongst us, I suggest you write your names on them, although they do not belong to you. Now, ladies and gentlemen, this document is the new syllabus. So I now know that every school in Dannhauser has now got a syllabus. So I don't want to hear anybody say 'But we don't have the syllabus' - the National Curriculum is the new syllabus. Until the end of this year you will use the existing syllabus. From the first of January 2006 your National Curriculum statement becomes the new syllabus. If you're teaching in Dannhauser in KwaZulu Natal, whether you go to Limpopo or Mpumalanga, or Cape Town or you go to Gauteng, every single school, every grade ten will be using the same syllabus. It is now a national syllabus, so that is now the syllabus that you will be using as from the first of January. (V.T. 1: Dannhauser - day 2)

Both the above excerpts highlight the value of the documents. Another issue which these two excerpts raise is the role of the facilitator. Both the above facilitators are Whites. They are trying to make accessible to the acquirers of knowledge the "new form of social-consciousness" (Hugo, 2004a, p. 9), but appear to have to couch the message in image-laden language. This use of 'schizoid' or 'glib-speak' (Hasan, 2003) type language illustrates Bernstein's point that, for instructional discourse to succeed it must be

embedded in regulative discourse. Facilitator one does this by painting the contrasting picture of two kinds of tables. Facilitator two does this in his continued repetition of the word "syllabus". He wraps his message in a quirky humorous reference to "kleptomaniacs" which relaxes those who understand the word 'kleptomaniacs' sufficiently to laugh. This allows the others in turn to relax. Thus the strongly classified statement or message is conveyed through simple but strongly contextualised imagery, and strong framing or repetition, which is simultaneously softened or weakened by humour. The referral to provinces and towns familiar to the participants also contextualises the message, deflecting from the facilitator and speaking directly to the acquirer's frame of reference and relocating the information within the context of the acquirers. As can be seen in the video, (Dannhauser - day 2 V.T. 1) his movements (body language) are at all times inoffensive and appealing to the listeners.

In contrast, at no time did either of the two Black facilitators use this kind of packaging of the message when delivering their slot. This substantiates the point made in chapter two that: "Understanding of the new information depends on the commonalities in the life histories of those who are transmitting and those who are receiving" (page 23). The two Black facilitators in the team, never resorted to mother-tongue to enforce a point in their one-to-many presentations. They reserved this for when they engaged in one-to-group or one-to-one conversations during the activity times. It seems logical to conclude therefore that by virtue of race, they were immediately 'acceptable' to the majority of the audience, not having to force the message through the cultural and linguistic difference for it to be reconfigured. Nevertheless one cannot generalise as the rate at which the

message is internalised is influenced by so many factors, and this study does not have the facility to substantiate a claim of this nature.

English as the medium of instruction, and its place as the 'subject-specific' subject had the potential to further jumble the message. This site of potential conflict was dealt with in the paragraphs below.

The Impact of the Training on Recognition and Realisation of the Social

Transformation message - Focus Area: classroom practice:

While the recognition and realisation of day one's message is seen in the posters produced by the groups (annex d), the extent of the impact that the message had on the groups on day 2, 3 and 4 will be seen in the various video and audio excerpts given below.

Day 2, 3 and 4 introduced the syllabus that is to be followed in each specific subject and the format followed by every team of facilitators was the same:

- An introduction to curriculum management - orientation and terminology
- Classroom practice - introducing the learning outcomes and assessment standards
- Curriculum management - subject framework spanning three years, work schedule spanning one year and daily lesson planning

The explanation of the curriculum statement highlights the value of the contents (its global origin) and its usefulness in the classroom, as seen in the following excerpt:

Facilitator one:

The subject statement...this is very similar to the old syllabus. I want to know - how many of you have got an old syllabus at home or at school, mm? (nobody has one) OK? Because you know, you go into college and they teach you and then you come into the classroom and they say "Alright, now you must teach English" .."uhhh, OK, what must I teach?" ... "English" "Uuuh, yes, what must I teach in English?" .."English!!" (laughter) Right?? Because the previous teacher, like Mr "M" said, took away the English syllabus or it was at the circuit office, but the secretary didn't think it was worth anything so she was cleaning out her cupboard and she just threw all the syllabuses away or something like that.. and it's happened throughout the country. Now the new Government has said, "Uhuh, we have looked at what the rest of the world is doing in the English classroom and this is what you're going to teach in grade 10, 11 and 12, and we're going to show you exactly what we're going to teach to the grade 10's, exactly what to teach in grade 11, exactly what to teach in grade 12... that is what you must have as the outcome of all that you are teaching.

(V.T. 7:Msinga-day 1)

What followed was a PPP highlighting the difference between the old way of teaching of languages and the new approach. This PPP emphasised the value of the new eleven

official languages, highlighted the benefits of multi-lingualism and thus also helped to ameliorate the conflict of English as the medium of instruction instead of home language.

Even though these days were apparently dealing with subject specific material, it is interesting to note that the tightly controlled explanation of social transformational terminology, and the use of the text without deviating from it, highlighted the intention to cascade the information in its purest form. The irony of this approach, however, is that doing this in any other but one's mother-tongue makes the message less accessible to the acquirer as is seen in the example one below.

Example one - D is questioned:

Facilitator two:

This is the National Curriculum statement ... is underpinned by the following principles ... right... highlight the word 'principles', and there are the principles that you were working on yesterday, and the principles are up on the board which we will be referring to during the course of the next few days. Page seven, the very last line ... it's got the principle outcomes, circle the word 'outcomes' ... the very last line on page seven ... go over the page ... there are your seven critical outcomes, and then underneath your critical outcomes is the word 'developmental outcomes' ... and then circle or highlight the word "developmental outcomes', and there are your developmental outcomes. Now, please, ladies and gentlemen, you must be very confident in using this overview document. It is something you are going to have to

refer to. That's why I'm giving you the pages. Right, page ten. Page ten - you've got ... um : Structure and Design Features of the National Curriculum Statement...

'What is a Learning Field?' Highlight 'learning field'. Right... we're going to look at 'learning field' ... right... I'm just going to read the first line : "A learning field is a category" ... so highlight "category" ... "that serves as a home for certain subjects ... underline or highlight 'subjects'. So a learning field is just a category or group of subjects - that's all it is ... That's all you have to know... (V.T. 1: Dannhauser - day 2)

Facilitator two has just been pedantically specific in his definitions. He has issued the instruction that teachers should use a highlighter to colour the following words:

1: ' "A learning field is a category" ... so highlight "category" ... that serves as a home for certain subjects ... underline or highlight "subjects" ' (V.T. 1: Dannhauser - day 2)

After **three more minutes** of underlining specific terminology, facilitator two continues:

1: OK. Let's just jump around and have a look... What's a learning field .. D ... don't look at the definition ... what is a learning field? (pauses, waits a few seconds).. Go back to your definition if you're not sure... (teacher looks at the text) A learning field is just a group of... ?

2: Subjects (V.T. 1: Dannhauser - day 2)

The information on a learning field was given exactly three minutes before this (VT1: 40:07 - 40:15). D. (who gets a 100% pass in her mono-cultural, previously ex-DET school) was asked this at 43:45. This example shows just how difficult it is to transmit a message that is dependent on the quality of both the teacher as transmitter and the learner as acquirer. Was there information overload, a resistance to reconfiguration because of no mother-tongue instruction? As this is the only example of this nature, it cannot be used to draw any irrefutable conclusion, however it foregrounds an issue raised by Jansen - that "in-service training needs to be longer, deeper and closer" (Paton C, 2006, p. 25).

Example 2 - The meeting:

The concern raised by McLaughlin - that change can only be effected by the 'smallest unit' (McLaughlin, 1987, p. 172), i.e. the teacher, caused the facilitator to emphasise the importance of the role of the teacher and the vital link they are to effecting change in lectures subsequent to the one in which the above example occurred:

1: ... and the responsibility ladies and gentlemen, lies with us. We can't say 'I'm in Msinga, you know, I'm cool'. You can't be cool. You've got the lives of how many in front of you and you are responsible for where they go... Alright? ... not the politicians. The politicians make the policy but if we don't implement it we are going to go nowhere. Do you understand the importance of your role and my role ...that I must come and share this with you professionally, well prepared, so that

you can go back and deliver and prepare professionally so that the children will benefit because the children will be running our country when we are old ... right?

