

**LEARNER CENTRED PEDAGOGY-
AN EXISTENCE OF VIRTUAL REALITY?**

**AN INVESTIGATION INTO GRADE THREE LEARNERS'
EXPERIENCES OF PEDAGOGY AND SCHOOLING**

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PREFACE

I hereby declare that this dissertation, unless specifically stated to the contrary in the text, is the original work of the undersigned.

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ABSTRACT

The rationale and motivation for this study was based on my personal need to try and understand the relationship between theory and practice (praxis) and the normative and empirical variables (hermeneutics) evident in my research, so as to contribute to the body of literature around learner centredness and learners' experiences of pedagogy and schooling. Review of educational studies conducted in South Africa reveals that most research is driven by 'common sense' understandings of learner centredness or what constitutes 'good teaching practice'. These studies illustrate that well intentioned but simplistic acceptance at the level of policy is hazardous and that we need to know more about practices within the classroom. Similarly, within South African policy documents, a paradox exists around the pedagogic discourse for learner centredness. The majority of education policy documents implemented after 1994 advocates a learner centred approach to teaching and learning, which is associated with weak framing over the instructional and regulative discourse while the National Curriculum Statements calls for a strongly framed pedagogic discourse. This paradox has significant implications for policy implementation at the classroom level.

The objective of my study was to capture and analyse learners' experiences of Grade 3 teaching within one school context by focusing on control and regulation within the pedagogic relationship. Consequently, the research focused on the 'how' of pedagogic practice i.e. how do learners experience the transmission of knowledge through the educator's pedagogic practices? The case study involved non – participant observation to illustrate how different modalities of pedagogic practice provide for acquirers the principles for the production of what counts as a legitimate text. Bernstein's concept of framing was used to understand and analyse the locus and relative strength of control of how knowledge was transmitted, how it was received and of what may or may not be transmitted in the pedagogic relationship.

The methodology employed in the research was based on developing an external language of description derived from Bernstein's internal language of description. The internal language of description was drawn from Bernstein's theory of pedagogic discourse. The external language of description provided textual pointers of specific characteristics relating to the internal framing of educational knowledge. It provided the means to identify specific pedagogic practices of educators and teaching strategies employed in the transmission-acquisition process. The findings depicted a mixture of pedagogic practices within one school context with one being based on a mixed pedagogic mode and the other on a performance pedagogic mode.

The study revealed the possibility of extrapolating findings reliant on interaction with relevant literature around the framing of pedagogic discourse and the data obtained in the study. The conclusions reached in the study revealed strong framing over evaluation criteria, selection and sequencing of educational knowledge. While research has shown that weak framing over the pacing of knowledge is more likely to promote learning, the study revealed differential pacing of knowledge ranging from weak to strong. However, it was evident that learners had adapted themselves to the educators' modus operandi. Both educators in the study attempted to cater for differential learning needs of learners by the utilising different teaching strategies. The study revealed strong framing over hierarchical rule in terms of learner-learner interactions and educator-learner interactions. The research illustrated that giving learners control at the level of hierarchical rule posed a significant challenge for both educators. Both educators would make use of school and classroom rules as a means of maintaining social control.

The study contributes to a better understanding of pedagogy and schooling. It makes clear that for learners to acquire the competencies and knowledge laid down in policy documents, the educator would need to make a pedagogic assessment in terms of the level of difficulty of the lesson, concepts and knowledge to be acquired and the differential needs of learners. This is more likely to increase the success of learners so that their enhancement, inclusion and participation in schooling does not become an *existence of virtual reality*.

TABLE OF CONTENTS

	PAGE
TITLE	i
ACKNOWLEDGEMENTS	ii
PREFACE	iii
ABSTRACT	iv
CONTENTS	vi
BIBLIOGRAPHY	xii
APPENDICES	xii
LIST OF FIGURES	xii
LESSON EXEMPLARS	xiii
LIST OF TABLES	xiii

CONTENTS

CHAPTER ONE
SETTING THE SCENE FOR LEARNER CENTRED PEDAGOGY

1.1	INTRODUCTION	1
1.2	A STARTING POINT FOR POLICY MAKERS	2
1.3	CURRICULUM 2005(C2005) – A VISION FOR A DEMOCRATIC SOUTH AFRICA	3
1.4	RATIONALE AND MOTIVATION FOR THE STUDY	5
1.5	PURPOSE AND AIMS OF THE STUDY	7
1.6	RESEARCH DESIGN	7