(V.T. 7:Msinga-day 1)

This encouragement, as well as the veiled threats in this kind of politico-speak:

1: Now you all know and I know that along with rights come obligations ... right? ... and they are that all the partners have to fulfil the ideals of the Constitution . The people who sat round the tables of health - they have to fulfil their rights, those who sat around the table of trade and industry have to make the changes and we who sat around the tables of education have to make the changes. We are now obliged to come and give it to everybody and everybody has to be convinced to work together for the sake of the country and the economy. (V.T. 6: Msinga - day 1)

... appeared to have the desired effect. At the end of the course with the Msinga group, one of the educators asked to join the cluster group who was going to start on the work programme for Grade 10 in 2006. A date was set for 22 October. This showed a realisation that team work, regardless of colour and creed, geographical location or context, would be necessary to birth the NCS into the classroom.

On 22 October, nobody turned up at the venue which had been designated for the meeting - the ex-model C school at which I teach. One person - a teacher who required her grade

12 mark sheets to be signed, arrived, but not for the purpose of working on a learning programme for grade 10. A phone call the following week confirmed that the educator with whom this arrangement had been made had indeed been to Dundee. He apparently lost his way and did not think to phone me for directions. I promised to send him the subject framework which had been worked out in preparation for the workshop. (Further information on the response to the 22 October meeting follows later in this chapter: p. 106-108.)

Example 3 - The Principal, the Deputy Principal and the Head of Department:

Three members of a Management Team attended the Newcastle workshop during the holidays. The Principal and Deputy Principal arrived independently of each other, apparently without having made prior arrangements to attend the workshop, and their HOD was also in attendance when this interview took place:

2: It's more meaningful, more structured, makes more sense. I think its ... for all... a lot of planning a lot more than what we're doing now.

3: From a management point of view ... as principal of a school ... I was just telling "K" that there's a lot of introspection in terms of how does one manage this change and uh, it's a significant change in terms of assessment although I'm actually teaching and I teach English ... it has tremendous implications for management... and I'm beginning to realise that there's a lot more to it than -

1: Do you think that management have been under-trained to equip them with these

changes? You've seen how your language teacher is going to change and all your other teachers are receiving similar pieces of information and you would perhaps like to be work-shopped as management?

3: We've gone through it before, you know, the basic terminology...the applications ... the basic correlations. The people in management will be slackening somewhat if they don't grasp the concepts. It has tremendous implications for management. I don't know what the capacities of the other principals are, but I'm just questioning my own relevance to education. I've been teaching for 41 years. (V.T. 6: Newcastle - day 3)

Note that the reference to terminology, as well as the reference to the policies in the excerpt. The principles in the excerpt that follows on from the one above renders a clear indication that the process of social transformation has, in this case, been recognised. It will be an interesting study to track the realisation thereof in practical terms in 2006, especially how this principal, as key player, is able to implement reform. He was interviewed by another Masters student and a more in-depth view of his approach to the new order can be seen in de Jager's thesis (2005).

3: The question of the diversity ... you get the learner from a very literate background who is English first language and then you get the other learner who's also ending up at your school - you can't exclude him because he is within the area ... that diversity ..it's difficult to handle. I was wondering how NCS is going to address that and uh, at the moment even though we speak Home language we've got a very

large number of African learners who are coming there because they feel that learning English is imperative to survive in the present economic environment.

2: ...and they're very good. After the June exam I showed Mr S a copy of an essay on Macbeth, the best essay written by a Black. It's very fluent, very insightful. There are not many success stories but now we just need to focus on our average, and below our so called average learners. I think this is going to go a long way to helping ...

3: ... the laxity that exists at grade 10 level at the moment. If this helps to jack up grade 10, and then grade 11 and then into grade 12 which is what I think this will do, which I'm hoping -

1: Yes, because every single teacher's been to training. We have just heard that in some cases the training has not been as successful as ours ... material has not been available for all the trainers to use, and without material... immediately ... it lacks in quality ... [time lapse]

1: Is this your HOD? ("J" joins us) Hi, we were just talking about how this is going to ... how this is being perceived from a management point of view, and uh. .. how do you feel?

4: It's going to be demanding ...

1: Very ... very demanding

4: I was talking to "S", that we've got lots of work to do from day one, next week, to get this off the ground when we come back.

3: It's a marathon. I was asking Mr "M", 'Where are we going to get all the paper?'

4: We're going to get -

3: It's very structured -

4: We're having this workshop too late, too late. There will time constraints.

1: Ja, you've basically got the fourth term.

4: Ja, and the fourth term has got its demands itself.

3: It's exams in 2 week's time

4: It's going to be challenging, but we'll rise up to the challenge. I think we'll just have to look at things in a practical way and try to prioritise, and maybe we can also look at aspects for grade 10, aspects for grade 11 and aspects for grade 12.

1: I'm interested that you say that...

4: ...in a progressive way, in a progressive way.

1: Oh, ok,

4: ...because it may be possible. Otherwise it's too demanding, so we'll do a grading from grade 10 to grade 11 to grade 12, progressively. (V.T. 6: Newcastle - day 3)

Example 4 - Interview with teacher from deeply rural teaching community:

In contrast to the above interview conducted with management from an urban, ex-HOD school, are the comments of an educator from a deeply rural area who, on the surface, experiences regulative constraints. Her comments display that she apparently recognised the content of the change process and seemed to have clearly internalised the rationale for it despite the fact that she had not attended that session. Her comments, and those of the

colleague who later joined us, show that recontextualisation for her will require a restructuring of her physical context rather than her mental attitude:

1: (May I talk to you for a bit) ... about the NCS situation? Do you think that it's going to work? Do you like the changes that are coming up ... about?

How do you feel about it?

2: Unfortunately it's for the first day that I'm attending ...

1: Uh...

2: According to what is there in the manual...it's ok ..but the problem with me ... it's the implementation. When you look at the material that you are working with ... our learners, ok ... we speak of the prior information they have - does it tally with what we are doing now?

1: Mm...

2: Ok? Is it relevant to them? ... As the questions on the comprehension. But then, we will try ... When you look at the period we are being trained in this ... this two days we are being trained. What is this? Is this for the whole year?

1: Yesjaja...

2: Well I think we will need more time. We will look at the manual. It is interesting ... The problem will be with the implementation and the time factor.

1: Do you think the time factor, as far as the syllabus being too long, or the time factor

2: The time factor is short... because, the material we are working with ... look at the area, Ma'am. Look at the learners we have. Others who have not been here, I mean

at school for four years, then maybe they come back. We need to go back try to transform it... I mean bring it back to the class, so to us it's too short...

(background noise drowned out the rest of this conversation, another teacher joins us)

1 to interviewee 2: And how do you feel ?

3: We need to get resources ... magazines and newspapers and for ... in our schools, we don't have photocopiers... ours... there's no electricity and even if I look around for information that I can bring to school I have to wait for Thursday to make the copies. So we need the time so that we prepare our lessons ... a week earlier so that we prepare for them.

2: And the other thing ... our learners... we can have magazines ... we can have newspapers... Are they familiar with -?

1: Mmm..

2: ..what is happening around...

1: Mmm...

2: ..like when you look at the areas we are teaching - there is no electricity which is - electricity is very much important in terms of media. They don't have radios, they don't have TV's. They can read the newspapers, but practically -

1: Where'r they going to get the newspaper from?

3: Ja, so we as educators we need to buy them because we are relying on the circuit office to ... to ... to ... (Interruption from Group leader warning that all should be seated if we are to finish timeously). (A.T. 8: Msinga - day 2)

Thus one hears different voices from the participants in this change process. While one participant is unable to come to terms with the basic terminology (example 1), another is vociferously committed, until the crunch of attending extra meetings hampers forward movement (example 2). Others in management positions seem to have adopted a do or die approach (example 3), while the ordinary teacher who has apparently connected with the change and internalised the message is still hampered by a lack of resources and other contextual factors. It is these differences in reconfiguration of the message that will be feeding into the return spiral in the concrete realisation of the pedagogical field. A further step down the ladder of transmission happened by chance and warrants description in the next phase as it gives yet another and more positive perspective, allowing direct transfer of the message to take place with minimal interruption to the message.

MINI-TRAINING - DISTRICT

Rationale for further district training:

Five teachers from three different schools in my neighbourhood were keen to be on board with the new curriculum, but had not been included as their schools had sent only one representative to the regional training. Having heard that I had facilitated the training at regional level, they approached me and asked for help. This indicates a positive move towards the new curriculum. Newton speaks of the 'differential implementation' of curriculum innovation by teachers as being dependent on a function of their contexts, personal resources and support structures (Newton, 2004), which was largely the case in the following scenario.

We arranged to meet for two sessions - one on the Friday afternoon and one on the Saturday morning each lasting about one hour. This enabled the group to get a bird's eye-view of what had transpired over the four day training session held at regional level. These sessions were also video-taped (V.T. 11 and 12).

I found this to be a more focussed and true form of recontextualisation of the official pedagogical field as the participants were known to me hence local political detail could be relevanced, enhancing the recognition of the content of the information - another positive realisation of the political intention, which was not done as a matter of manipulation, but rather one which occurred in an unconscious way. This is seen in interchanges on a conversational level like the following:

- | |
|---|
| <p>1 You've got all these things like UBUNTU. One of the people said, "It doesn't mean 'human dignity'! Where did they get that from?" It actually means "I am you, I am me because you are you and that's why I am me."</p> <p>2 I am me because ...</p> <p>1 I am me because you are you and you make me, me.</p> <p>2 You mean, you influence me?</p> <p>1 I am me because you make me, me... In English terms, 'no man is an island'... interdependence.</p> <p>3 Can I ask a silly question?</p> <p>1: Mm?</p> |
|---|

3: Why is it that in the preamble of the constitution ... it speaks about God and all the people and then they are trying to take religion out of the schools?

1: No, no, no, they're not, at all. I'll show you later ... In the 'Religion and Education Act which I'll talk to you about later ... (V.T. 11: Dundee - Friday)

The following day, four of the teachers came back. This follow-up session was to give the participants a break-down of the subject specific material, but even in this brief overview, comments like

1: If you have a look at your Participants' manual... there's a whole lot of activities that they had to do ... and what "K" said to the teachers was "Ladies and gentlemen, we have to create a subject framework which spans grade 10, 11 and 12 and out of that subject framework we've got to devise work schedules 2006 for grade 10, 2007 for grade 11 and 2008 for grade 12, and those work schedules are basically year plans and out of those work schedules we've got to do lesson plans for every single lesson to make sure that everything in your yellow book ... this one ... the syllabus, is actually covered. (V.T. 12: Dundee - Saturday)

and

Here is the syllabus. Every teacher will have one. This is what you will do. This is how it will progress to a more complex level in grade 11, and this is how it will progress to a more complex level in grade 12, according to the rule of progression in the NCS. (V.T. 12: Dundee - Saturday)

... show that within this compacted time frame, the information is still couched in the same prescribed terminology, thus there is still very tightly framed and classified information being disseminated. This would appear to reassure the reader that, indeed, the information was being acquired by the teacher through simple transfer. 'Acting' was not necessary because of the familiarity between transmitter and acquirer.

However, the comment regarding the date made to form a grade 10 cluster on the 22 October (mentioned above) and reality of that meeting (or non-meeting) shows that the initial excitement of the change is not strong enough to last, despite the fact that reference was made to the meeting three times during this follow-up session:

1: What we're going to do on the 22 October is get dates for November and then one person will get the task to do that (create the initial baseline assessment test) and then we photostat for everybody.

2: Are we having a grade 10 cluster then?

1: Yes, it will be district at first on the 22 October. We'll be doing the subject framework first. (V.T. 12: Dundee - Saturday)

Ten minutes later:

Then after lunch on day 3 we did the subject framework. We're going to do the subject framework for you guys on 22 October. (V.T. 12: Dundee - Saturday)

Twenty-three minutes later:

1: You're welcome to come. Msinga is coming. Please spread the news to Nqutu.

2: I'll talk to my sister. At what time?

1: 10. (VT 12: Dundee -- Saturday)

... and still, nobody arrived on that Saturday morning to begin the actual process.

Thus, one may conclude that if strict control and monitoring is not used to concretise and realise through negative, enforcing methods rather than inspirational, self-motivated methods, the process may suffer the same failure rate as that experienced elsewhere.

IN THE SCHOOLS : PARENT – TEACHER – CHILD EVENING

Newton, highlighting teachers reacting to change at different levels and in different ways states that the focus should lie on a teacher's personal, subjective and situated sense-making processes (Newton 2004) when it comes to "reflective simplification and reproductive acquirement" (Hugo 2004a, p.9). From a personal point of view, realisation was achieved to a certain extent in the ex-model C school at which I teach through a parent evening and through experimental work done in the classroom.

Parent evening:

The parent evening is an annual event arranged for the grade 9 learners and their parents to choose new subjects. A PPP was created, using information gleaned from the four supplements issued in "The Sunday Times" (October 2005). This was followed by a question and answer session which was taped (A.T. 12) at which these types of questions were asked:

2: Is there going to be Zulu as a second language?

1: Yes, we have German as a second additional language, so I should imagine that we will be offering Zulu as a second additional language. (At this point the principal (P = principal) rises and moves to the front to take over the question and answer session. He begins by laying out the new school day from the beginning of next year - how the children will now have 6 lessons of 50 minutes each and not 5 of 1 hour.)

P: The contact time will be 27 half hours from 7.30 - 2:00.... So there will be eight subjects still.... We'll have to investigate Zulu as a second additional language it will have to be offered after hours as an eighth subject... Please don't leave tonight until we have answered your questions and thank you for coming I'm glad to see so many parents here. I wish we could see more parents.

2: How will they get to university?

P: They will get 130 credits if they pass all their subjects ... then they need a rating As Mrs D indicated there are certain requirements in certain subjects ... they haven't finalised everything. No more questions?... Teachers are there, if you are

not sure whether they should take Math or Math literacy, speak to the teachers... all the other subjects are out... religious education and ICDL is out.. .if they want to take them they will have to take them after school. ICDL will have to be offered only to Grade 8 and 9. (A.T. 12)

This shows that parents are more interested in the content of the subject package than in anything else. The social transformation for them appears to be through the change in subject and where it will lead their children in the future more than in a different mind-set.

More personalised conversations between the Vocational Guidance teacher and the parents occurred later in the evening, one of which reveals a greater awareness of the political intention of the pedagogical field in this parent's mind (A.T. 12):

Father: When people keep on mentioning 40 and 30% then kids like mine say why must I work hard?

Teacher: But in 2 slides time the PPP was saying that you need higher marks to enter the institution.

Father: Now, life orientation ... I'm worried about indoctrination ... it concerns me ... a thing like life orientation is open to abuse,

Teacher: Which is why your daughter needs to be here at this school.

Father: In those fields where they can start subtle indoctrination programmes as part of the ... I would have preferred to see a list because it's very vague

and it worries me. I trust...

Teacher: Look, this whole move ... and you will know about this ... we've got to become globally competitive ... so they've taken this Canadian and Australian model so that we can produce a child who will be able to walk out of grade 12 to go anywhere in the world with their qualification, which is why they've changed the FET certificate to the NSC -National Senior Certificate because it is now national as in more international, not this funny little name called the Further Education and Training certificate which doesn't really say anything, and in the Life Orientation arena they are simply saying to the child 'Hey, listen, get out there and get a balanced lifestyle, and learn how to make decisions wisely, have your rest, have your leisure, have your physical exercise or eat properly, work hard and study, be tolerant of all religions, be tolerant of all races,' and that's the indoctrination, which is what most people would run with...

Father: ... As long as it stays there ... now R is choosing this one here.

Teacher: ..number 63, CAT (Computer Assisted Technology), VISUAL ART and TOURISM.

Parent: ..which ... you know her. I don't think it's a bad choice.

Teacher: I think she'll do well in the tourism business as well as ... are you artistic?

Child: (child nods)

Teacher: Ok, so she's got that option open and CAT, I can't say enough about... enough good about this subject.

Father: I've just spoken to the lady and I'm over the moon, because I was

concerned about this typing.

Mother: Ja, the old style ... type ... type.

Father: Ja, that's stupid.

Father: But now I'm ... uh ... Ja, Ja, she must just take me through it... I think that's for the future. (A.T. 12)

In the above scenario, it would appear that one individual has been convinced and, in internalising the information, will be able to realise the political intention and give positive feed-back into the spiral, but to what extent this scenario has been duplicated elsewhere remains to be seen and researched at a later stage.

While the above example lends itself to a positive recontextualisation process, one will surely find evidence in the future that will sound a warning that reflects Harley's concept of the 'ideal versus the real' (Harley, 2000).

In the light of the power theories of Bernstein and Hugo's hierarchy forces, this conclusion suggests that those who are attempting to "**change**" (Bernstein, 1996) social consciousness through the pedagogical field should take cognisance of the sigmoidal impact each move has on the message as it moves through each level. Like Ensor (2003), I question the extent to which the diverse needs and contexts from which teachers come is taken into consideration and concur with de Jager that "High ideals do not simply translate into results" (de Jager in Hugo, 2006, p. 14).