1.7	MY PERSONAL PEDAGOGIC EXPERIENCE	9
1.8	CRITICAL RESEARCH QUESTIONS	13

<p>CHAPTER TWO LEARNER CENTREDNESS IN REVIEW</p>
--

2.1	INTRODUCTION	16
2.2	THE ORIGINS OF LEARNER CENTRED	17
2.2.1	Educational And Political Philosophy:	
	Plato And Rousseau	17
2.2.2	Education And Democracy: John Dewey	19
2.2.3	Psychology And Education: Piaget And Vygotsky	19
2.3	WHAT THEN IS LEARNER CENTRED PEDAGOGY?	20
2.4	DEMOCRACY AND EDUCATION IN DEVELOPING COUNTRIES	23
2.4.1	Democracy And Education – An Indivisible Union?	23
2.4.2	Educational Reform Initiatives In Developing Countries – The Case Of Botswana And Namibia	24
2.4.3	Learner Centred Pedagogy And Aid Agencies	26
2.5	EXPOUNDING THE NOTION OF LEARNER CENTREDNESS	27
2.6	LEARNER CENTRED PEDAGOGY – A PARADOXICAL TWIST?	29
2.7	LEARNER CENTRED PEDAGOGY – IN SITES OF PRACTICE	32

2.8	THE WAY FORWARD?	35
2.9	CONCLUSION	36

<p>CHAPTER THREE THEORETICAL FRAMEWORK FOR THE STUDY OF PEDAGOGIC PRACTICE</p>

3.1	INTRODUCTION	37
3.2	MY RESEARCH FOCUS	38
3.3	BERNSTEIN'S THEORY OF PEDAGOGIC DISCOURSE	39
3.4	FRAMING	41
3.4.1	Rule Systems	41
3.4.2	Relations Of Pedagogic Discourse	42
3.5	VARIATIONS OF FRAMING IN PEDAGOGIC SOCIAL CONTEXTS	42
3.6	COMPONENTS OF PEDAGOGIC DISCOURSE	43
3.6.1	Instructional Discourse	43
3.6.1.1	<i>Selection</i>	43
3.6.1.2	<i>Sequencing</i>	43
3.6.1.3	<i>Pacing</i>	43
3.6.1.4	<i>Evaluation Criteria</i>	44
3.6.2	Regulative Discourse	44
3.6.2.1	<i>Teacher-learner interactions</i>	45
3.6.2.2	<i>Learner-learner interactions</i>	45

3.7	INTERNAL AND EXTERNAL FRAMING	45
3.8	APPROACHES TO OBSERVING INTERACTIONS IN CLASSROOMS	46
3.9	PROBLEMS IN CLASSROOM BASED RESEARCH	46
3.10	BERNSTEIN'S LANGUAGE OF DESCRIPTION	47
3.11	RESEARCH USING BERNSTEIN'S THEORY OF PEDAGOGIC DISCOURSE	49
3.12	CONCLUSION	51

<p>CHAPTER FOUR RESEARCH DESIGN/METHODOLOGY</p>

4.1	INTRODUCTION	53
4.2	THE NATURE OF EDUCATIONAL RESEARCH	54
4.3	CHOICE OF SITE AND EDUCATORS FOR THE CASE STUDY	54
4.3.1	The Case Study As A Research Approach	55
4.3.2	Presentation Of The Cases: The School And The Educators.	57
4.3.2.1	<i>The School Context: Springs Primary School</i>	58
4.3.2.2	<i>The Educators</i>	60
4.4	THE CONSTRUCTION OF DATA	61
4.4.1	Data Collection Strategy: Non-Participant Observation	61

4.4.2 Ethics And The Research Process	63
4.5 RESEARCH DESIGN	64
4.5.1 Development Of The Study: The External Language Of Description	64
4.5.2 The Observation Tool Used In The Study	65
4.5.3. Sequencing Of The Study: The Pilot Study	69
4.5.3.1 Classroom observation	69
4.5.3.2 Critical classroom events observed	70
4.5.4 Data Analysis	74
4.6 CONCLUSION: THE RELATIONSHIP BETWEEN THEORY AND METHODOLOGY	78

<p>CHAPTER FIVE THE FRAMING OF PEDAGOGIC PRACTICE</p>

5.1 INTRODUCTION	79
5.2 THE INTERNAL FRAMING OF PEDAGOGIC PRACTICE	80
5.2.1 Data Analysis For Lessons Observed For The Contexts Of Numeracy And Literacy	80
5.3 STRUCTURE AND CHARATERISATION OF PEDAGOGIC PRACTICE	85
5.4 TEACHING STRATEGIES DEPLOYED BY EDUCATORS	97
5.4.1 Discursive Rules- Instructional Discourse	97
5.4.1.1 <i>Selection And Sequencing Of Knowledge</i>	97

5.4.1.2 <i>Pacing</i>	101
5.4.1.3 <i>Evaluation Criteria</i>	104
5.4.2 Discursive Rules – Regulative Discourse	108
5.4.2.1 <i>Hierarchical Rule: Teacher-Learner</i>	108
5.4.2.2 <i>Hierarchical Rule: Learner-Learner</i>	112
5.5 FRAMING OF PEDAGOGIC PRACTICE	114
5.6 THE EXTERNAL FRAMING OF EDUCATORS' WORK	116
5.7 CONCLUSION	119