CHAPTER SIX

CONCLUSION

"... change, if it was to take place at all, would in some way have to follow the natural course of people's lives rather than impose itself in a sudden and dramatic way from on top."

Gilbert Balfour, in "When Rain Clouds Gather" by Bessie Head.

Strengths and limitations of the study:

Before reflecting upon the questions that this study attempted to answer, some of the perceived strengths and limitations of this particular research should be mentioned.

Strengths:

- The Bernsteinian language enabled me to make sense of different scenarios using clear and well configured conceptual terms.
- The theory of hierarchy, although only touched on briefly, coalesced well with Bernstein's notions of power and control, and helped to make sense of the recontextualisation spiral in the pedagogic device.
- Evidence was gathered anecdotally through interviews with people involved at all levels, and was also recorded on video and audio tape, providing the researcher with evidence for the beginnings of a deeper analysis at the various levels of the spiral.

- My position in the recontextualisation spiral, from national examiner to provincial trainee to regional and district trainer as well as teacher in the classroom, enabled me to interact with the research more realistically than having to rely on the opinion of others.

Limitations of the study:

This study was limited in the following ways:

- I was challenged at several points to remain unbiased, as my involvement in the training meant that I was having to maintain an objective stance even as I was subjectively involved.
- The training course was local (KZN only) and research into how other provincial directorates cascaded the information down the spiral to their teachers is unavailable, and to my knowledge, unresearched.
- The research was limited to one training course and was unable to follow through and track to what extent any of the assumptions made, may be proved true or not.

QUESTIONS

This study set out to answer the following questions:

- To what extent was the new reform initiative recognised and realised in its official recontextualising field by the various role players who were a part of the process at national and provincial level within my own limited, contextual location?
- To what extent were teachers of English (Home Language and First Additional Language) able to recognise and realise the message of social transformation in their 'subject-specific' training course?

These questions were explored to help assist the attempt to answer a deeper question:

"What happens to the social justice project as it is translated or reconceptualised from the curriculum statement down to the learners in the classroom?"

In answer to the first question:

We have seen that role-players at national level were following different agendas. Some were representing the watchdog unions, some were subject specialists, and others were intent on a change from the past social consciousness of racial stratification to a sense of social justice. Their motives dictated the extent to which they were committed to the new order. In the case of the curriculum writers, it was important to them to see the principles permeate their work as was seen in the policy documents. The union members (political appointees) were responsible for the Generic training manual which contained the message of social transformation. Their realisation of the political message is clearly evident in the content of their work. The latter group - politicians - also realised their

intentions as can be seen in the sense of social transformation infusing every area of the generic part of the training course.

At provincial and regional level, the facilitators who were exposed to longer training did not necessarily realise the information to which they were exposed to a greater extent than those who had less exposure. This is evidenced in the creation of a work schedule by a group comprising members who had beefed up the original team of subject advisors from the Teaching and Learning Services Directorate and the Unions.

The teachers were exposed to only one day of training in "social transformation". Some teachers grasped and embraced the message, while others were hesitant. Thus one can conclude that the degree to which the teachers, as role players, responded to the information, depended most clearly on how they evaluated the information from their own perspective. In Bemsteinian terms, we could push this question deeper by exploring the extent to which the various participants in the recontextualizing process were 'reconfiguring forms of knowledge in terms of their social imperatives, identities' and 'the internal structuring' of their contexts (Ensor and Galant, 2001, p. 297).⁴ Although Nieto (in Hargreaves et al, 2000, p. 418) questions the extent to which this sort of politically driven change can be managed correctly when it happens in a culturally diverse context, it is too dangerous to extrapolate on this based on the thin line this study followed.

An interesting expose of different social imperatives, internal structuring and identities can also be seen in Hoadley (2005).

In answer to the second question:

This is answered in the interviews held with various school-based personnel and the attendance at meetings by different teachers. As can be seen from the responses made by school-based personnel in chapter five, those on board as facilitators, those in management and those in deeply rural areas had a different intensity of realisation of social transformation which was not dependent on race or culture. The head of department at the ex-HOD school was as negative as the deputy principal was positive in their response to the NCS way of thinking. The deeply rural respondent from an ex-DET school who eagerly made arrangements to come to a 'subject framework meeting' and then failed to turn up, reflected the behaviour of my colleague from my ex-model C school who failed to turn up for the second day of mini-district training. Perhaps, a more detailed comparative study across the same levels would have yielded similar responses that would enable the researcher to reach a general conclusion. However, the temptation to produce findings on how it worked across different contexts and individuals at the same level was sacrificed in order to follow the process from top to bottom.

Thus, one cannot, on such slim evidence, offer any kind of response which is dependent on the past labelling of schools, governing stereo-typically predictive behaviour. Instead, what is evident, is that the school-based personnel in this study are evaluating the change from their own personal, internal arrangement and context. This may indicate that social transformation is occurring in isolated cases.

Conclusion:

Thus, since one is seeking reformation through the official recontextualising field, it may be pertinent to place a greater emphasis of any training course on those who will have the greatest impact - the teachers. This thesis shows that time spent at the top of the spiral was triple the time spent at the bottom.

Malcolm (in Sayed & Jansen, 2001, p. 200) states that none of the outcomes-based education operating around the world "seeks to deliver the curriculum to schools as a final product: intentionally they leave the final development to teachers - the agents who are closest to learners, who work at the critical interface of teaching, learning and assessment."

Ensor and Gallant provide the answer in their claim that "[g]aining access to the recognition and realisation rules of discourse - to be able to recognise what a discourse requires and be able to produce appropriate performances - is surely the basis for empowerment" (Ensor & Gallant, in Muller 2000, p. 302).

The problem remains though that "uninterrupted, extended, well planned and structured schooling needs to take place in order to enable ... learning, something the majority of our current schools are failing to deliver" (Hugo, 2004, p. 26) and by taking teachers out of the classroom, the very tool which intends to aid the process will destroy it instead.

This is a Catch 22 situation where local demands are often over-ridden by national interests. But as we saw in the research, local responses can subvert this imperative simply by withdrawing staff or failing to attend in the interest of their own, more specific, contextual needs.

I use a statement made at a Conference for Teachers in KZN as a closing thought: "Curriculum is ultimately made in the classroom" (Wedekind, 2005, p. 2) echoing McLaughlin, that change is often only and ultimately achieved by the "smallest unit" (1987, p. 172).

Bernstein's claim that power and control translated into principles of communication differentially regulated forms of consciousness with respect to their reproduction appears to be true to a certain and quite confusing extent in our previously stereo-typed and racially packaged South Africa, but "the possibility of **change**" (Bernstein, 1996, p. 18) will only happen when the message is correctly recognised and realised by every link in the chain. This is the challenge for the future. If one is able to build on the findings of this research in an attempt to become an agent **change**, then we can agree with Peim that:

"The school system can be seen as a vital and irreducible form of governance. Pedagogical relations ... are relations of power and control."

(Peim, N. 2004)

Finally, if we step back and take a look at this thesis as a whole, I hope it has demonstrated the difficulties inherent in getting the reform message through the pedagogic device. I was not able to investigate each of these levels in depth as this was only a half thesis, but I do hope that this study will encourage attempts to trace a line of development through various levels rather than remain at only one level and explore what happens there in depth. It is not that this kind of 'thick description' at one level is not needed, only that it needs to be supplemented by studies that work more vertically across various levels. It enables students to step into a larger world where questions arise as to how various parts fit together hierarchically within a system. It results in a bigger view. This study is one small attempt to show what this research endeavour looks like.