<p>CHAPTER SIX LEARNER CENTRED PEDAGOGY – AN EXISTENCE OF VIRTUAL REALITY?</p>

6.1 INTRODUCTION	120
6.2 LEARNER CENTRED PEDAGOGY – AN EXISTENCE OF VIRTUAL REALITY?	120
6.3 CONCLUSION	124

<p>CHAPTER SEVEN SUMMARY AND CONCLUSION</p>
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7.1 INTRODUCTION	125
7.2 PRÉCIS OF THE STUDY	125
7.3 IMPLICATIONS OF THE STUDY	127

7.4	LIMITATIONS AND DIFFICULTIES EXPERIENCED	129
7.4.1	The Sample Size	129
7.4.2	Theoretical and Methodological Difficulties	130
7.5	POSIBILITIES FOR FUTURE RESEARCH	130
7.6	CONCLUSION	131

BIBLIOGRAPHY

BIBLIOGRAPHY	133
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APPENDICES

APPENDIX A: LETTERS OF CONSENT: EDUCATORS	145
APPENDIX B: PHASE PLANNING	146
APPENDIX C: GRADE PLANNING	157
APPENDIX D: LESSON PLANNING	161
APPENDIX E: CONSENT LETTERS: SGB/PRINCIPAL	162
APPENDIX F: OBSERVATION TOOL USED IN THE STUDY	163

LIST OF FIGURES

3.1. A SOCIOLOGICAL MODEL FOR RESEARCH METHODOLOGY	48
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LESSON EXAMPLARS

EXEMPLAR 5A: SHAM: NUMERACY LESSON NUMBER 8	90
EXEMPLAR 5B: RENÉ: LITERACY – LESSON NUMBER 6	93

LIST OF TABLES

2.1 PEDAGOGIC PRACTICES (BERNSTEIN, 1990)	22
3.1 COMPONENTS OF PEDAGOGIC DISCOURSE	41
3.2 FRAMING RELATIONS OF PEDAGOGIC DISCOURSE	42
4.1 TIME PERIOD ALLOCATED FOR DATA COLLECTION	61
4.2 CONCEPTUAL DIMENSIONS FOR DESCRIBING PEDAGOGY	66
4.3 CODING SCHEMA FOR THE VARIOUS DIMENSIONS OF FRAMING	67
4.4 INDICATOR 4: DISCURSIVE RULE – SEQUENCING	68
4.5 DISCURSIVE RULE – PACING (F + -)	74
4.6 DISCURSIVE RULE – HIERARCHICAL RULE (F + -)	75

4.7	NUMERICAL CODING OF FRAMING	76
4.8	EXEMPLAR OF THE NUMERICAL CODING FOR NUMERACY LESSONS FOR SHAM	76
5.1	BREAKDOWN OF NUMERACY AND LITERACY LESSONS CODED	80
5.2	CUMULATIVE NUMERICAL VALUES FOR SHAM LEARNING PROGRAMME: NUMERACY	81
5.3	CUMULATIVE NUMERICAL VALUES FOR SHAM LEARNING PROGRAMME: LITERACY	82
5.4	CUMULATIVE NUMERICAL VALUES FOR RENÉ LEARNING PROGRAMME: NUMERACY	84
5.5	CUMULATIVE NUMERICAL VALUES FOR RENÉ LEARNING PROGRAMME: LITERACY	85
5.6	MEAN CODING VALUES FOR THE FRAMING OF PEDAGOGIC PRACTICE FOR NUMERACY	86
5.7	FINAL CODING VALUES FOR THE FRAMING OF PEDAGOGIC PRACTICE FOR LITERACY	88
5.8	CODING SHEET FOR THE FRAMING OF PEDAGOGIC PRACTICE	92
5.9	CODING SHEET FOR THE FRAMING OF PEDAGOGIC PRACTICE	96

**5.10 FRAMING OF PEDAGOGIC PRACTICE FOR
NUMERACY AND LITERACY**

114

CHAPTER 1: SETTING THE SCENE FOR LEARNER CENTRED PEDAGOGY

In this chapter I provide an introduction to and an overview of the research project. As an overview, many issues are provided in outline only, and are more fully developed in chapters relevant to specific issues under discussion.

I also present a justification for my study:

- Firstly, by providing a synopsis of the inception of C2005. I present my argument by linking the introduction of a learner centred pedagogic approach to teaching and learning to the attempt by the state to introduce new forms of economic and social relations within society. These relations have arisen as a result of political democratisation.
- Secondly, I provide an overview of my study by focusing on the purpose and aims thereof and the possibility that my research has, to contribute to the body of knowledge around learner centredness, pedagogy and learning.
- Thirdly, I present an outline of the research design, which includes a brief overview of the methodology used in the study.
- Fourthly, I reflect on my personal pedagogic experience, which provided the initial and underlying value position for the rationale and motivation for my study. Reflection on my personal pedagogic experience reveals the difficulties and constraints that I was faced with in respect of curriculum implementation.
- Fifthly, the critical questions underpinning the study are outlined.