d) Ukhahlamba

Teams	Ukha Team 1 (> 3 Members)					Ukha Team 2 (> 3 Members)				
Circuit	Newcastle	Dannhauser	Dundee	Nquthu	Msinga	Greytown	JJscott	Bergville	Ladysmith West	Ladysmith East
Venues	Newcastle School of IniJu'tries.	DanHauser SS	Vulindlela	Sihayo HS	Keate's Drift PS	Greytown SS	Drakensburg SS	Okhahlamba TC	KMprivate HS	Ezakheni College
25-28July	Mailis/Afrik	IsiZulu/Phys. Sc	Life Sc/Geog	History/	LO/Ace	Maths/Afrik	IsiZulu/Physi Sc	LiffeSc/Geog	History	LO/Ace
29Aug-1Sept	IsiZulu/Phys. Sc	Life Sc/Geog	History +	LO/Ace/	English B.Studies	IsiZulu/Phys.Sc	LifeSc/Geig	History/	LO/Ace/	English B,Studies
29 Aug			Tech Subjects	Agric				Agric	Agric	
S-8 Sept	Life Sc/Geog	History +	LO/Ace/	English B.Studies	Maths/Maths Lit	Life Sc/Geog	History/	LO/Ace,1	English BJtudeS	Maths/Maths Lit
5 Sept		Tech Subjects	Agric				Agric	TechSubjects		Tech Subjects
9 Sept	SMT's	SMT's	SMT's	SMT's	SMT's	SMT's	SMT's	SMT's	SMT's	SMT's
12-15 Sept	History +	LO/Ace/	English B.Studies	Maths/Maths Lit	IsiZulu/Phys. Sc	History/	LO/Ace	English B.Studies	Maths/Maths Lit	IsiZuhi/Phys. Sc
12 Sept	Tech Subjects	Agric				Agric				
19-22 Sept	LO/Ace/	English B.Studies	Maths/Maths Lit	IsiZulu/Phys. Sc	Life Sc/Geog	LO/Ace	English B.Studies	Maths/Maths Lit	LifeSc/Phys> Sc	LifeSc/Geog
19 Sept	Agric									
26-29 Sept	EryUsh B.Studies	Maths/Maths Lit	IsiZulu/Phys. Sc	Life Sc/Geog	History/	English B.Studies	Maths/Maths Lit	IsiZulu/Phys. Sc	LifeSc/Geog	History/
26 Sept					Agric					Agric

Teachers of subjects written in bold will attend Generic **Orientation Workshop on Day One only**. Teachers are to attend at the venue nearest to their schools.

Economics		
Date	Circuits	Venue
25-28July	Nquthu	Sihayo US
29Aug-1Sept	Dundee	Vulindlela
S-8Sept	Bergville, Escourt, Ladysmith East, Ladysmith West	Royal Hotel - Ladysmith
12-15Sept	Newcastle, Danhauser	Newcastle Inn
19-22Sept	Msinga	Keate's drift PS
26-29Sept	Greytown	Greytown SS/PS

FET National Curriculum Statement Grades 10-12

Generic

Presented by
Provincial Core Training Team

WHY CHANGE ?

- APARTHEID GOVERNMENT TREATED ALL SOUTH AFRICANS UNEQUALLY
- UNEVEN DISTRIBUTION OF RESOURCES
- 1994 ELECTIONS- BROUGHT ABOUT CHANGES
- DEVELOPMENT OF CONSTITUTION OF SA

APARTHEID EDUCATION

- DENIED MANY PEOPLE ACCESS TO OPPORTUNITIES TO GAIN INFORMATION, SKILLS AND EXPERIENCE NECESSARY TO DEVELOP THIS COUNTRY AND TO MAKE SOUTH AFRICAN ECONOMY GROW
DID NOT PERMIT THE IDEA THAT ALL PEOPLE CAN THINK CRITICALLY AND CREATIVELY
- RESTRICTED MOBILITY FROM ONE AREA OF LEARNING TO ANOTHER
- APARTHEID EDUCATION WAS GOVERNED BY A NUMBER OF ACTS e.g BANTU EDUCATION ACT OF 1953

SCHOOLS

- SCHOOLS WERE ESTABLISHED ALONG RACIAL LINES WHICH LED TO THE UNEQUAL DISTRIBUTION OF RESOURCES
- LEARNERS WERE NEVER ENCOURAGED TO COME UP WITH NEW IDEAS, AND TAKE CONTROL OF THE LEARNING SITUATIONS

CONSTITUTION OF SA

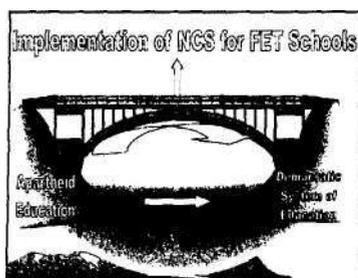
FORMULATED THROUGH THE SOUTH AFRICAN ACT 108 OF 1996 TO:

- HEAL PAST IMBALANCES
- IMPROVE THE QUALITY OF LIFE OF ALL CITIZENS
- LAY THE FOUNDATIONS FOR A DEMOCRATIC AND OPEN SOCIETY
- BUILD A UNITED AND DEMOCRATIC SA

OBLIGATIONS

- ALL DEPARTMENTS HAVE TO ACHIEVE THE IDEALS OF CONSTITUTION
- TO ENSURE THAT ALL SOUTH AFRICANS RECEIVE QUALITY AND LIFELONG EDUCATION.

WHERE ARE WE NOW?



LEGISLATION AND POLICIES

- NCS Subject Statements
- Language In Education Policy
- Religion and Education Policy
- HIV and AIDS
- White paper 6: inclusive Education
- Norms and Standards for Educators 1998
- The National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF)
- National Protocol on Assessment

6 HIV and AIDS KEY ELEMENTS

- Recognises the severity of HIV/AIDS
- Li stakeholder to M consulted and basic principle* to be agreed on
- Promotes:
 - prevention and care
 - school strategy to cope
 - non-discrimination and equality for all
 - code of conduct and responsibility
 - *implication* for teaching and teaming
- General matter for schools
 - < Should develop an HIV and AIDS policy.
 - Bop-esc: Maternal Health Advisory Committee must be established
 - > Us skills and HIV/AIDS programmes in schools
 - Identify health care partners in the community
 - Learners need knowledge on HIV/AIDS prevention
 - < Teachers should be sensitive and sympathetic toward* rfecteU and

7 White paper 6: Inclusive Education KEY ELEMENTS

- Outlines how the education and training system must transform to accommodate the diversity of learning needs
- Vision of an education and training system that promote education for all especially those with barrier* to learning.
- Acknowledges and respects all differences, e.g. gender, race, ability, culture.
- < Acknowledges that all learners can learn if they receive the necessary support
- Implications for teaching and learning
 - Teachers need to understand the efferent barriers to learning and how to deal with them
 - Schools develop networks and support mechanisms
 - Ensure that the activities are flexible to accommodate a range of learning needs
 - Teachers rJsmcnemta empathy, sensitivity and tolerance
 - Schools need to develop institution-based Support Team

8 Norms and Standards for Educators 1998 KEY ELEMENTS

- Purpose of document H describe*
 - The roles of educators
 - Their set of applied competences (norms), and
 - Qualifications (standards)
- It steoeatUshes key strategic objectives for the development of learning Programmes, Qualifications and standards for educators.
- The qualifications framework with credits is difflcused

Implications

The seven roles of the educator impact directly on classroom practice
 Learning mediator - sensitive to the diverse needs of the learners
 Interpreter and designer of learning programmes and materials
 Leader, administrator and manager in the classroom and in the

as a whole
 School, researcher and lifelong learner
 Community, citizenship and pastoral role
 Assessor - Understanding that assessment is an essential part of teaching
 and learning process and how to integrate it into this process
 Learning area / subject / phase specialist

THE NATIONAL PROTOCOL ON ASSESSMENT

KEY ELEMENTS

- STANDARDISES RECORDING AND REPORTING FOR SCHOOLS (GR R - 12)
- PROVIDES REGULATORY FRAMEWORK FOR:
- THE MANAGEMENT OF SCHOOL ASSESSMENT RECORDS
- BASIC REQUIREMENTS FOR LEARNER PROFILES
- TEACHER AND LEARNER PORTFOLIOS REPORT CARDS AND SCHEDULES

IMPLICATIONS FOR GRADE 10 & 11

SUBJECTS	TERM 1	TERM 2	TERMS	TERM 4	TOTAL
UWGIHL	5	5	5	4*	19
	5 "	5-	5	4*	19
PL	4	f	4	3*	15
LO	1	1	1	2	5
MATHS	2	T	2	2*	8
MATHS LIT					
SUBJECT CHOICE 1	2	2*	2	f	7
SUBJECT CHOICE 2	2	2*	2	f	7
SUBJECT	2	2-	2	*	7

IMPLICATIONS FOR GRADE 12					
SUBJECTS	TERM1	TERM2	TERM3	TERM4	TOTAL
LANGS' 4L	6	6*	5*		17
LANG a W OR	6	6*	5*		17
	5	5*	4*		14
LO	1	2	2		5
MATHS MATHS LIT	3	1	2*		7
SUBJECT CHOICE 1	2	2-	(2-)3*		(6*)7
SUBJECT CHOICE 2	2	2*	(2*)3-		(6*)7
SUBJECT CHC4CC3	2	2-	(2*)3*		(6*)7