1.1. INTRODUCTION

It is important to understand the background to the introduction of a learner centred approach to teaching and learning in South Africa. Any focus on educational reform initiatives needs to be located within its historical context. There is a common agreement amongst writers of diverse theoretical perspectives that a close connection exists between the national political vision and the national curriculum policy.

How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of control (Bernstein, 1971:47).

Malcolm (1999) further endorses this when he points out that determining what a nation thinks all students should learn, is a major political exercise as it is a direct statement of what a society believes schooling is all about.

Within the context of newly democratised South Africa, the task of policy makers and education reformers was to replace an outdated curriculum that differentiated learners according to class, race, gender (or other divisions) with one that treated all learners as equal. Education as a social agent of change and as a dominant element in the ideological state apparatus has a significant role to play in ensuring the realisation of this democratisation project. In order to achieve this, schools themselves have to become democratic communities of practice if learners and educators are expected to, “acquire those qualities of mind and social attitudes which are prerequisites of a genuinely democratic society” (Carr & Hartnett, 1996:185).

1.2. A STARTING POINT FOR POLICY MAKERS

Democracy brought with it many challenges and changes facing South African society at large. South African education was faced with a dual challenge viz.:

- Having to ensure redress and equity. Redress entailed adopting a curriculum model that was significantly different from apartheid education, thereby symbolising a definite break from the previous schooling system. Ensuring equity meant ensuring that “previously marginalized groups might be admitted into a global modern order” (Mattson & Harley, 1999:1). Curriculum 2005 adopted, “a strong transformational stance, emphasizing equity, democracy and human rights” (Taylor et al., 2003: 71).
- Having to confront forces of globalisation and their impact on the economy. Global competitiveness meant ensuring “economic growth in a global economic market characterized by intensified competition” (Mattson & Harley, 1999:1).

South Africa therefore required a workforce that was multi – skilled, flexible and adaptable to meet these challenges.

1.3. CURRICULUM 2005 (C2005) - A VISION FOR A DEMOCRATIC SOUTH AFRICA

The National Education Policy Investigation (NEPI: 1992) was commissioned by the National Education Co-Ordinating Committee (NECC: 1990) to conduct an investigation into education and to develop education policies largely in line with the democratic ideology of the liberation movement. NEPI developed a broad, values framework based on the principles of non- racism, non- sexism, democracy, equality and redress. Equality, redress and development formed the core of this proposal for post apartheid education. At the beginning of 1995, the Department of Education published its first White Paper on Education and Training. The White Paper on Education (1995) endorsed the ideas of a competency, learner-centred pedagogy and integration as the core components of a systemic education-restructuring programme.

In March 1997 the Minister of Education, Professor S.M.E. Bhengu made public Curriculum 2005, which was acclaimed as the new national curriculum that would transform South African society and education. Professor Bhengu’s vision of transforming South African education was to build a “ truly democratic and internationally competitive country with literate, creative and critical citizens, leading to productive, self fulfilled lives in a country free of violence, discrimination and prejudice” (Bhengu, 1997:2). Education was seen as the main functionary through which the philosophy of political, economic and social transformation could take place - accordingly the introduction of C2005. While the impression gained is that there was a smooth transition from NEPI to C2005, individuals and organizations mainly from Labour and trade union organizations largely influenced the shaping of C2005. Hence, the linking of the education system with a training and development strategy as outlined in the National Qualification Framework.

In many of the South African education policy documents, “the social project of egalitarianism and empowerment is linked to the skill needs of the national economy, usually also seen in the light of global economy and global competitiveness” (Muller, 1998:178). In order for South Africa to become globally competitive, the economy would require a well-qualified worker population with variable, generic and constantly upgraded skills. Therefore “a vision was designed for an education system that would lift South Africa into the globalised world, and at the same time redress our apartheid past. Curriculum (content, pedagogy and assessment) was to shift from fragmentation to integration, from low-order to high-order knowledge and skills, and from rote learning to active, critical engagement” (Adler et al., 2002:7).

One can argue that the fundamental assumption of modernity coupled with human capital theory views political democratisation as a prerequisite for economic prosperity (Tabulawa, 2003). South African educational reform initiatives (C2005 - National Curriculum Statements [NCS], The South African Qualifications Act [SAQA], SAQA regulations, Norms and Standards for Teacher Education) “rests on two pillars: outcomes based approaches to learning and a national qualifications framework” (Harley and Parker, 1999:181). Outcomes based rhetoric converges around the social aims of individual empowerment. These outcomes “emphasise participatory, learner - centred and activity based education (Department of Education, 2002a: 21).