NATIONAL SENIOR CERTIFICATE

KEY ELEMENTS

- SPELLS OUT THE REQUIREMENTS FOR PROMOTION AT THE END OF GRADES 10 AND 11, AS WELL AS CERTIFICATION AT THE END OF GRADE 12
- ASSESSMENT REQUIREMENTS
- PERFORMANCE REQUIREMENTS

IMPLICATIONS

- Seven subjects * 4 compulsory + 3 choice subjects
- 4 compulsory subjects: 2 X Official Lang + Maths / Maths Lit + LO
 - One Language > HL
 - Other Lwg. FAL or HL
 - One of the 2 Lang > LoLT
 - 3 other subjects: any 3 from list of approved NCS subjects
 - Ma*, Q12 Languages > Official and/or non-official
 - ofonaHCS

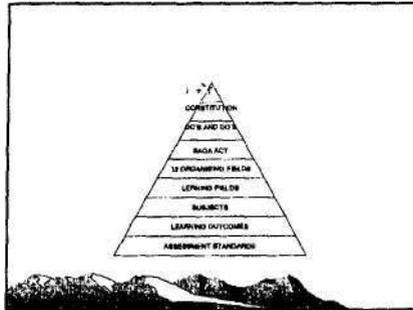
Supporting Documents

- Learning Programme Guidelines
- **Subject** Assessment Guidelines
- Teacher Guide (Mathematical Literacy & Life Orientation)



Structure of the NQF		
NOF (Leva)	BAND	Type of Qualification and Certificate
5 - 8	Higher Education And Training	Doctorates, H. Degrees 1 st Degrees, Diplomas Occupational Certificates
Further Education and Training Certificate/NSC		
4 3 2	Further Education And Training	FETC NSC
General Education and Training Certificate		
1	Senior, Intermediate Foundation Pr > School Phases	ABET Level 4 ABET Level 3 ABET Level 2 ABET Level 1

THE CURRICULUM DEVELOPMENT PROCESS



Critical Outcomes

Learners will be able to:

- > Communicate effectively
- > Identify and solve problems
- > Organize and manage activities
- > Work co-operatively as a member of a team
- > Collect, organize and evaluate information
- > Use Science and Technology critically and effectively
- > Understand the world as a set of inter-related systems

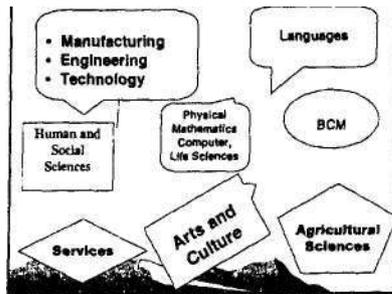
Developmental Outcomes

Learners will be able to :

- Reflect on and explore strategies for learning.
- Participate as responsible citizens
- Be sensitive in different social and cultural context
- Explore Education and career opportunities.
- Develop business opportunities

NUI- organising Teias as they relate to the subject coding system

01 Agriculture and Nature Conservation
 02 Arts and Culture
 03 Business, Commerce and Management Studies
 04 Communication and Language Studies
 05 Education, Training and Development
 06 Manufacturing, Engineering and Technology
 07 Human and Social Studies
 08 Law, Military Science and Security
 09 Health, Science and Social Services
 10 Physical, Mathematical, Computer and Life Sciences
 11 Services
 12 Physical Planning and Construction



THE 2d APPROVED SUBJECTS

¹ SCIENCES: IT / CAT / Mathematics / Mathematical Literacy /
 Ute Sciences / Physical Sciences
 BCM: Accounting / Business Studies / Economics
¹ HSS: Geography/History/Religion Studies/Life
 Orientation
 AGRICULTURE: Agric Sciences / Agric Management
 Practices / Agric Technology
 ARTS: Dramatic Arts / Visual Arts / Music / Dance Studies /
 Design
 TECHNOLOGY: Engineering Graphics and Design/
 Electrical Tech / Civil Tech / Mechanical Tech
 SERVICES: Consumer Studies / Tourism / Hospitality

WHAT IS THE NCS7

- > Nationally set curriculum
 - Internationally benchmarked
 - Modern: 21st Century ikWI
 - Focus on AMCs and South Africa
- Grades R-9: 8 Learning Areas
- Grades 10-12: 29 Subjects
 - Grounding for Grades 10-12
- Introduction of NCS Grades 10-12: 2006-2008
- 28 subjects will be nationally examined In 2008
- Exit with a National Senior Certificate

DESIGN OF THE NCS

1. THREE DESIGN FEATURES
- 7 Critical Outcomea and 5 Developmental Outcomes
 - drawn directly from the Fundamental Values of the Constitution
 - Learning Outcomes = subject-specific
 - describes KSVs to be acquired by end of Grade 12
 - drawn directly from the COs and DOs
 - Assessment Standards = grade-specific
 - indication of the content (KSVs) to be taught to

TREE ANALOGY EXPLAINING THE DESIGN OF THE NCS	
ASs a leaves of the tree	J Aw /
LOs a branches of the tree	R5
COs and DOs a trunk of the tree	
10 FUNDAMENTAL VALUES a roots of the tree	
I CONSTITUTION I-> oUj>Mh4ieFynlargo<t	

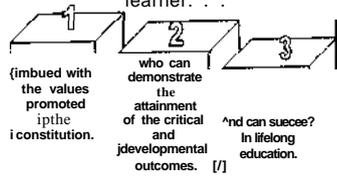
NOTIONAL TIME

- MATHS/MATHS LIT.-4.5 HRS
 - LIFE ORIENTATION- 2 HRS
 - LANGUAGE 1 - 4.5 HRS
 - LANGUAGE 2 - 4.5 HRS
 - 3 SUBJECTS FROM GROUP B-4HRS
 - TOTAL 27.5 HRS
- (ACCORDING TO THE NATIONAL SENIOR CERTIFICATE DOCUMENT - 20 JULY 2005)

PRINCIPLES OF NCS

Portability extent to which parts of* qualification are transferable to another qualification	HUMAN RIGHTS, INCLUSIVITY, ENVIRONMENTAL AND SOCIAL JUSTICE.
Social Transformation aimed at ensuring that the educational imbalances of the past are redressed	INTEGRATION AND APPLIED COMPETENCIES: to promote an integrated teaming of theory, practice and reflection.
Outcome Based Learning outcomes are set to enable all learners to reach their maximum potential	(V7po) Progression: y V i ^ c o n t e n t showing progression from simple to complex.
HIGH KNOWLEDGE OF SKILLS: ensures the empowerment of previously disempowered Population groups	ARTICULATION relationship between qualifications in different NQF levels or bands

As a result the system will produce a learner . . .



who demonstrate an ability to think logically, analytically, holistically.

TyNL

able to manage ...

and cope with the changing environment!

Analysis of tapes

Video-tapes

1. SMT TRAINING, L, Dannhauser day 2
2. Dan day 2: cur mgt - K, FET lang pol - S, LTSM - D
3. Dan day 2: L03 -D, L04 - K,
4. Dan day 3: Assessment - S and D
5. Lesson plan prep. Interview - S and E
6. L03, then interview with SMT (Newcastle school) then Lesson plan and human bingo
7. Msinga day 1 (day 1 and 2 were combined) tape 1
8. Msinga day 1 tape 2 LTSM onwards
9. Msinga day 2 L02 advertisement -S day 3 L03 -D; L04 K (sentence snake etc)
- 10a. Msinga day 3 Subject framework and work schedule till tea - B
10. 10AS do their orals
11. Mop up in mini-district operation (5 teachers) 'day 1' - 2 hours
12. Mop up in mini-district operation (4 teachers) 'day 2' - 1+ half hours.

Audio-tapes

1. K - oral moderation of ENGS training
2. Maths teachers and English teachers on NCS before training
3. Conversation with curriculum writer prior to provincial training
4. Prep for training prior to first week of regional training
5. S's lesson on L03 essay writing before training
6. Interview with curriculum writer
7. Interview with curriculum writer, SMT interview, E's group at Msinga Treasure hunt
8. Interviews with educators - no electricity, further taping of Msinga
- 9,10,11.Msinga
12. Parent evening for grade 9's to choose subject packages for gr 10 25 October '05.