South African education policy documents draw significantly on the social project of maximising learners’ flexibility, opportunity, mobility and access to learning (Department of Education, 1997a; 2002a). Outcomes-based learning programmes are learner paced and learner centred with the learners determining their own pace, thereby maximising their occupational opportunity and becoming full participating citizens in all spheres of social, political and economic life (HSRC Council, 1995:12). Within South Africa, the imported National Qualifications Framework [NQF] (from New Zealand) provides the democratic framework for enhancing opportunity and access for learners across all areas of learning. This framework allows previously disadvantaged learners to

redeem their ‘unqualified competencies’ through the recognition of their prior learning and permits recurrent and multiple-entry for the purpose of re-skilling (lifelong learning).

The question then arises, ‘What implications does the twinning of an outcomes based approach and the NQF have for teachers and learners in the classroom?’ Critical analysis of current educational reforms in South Africa reflects the emphasis on learner centredness, which is enshrined in policy as the official pedagogical approach to be used in schools. Learner centred pedagogy with its ‘inherent democratic tendencies,’ is therefore a natural choice for the promotion of social justice, equity and access as it is seen to play a crucial role in the creation and consolidation of transformation and social justice. Systemic school reform initiatives in South Africa have significant implications for pedagogy as the research tradition of progressive education provides a cognitive template for the association or projection of a particular kind of teacher or learner (Popkewitz, 2001). This study accordingly focuses on one of the three design features of C2005: Learner centred pedagogy.

1.4. RATIONALE AND MOTIVATION FOR THE STUDY

My original, underlying value position for this research was based on my personal need to develop a more holistic approach to my own pedagogic practice. It was anticipated that by researching the practices of other educators, I would develop a better understanding of my own pedagogic practice. However, this intention became secondary while reviewing literature around the concept of learner centredness. It became evident that the ambiguity around the notion of learner centredness, its varied interpretations and implementation posed significant problems for educators within South Africa and developing countries (see: Brodie, 2000; Graven, 2002; Harley and Wedekind, 2003). The rationale and motivation for the study changed to one of contributing to the body of knowledge around the concept of learner centredness and its implementation.

Consequently, the rationale and motivation for the study was based on the need to try and understand the relationship between theory and practice (praxis) and the normative and empirical variables (hermeneutics) evident in my research, so as to contribute to the body

of literature around learner centredness, pedagogy and learners' experience of pedagogy and schooling. Furthermore, it was anticipated that reflecting on my past experiences as a teacher and learner would contribute to research around the disjuncture between policy and practice. As such this thesis brings together my attempt at making a contribution to the sociological theory of instruction and learning as well as my experiences as a learner and my work interests.

The title of my research, 'Learner centred pedagogy – an existence of virtual reality?' poses a provocative question. This relates to the educational efficacy of implementing a totally learner centred pedagogic approach within the South African context. The term 'virtual reality' within the title is best defined in the American Heritage Dictionary as an illusion of reality i.e. existing or resulting in essence or effect though not in actual fact, form or name. The ambiguity around the notion of learner centredness as well as the varied interpretations of the concept of learner centredness poses realistic problems in terms of implementation. In the light of this, my research was conducted with some reservation and trepidation given the literature reviewed in Chapter 2. In trying to answer the question I attempted to analyse whether educational practice was aligned to learner centred principles as outlined by Bernstein (1990) in Chapter 2, Table 2.1.

As revealed in Chapter 2, learner centred pedagogy has come to mean different things to different people. Different forms of teaching and learning include different thinking on pedagogy, curriculum and assessment. This can be analysed in terms of their historical and political intonation with respect to different social categories. Because different pedagogic orientations entail different outcomes, it becomes the ethical task of educators to deliberate and make selection amongst different curricular codes/pedagogies within different contexts. Consequently, defining predominant pedagogic practices evident within specific contexts is more likely to contribute to understanding how learners come to master educational knowledge.

Within the context of this research I focused on particular combinations of framing relations derived from Bernstein's theory of pedagogic discourse to identify how learners

become inducted into the process of apprenticeship. “Framing refers to the principles regulating the communicative practices of the social relations within the reproduction of discursive resources, that is, between transmitters and acquirers” (Bernstein, 1990:36). Therefore, if transmission-acquisition process was learner centred, the learner would have substantial control over the rules of communication.

1.5. PURPOSE AND AIMS OF THE STUDY

The central objective of my study was to capture and analyse learners’ experiences of Grade 3 teaching within one school context by focusing on control and regulation within the pedagogic relationship. I have worked at understanding the relationships between specific characteristics of the pedagogic contexts that relate to Bernstein’s concept of framing (1990, 1996). My intention in this study was to focus on control and regulation that informs pedagogic practice, in order to understand how learners acquire the knowledge, skills, attitudes and values laid out in policy documents. As such my research focused on the ‘how’ of pedagogic practice i.e. how do learners experience the transmission of knowledge through the educator’s pedagogic practices?