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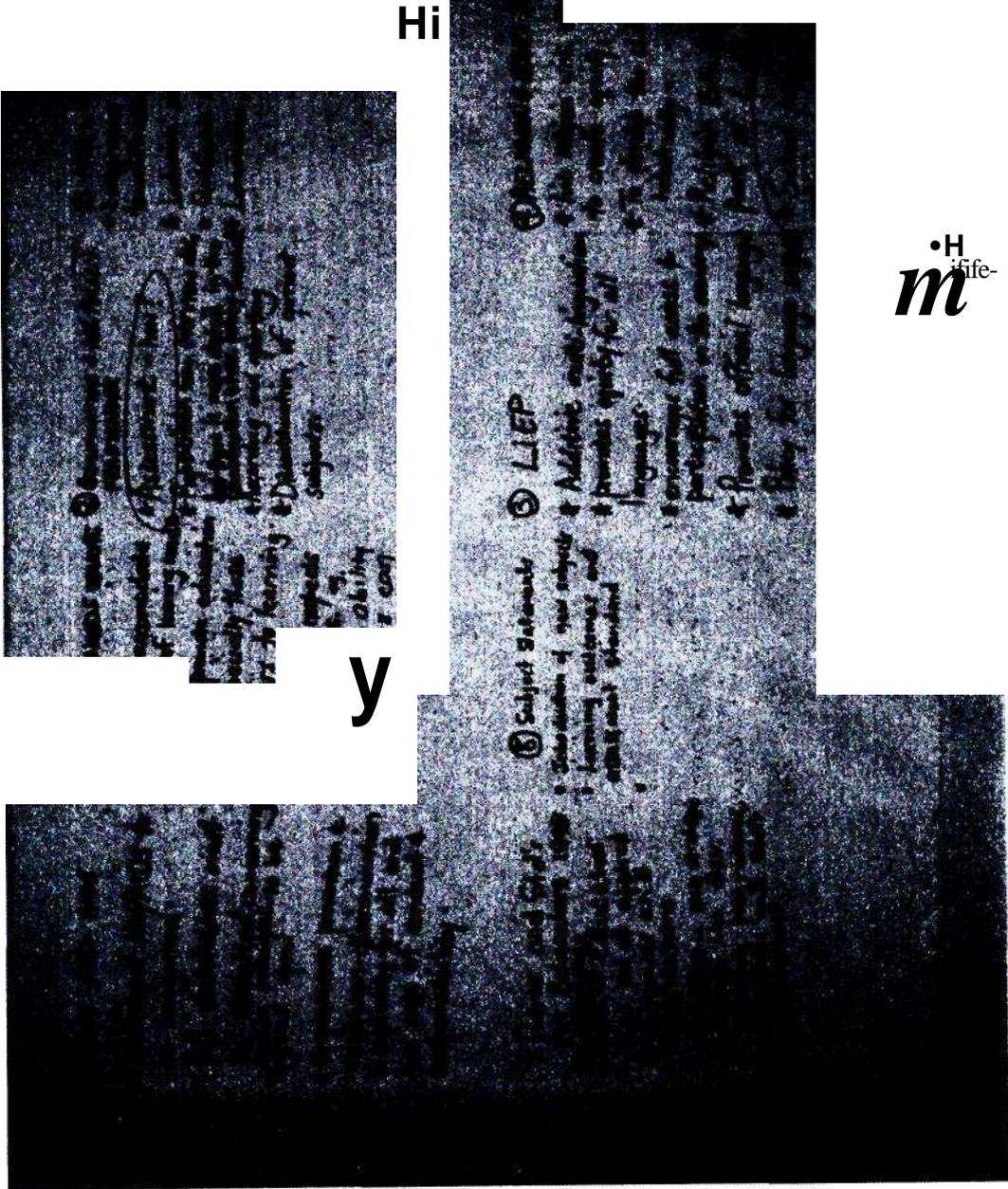
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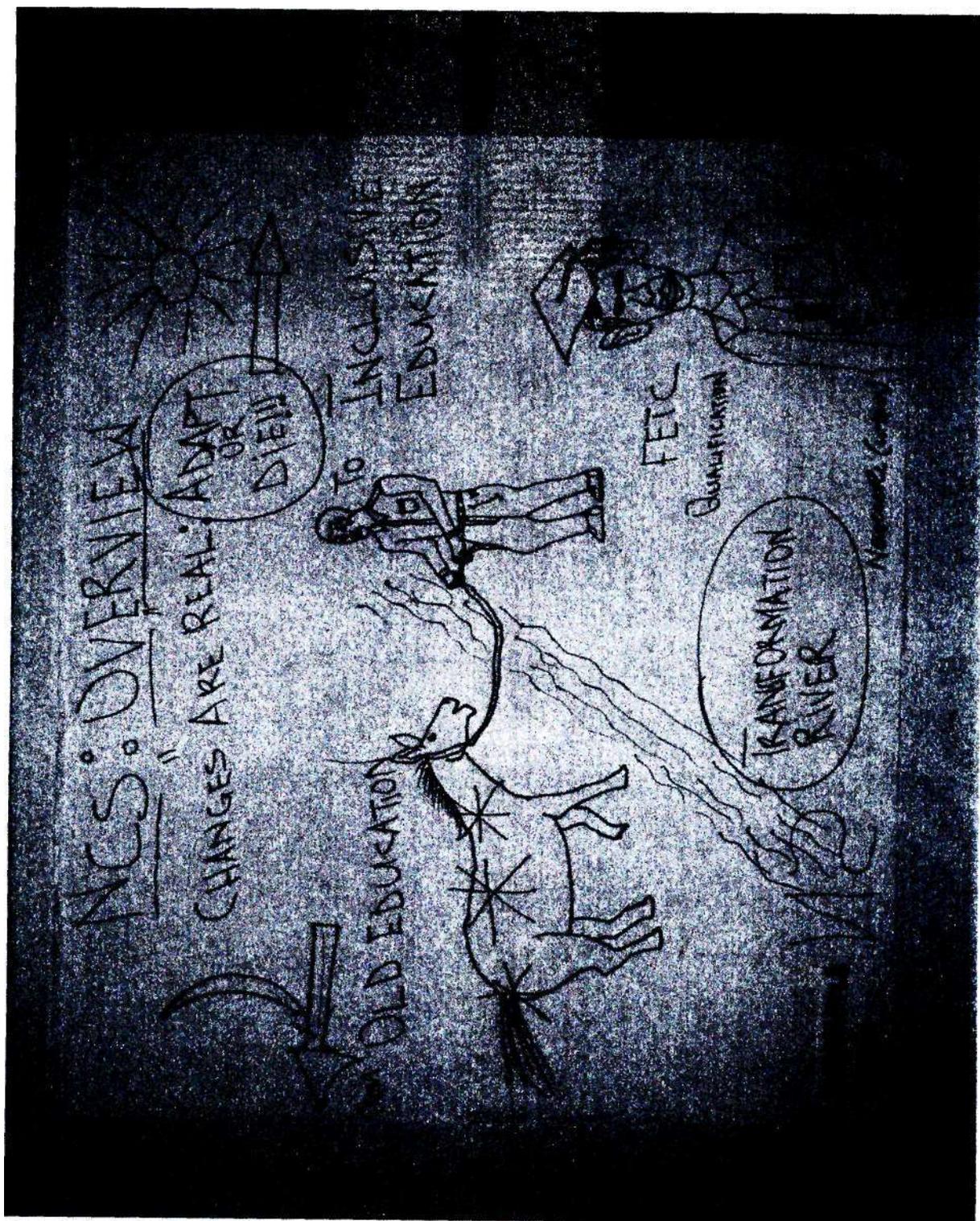
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POSTER A