Bernstein (1975) classifies a learner centred pedagogy/ invisible pedagogy as one where framing over the instructional and regulative discourse is weak. This relates to the location of control that learners have over the rules of communication and its social base and the degree of “control they have over the selection, sequencing, pacing and timing of the knowledge transmitted and received in the pedagogic relationship” (Bernstein, 1973: 88). Consequently, if a learner-centred pedagogic practice were in place, learners would have significant control over the instructional and regulative discourse. The instructional and regulative discourse is outlined in Chapter 3, Section 3.4.1 and 3.6.

1.6. RESEARCH DESIGN

The naturalistic nature of my study as well as the method of data collection, predetermined that my research would primarily be qualitative. My research was carried out within the context of the school that I practise in. The choice of research site was based on easy convenience and ready access for me as a researcher. Furthermore,

the intention was not to ‘police’ educators but to try and understand the educators’ transmission practices from within their own frame of reference (Bogdan and Biklen, 1992). I chose the case study approach because I believed that I would be able to gain insight into the contexts in which the subjects normally live and work.

As a member of management within the school, I had to take cognisance of issues relating to positional power. I had to ensure that my positional power as head of department was minimised so that the validity of the data obtained would not be contaminated. At the outset, I made it clear to the participants that my presence in their classrooms did not form part of their evaluation and that no written reports would be compiled based on my observations. I made it known that the aim and focus of my study was to try and understand how learners experience learning and not to assess their teaching practice. I attempted to reduce the influence of my position by conducting two observation lessons beforehand without recording any information. This endeavour was to get the learners and educators to become comfortable with my presence in their classroom. Lastly, the data collection strategy of non-participant observation was intentionally selected to minimise my influence in the classroom. Observing participants in their natural settings provided me with detailed aspects of the pedagogic relationship. Furthermore, observing educators on consecutive days provided me with evidence that the educators presented what they considered their portrayal of their ‘best practice.’

My project involved collecting data through observation of pedagogic transmission and acquisition practices of two Grade 3 educators’ classrooms in a single school. Observing learners and educators involved in the pedagogic relationship enabled me to gain insight into the particularity and complexity of the communication process. The sample was drawn from a former House of Delegates school with an educator complement that was 100% Indian. The sample comprised of two educators with thirty-three learners in each class. The intention was to study the daily social processes, routine actions and various interactions within Numeracy and Literacy lessons. The learners’ ages in the study ranged from eight to ten and they were evenly distributed in terms of gender.

Comprehensive details relating to the sample and participants in the study are given in Chapter 4 (Section 4.3).

Bernstein's concepts of enhancement, inclusion and participation (2000) have significance within the context of recent curricular initiatives in South Africa. Enhancement relates to achieving critical understanding thereby achieving the necessary confidence to act in the pedagogic relationship. Inclusion encompasses the right to be included in the pedagogic relationship whether socially, intellectually, culturally or personally as an individual and a member of a group. Participation relates to the right to participate in the procedures in the construction, maintenance, and transformation of social order within the pedagogic relationship (Bernstein, 2000: xx). In my study, I focused on specific characteristics of the pedagogic relationship, which provided me with an understanding of the interplay between the social context and learning. This was an attempt to identify the extent to which the pedagogic relationship allowed for the inclusion, participation and enhancement of learners i.e. the extent to which learners had control over the pedagogic relationship. The characteristics and components of the pedagogic relationship are detailed in Chapter 3 (Section 3.3 and 3.5).

The methodology employed in this research was based on developing an external language of description derived from Bernstein's internal language of description. The internal language of description was drawn from Bernstein's theory of pedagogic discourse. The external language of description developed, provided me with textual pointers of specific characteristics relating to the framing of educational knowledge. Details relating to the language of description and how the observation tool was developed and used are provided in Chapter 3 (Section 3.9) and Chapter 4 (Section 4.5).

1.7. MY PERSONAL PEDAGOGIC EXPERIENCE

In seeking to understand the present in order to change it, it is necessary, for example, to express some of the images of the past and how these both inform and become incorporated into current and future endeavours (Anderson et al., 2001:3).

Throughout my research, I came to the realisation that the arranged or permitted actions within the classroom have subjective meanings for me. From my personal pedagogic experience and interaction with my colleagues, I became conscious that these actions or non- actions related directly to the ideology or ideas that I have as an educator about the nature of the teaching and learning process.

The earliest memories of my schooling are quite vivid. I attended a Catholic boarding school in the Eastern Cape (former Transkei). Schooling for me epitomised rigidity and order where we were expected to be passive, never challenging and always doing what we were told to do. I became what one can consider a 'good student' (in terms of both academic achievement and social conduct) – it was something that I had to do because it was expected. To a certain extent, I was comfortable because there was no real challenge or risk. I cannot deny that at times I felt discontented but was too afraid to challenge the social order. Education for me meant the teacher standing in the front of the classroom, imparting her knowledge and wisdom.