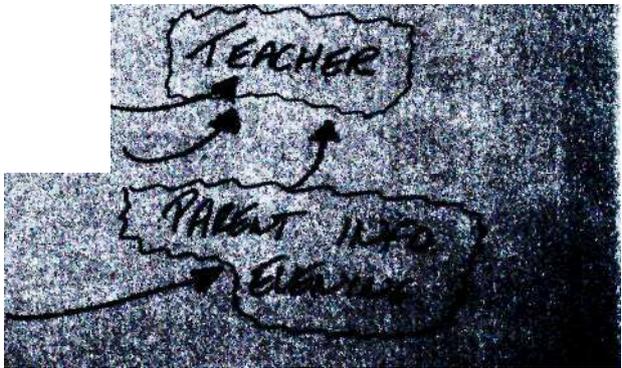
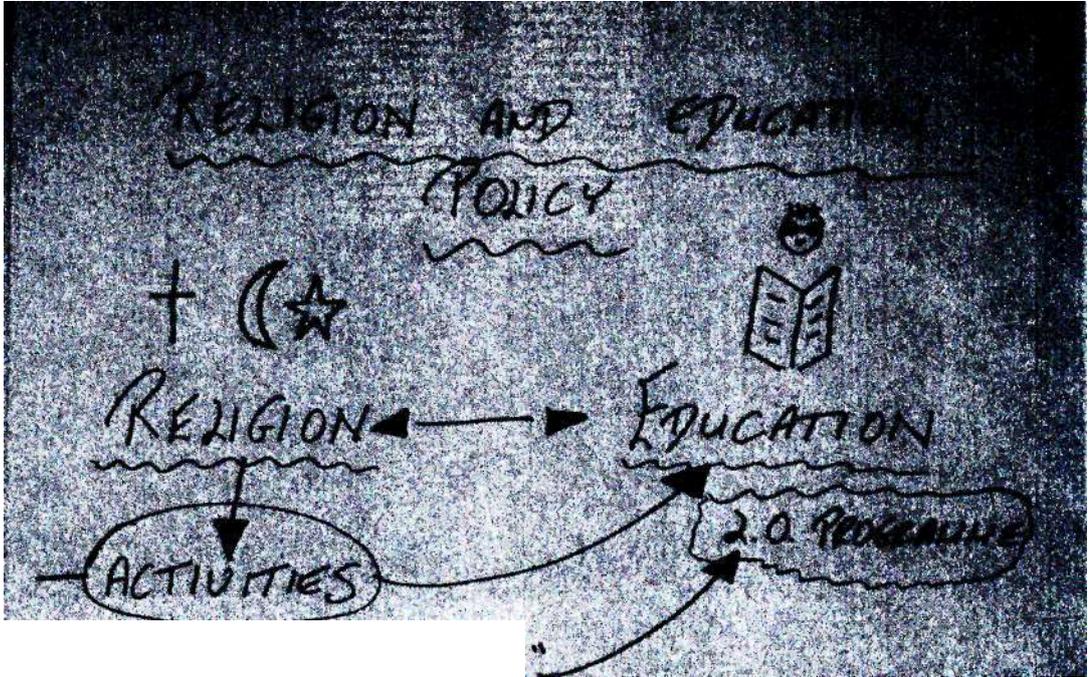


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POSTER B



POSTER C



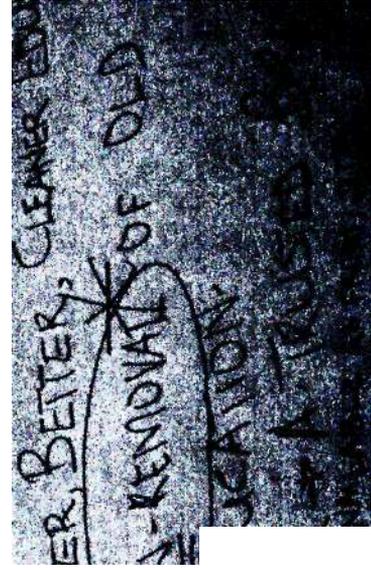
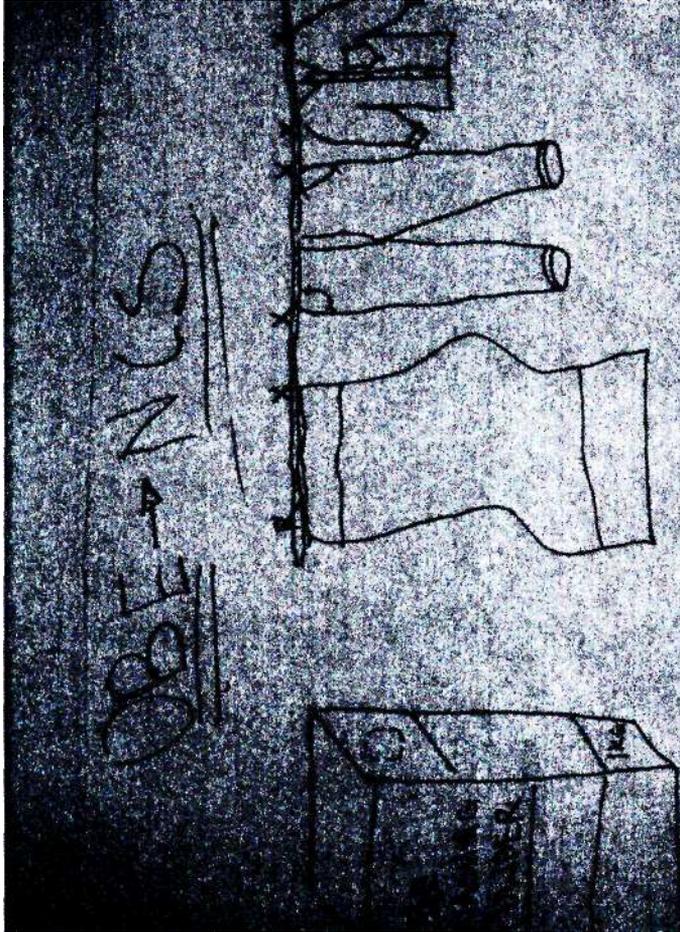
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POSTER D



POSTER E

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POSTER F

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POSTERS DEVELOPED AT TRAINING OF TEACHERS FOR GRADE 10 - 2006

Introduction:

Four activities in total resulted in the production of posters which were put up on the walls at the conclusion of the activity and explained to the rest of the large group. Not every group reported back each time and on occasion groups were informed beforehand who would report back and on which aspect they had to concentrate.

For the purposes of this analysis, I have chosen posters of three of the groups, one representing a rural context, the next a peri-urban and the last an urban context, i.e. Msinga, Dannhauser and Newcastle, and will compare posters created on the policies as well as the principles - two activities done as part of day one or part one : "Social Transformation"

POLICIES:

Background information:

Msinga: The policies were explained to Msinga, but posters were not made due to time constraints.

Dannhauser: was given a breakdown of eight policies in the PPP and asked to take notes. They were then asked to reproduce all the notes they had made on their poster paper which had been divided into eight blocks equal in size.

Newcastle: Each small group was asked to make notes on the policy their group had been given and to listen to the other policies being explained. This method was used because there were 13 groups, thus two posters per policy were reproduced.

Findings:

Posters A and B:

The first comparison can be made between the amount of information recorded by Group A cf. Group B in Dannhauser. This could be due to lack of concentration or perhaps a non-recognition of the impact or importance of the policies.

Posters C D and E:

The second comparison that can be made here is between Dannhauser and Newcastle. Whereas Dannhauser had to write notes on every policy, Newcastle was such a large group that the smaller groups each received a policy to reproduce. Note the difference in their recognition or understanding of the policies, as well as their realisation of the policy content through both right-brain and left-brain reproduction - drawings and words which captured the spirit of the policy by Newcastle cf. Dannhauser's reproduction or non-reproduction in 8 equally sized blocks.

Conclusion:

Did the peri-urban factor play a greater role than the different approach used or vice versa? Although it was thought that this could be tested when the grade 11 and 12 teachers were trained in June 2006, it could not be done, as the training in 2006 left the policies out altogether.

PRINCIPLES:

Background Information:

The Principles were treated in the same way at each venue. Groups were shown the explanations in their NCS Overview documents and given between 20 and 30 minutes to read and create their own idea of the principle.

Findings:

QBE - Posters F and G:

The second principle: 'Outcomes-based Education' was interpreted by both Newcastle and Msinga in an idealistic way, as the panacea for past ills. Although the PPP had been positive in its output, the realisation of OBE as 'the washing powder which cleans brighter, better and cleaner' was an image thought out by the group, as was the staircase. In order to create a comparative image, one has had to internalise the information first, thus these posters show a strong realisation of the social transformation message.

VIKS - Posters H, I. and J:

Posters H and I seem to have grasped the point of Valuing Indigenous Knowledge Systems, cf. Poster J. The group appeared to grapple with the medium of the message, preferring to find synonyms for "valuing" and "indigenous". However, the example given, i.e. 'No witchcraft for sale' is the title of a story, in which the protagonist refuses to tell the visiting scientists how to find the herb he had used to heal the blindness in a young boy's eyes. This story embodies the reason for VIKS, thus it would, upon a deeper analysis, appear that the group understood the message but were loath to expand too much upon it in the poster.

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