Upon entering the field of education as a Foundation Phase educator, I found that nothing much had changed. As a new educator, under the supervision of the head of department, the importance of maintaining social order and discipline was stressed. As a newly qualified educator, I was subjected to constant supervision and appraisal and this impacted on my classroom practices, choice of learner activities and assessment of learners. On reflection, I realised that my pedagogic practices were based on a bureaucratic cognitive style where learners were differentiated according to ability. As power subordinates, learners within my classroom were allowed to do certain things within parameters set by me as an educator and these revealed my typifications or constructs of learners. Even at the level of the Foundation Phase, a bureaucratic cognitive style of learning permeated throughout schooling.

One needs to understand that my ideologies had their roots within the historical location of apartheid education. These ideologies and conceptions about the teaching and learning process are internalised constraints that have been acquired during the process of my own

education and training. My ideologies not only defined me as an educator but also defined my notion of how learners' learn, the status of knowledge, aims of the teaching and learning process, and my interaction with learners. They provided an overarching concept of social experience, which is part of the way that I had conceived my identity as a Foundation Phase educator. As such, these ideologies and definitions became real for me in the teaching and learning process. My classroom practices and the organisation of classroom activities were based on how I had constructed images of children in terms of how I expected them to act in the learning process.

My role as an educator had to change significantly with the implementation of the policy of the National Curriculum Statements (NCS) and the policy for Norms and Standards for educators. These policies outline educator and learner competencies, knowledge, skills and values, which are seen to be the trademarks of professional and competent educators. As educators we were expected to make radical changes in terms of our professional identities, roles and competencies. The implementation of the National Curriculum Statements implied a shift in my conception of teaching and learning. Learning was now viewed as an active production rather than a passive reproduction. Outcomes of learning now had to be assessed in terms of the intrinsic qualities they manifested rather than in terms of a match between pre-determined output criteria. Understanding was now construed as the extension of the students 'natural' powers in relation to things that matter in life. Learning now had to focus on the process rather than on the product.

As a curriculum developer and therefore subjected to 'external regulation' (Hoadley, 2002), I had to shape my pedagogical practice to provide for this conceptual shift in curriculum reform initiatives. I now had to develop activities that were engaging, challenging and extending the natural powers of learners. This is reflected in the policy for Norms and Standards for Educators where education programmes had to:

Facilitate learner centred classroom practice by employing a range of teaching strategies appropriate to the subject or topic and, on the basis of careful assessment, to the pupils in his or her class, for example, by using cross curricular concerns with subject related teaching; and

Create contexts in which there is a paradigm shift in emphasis from teacher initiated and determined activities to ones in which the learners are encouraged to reflect and make their own critical choices (Department of Education: Norms and Standards for Teacher Educators, 1996b: 19).

This entailed selecting, sequencing, evaluating and pacing the acquisition of knowledge in response to learners' own search for meaning in the light of criteria that were relevant to learners' concerns. Activities had to be interesting and challenging, and had to cater for learners' specific needs.

Throughout my post graduate study, I found most interesting the notion of learner centred education and how this impacted on the formation of professional identities. From my own experience and interacting with other educators, effective teaching and learning is still viewed by educators and management as being based on differential ability and whether learners are able to give back to the educator what has been taught. My learning and work experiences during apartheid education had fashioned my identity both as a learner and as an educator. My own learning was characterised by rote learning styles, a teacher centred pedagogy where the classroom was socially organised according to authority and hierarchy. At times I have found it difficult to pursue the intentions reflected in the current education reform documents, as I still believe that learners need to be guided towards achieving competency, rather than leaving them to discover knowledge on their own - i.e. what 'should be' in terms of the new policies in education is in juxtaposition to 'what is' in reality.

During the Masters' programme, I was introduced to Bernstein's theory of social and educational codes and their effect on social reproduction. His theory raised critical issues for me as an educator. I realised that my ideologies or typifications of learners actually reflected unequal class and power relations in my own transmission practices. Learners who did not have the elaborated code of the school were disadvantaged as they were left behind in the acquisition of knowledge. The ideology of learner centred pedagogy appealed to me, as it is perceived as being emancipatory, democratic and empowering especially for learners who are the future of South African society.

My interest in the topic around learner centred pedagogy arose further after reading and researching information on the implementation of curriculum reform initiatives in South Africa. What surprised me is that while there exists a plethora of literature on policy implementation and teachers' teaching practices, very little empirical data exists that relates to how learners experience learning in classroom. This disparity is significant given the reality that the focus of education is the learner and educators' pedagogic practices in terms of curricular reform initiatives are expected to be learner centred. Consequently, it is envisaged that this research would contribute to the body of knowledge around the concept of learner centred pedagogy so that learners' experience of schooling would to some extent contribute to their enhancement, inclusion and participation. Furthermore, while my intention in this research is not an attempt to change the world, it is hoped that the research would contribute to a constant self-reflection of my own pedagogic practice.

1.8. CRITICAL RESEARCH QUESTIONS

The study intended to answer the following questions:

- ❖ What social relations are evident in the pedagogic relationship?
- ❖ How do the principles of control impact on social relations within the pedagogic relationship?
- ❖ How do the principles of control impact on how knowledge is transmitted within the pedagogic relationship?

This study was aimed at investigating and understanding the social relations regulating transmission - acquisition process. This was an attempt to identify the extent to which learners had control over their learning. Bernstein's concept of framing was used to show how the different "modalities of pedagogic practice provide for acquirers the principles for the production of what counts as the legitimate text. A legitimate text is any realisation on the part of the acquirer which attracts evaluation" (Bernstein, 2000:xvi). Consequently, this study focused on the pedagogic context and the social relations that were inherent in the pedagogic practice. With this objective in mind, I considered the:

- Specific control relations that characterised classroom pedagogic practices viz. who controls what in relation to the instructional discourse.
- The hierarchical order in the pedagogic relations as well as expectations about the manner, conduct and character of learners (Bernstein, 2000:13).

The study utilised Bernstein's theory of pedagogic discourse to identify the diverse message systems that underlie pedagogical practices within the classroom. I used the concept of framing, which relates to the transmission of knowledge through pedagogic practices. Within the context of this study, framing refers to the "location of control learners have over the rules of communication where framing is seen as having the potential to regulate the form of its legitimate message" (Bernstein, 1990:100).

My research attempted to capture the rules of educational pedagogic discourse that was evident in the transmission-acquisition processes of two teachers and then to link them to larger structural conditions (within the school) and, finally, to place this analysis in the context of the larger educational policy. From this one can ascertain the extent to which pedagogic practices of the two educators being researched, contribute to social transformation through the inclusion, participation and enhancement of learners in the pedagogic relationship.

CHAPTER 2 – LEARNER CENTREDNESS IN REVIEW

As members of the human species we possess an unlimited potential for learning: in this sense, the world is truly our oyster. However, what we actually learn in our lifetime is typically constrained by our social location, a problem that demands explanation: why and how does the social location intervene in constraining what is learnt and by whom (Hasan, 2002:537).

In this chapter I examine arguments for the cognitive/educational efficacy of learner centredness, which are often couched in emancipatory, empowering and egalitarian terms. I argue that the eclectic borrowing of policy from Western countries has resulted in policy makers, educators and society in general exchanging one set of ‘educational myths or mythological truths’ (Durkheim, 1977:25) for another, without critically assessing the relevance of existing belief systems in which practice is located. I illustrate my argument by:

- Firstly, explicating the concept of learner centredness by locating its historical roots and providing contextual examples of application. Specifically, I explore the origins of learner centred pedagogy, which I suggest arose out of a response to a particular social problem.
- Secondly, I link the social, epistemological and philosophical foundations of learner centred pedagogy to the democratisation process in developing countries. To illustrate this point I provide the case of Botswana and Namibia as an archetype where learner centred pedagogy is closely linked to democratic political structures.
- Thirdly, my review takes the form of raising questions about the efficacy of practice in classrooms. This is linked to the rationale and motivation for the study. Literature shows that well intentioned but simplistic acceptance at the level of policy is hazardous and that we need to know more about practices in the classroom.

Throughout this chapter, I stress that the perception of learner centred pedagogy as being a, “one size fits all pedagogical approach, a universal pedagogy that works with equal

effectiveness irrespective of the context,” (Tabulawa, 2003:9) needs to be critically analysed. If not, we risk falling into the trap of social meliorism¹ by accepting the “hegemony of Western knowledge,” (Nekwhevha, 2000:26) as an unproblematic truth, with the result that policy changes in practice becomes superficial and tangential.

2.1. INTRODUCTION

Education is both determined and a determinant of the society in which it is located.....

both as an agent of change and is in turn changed by society.....

both as a producer of social mobility and an agent for the reproduction of the social order (Alexander et al., 1999:40).

The effect of schooling in developing countries and modernity achieved comes about as a result of the different contextual conditions in different societies and in turn impacts on these contexts in different ways. Examples of the cultural context that hinders the degree of educational development and modernity achieved, include indifference in schools to the value of intellectual activity which may be due to a more general anti-intellectualism in society, authoritarian classrooms may reflect authoritarian political arrangements in the school (Ibid: 558-560), lack of resources (Hlalele, 2000), lack of physical space (Abrahams, 1997), teachers’ poor subject knowledge (Graven, 2002) and complex terminology in policy documents (Le Grange and Reddy, 2000). “An education system is shaped by and moulded by the cultural context in which it develops” (Noah, 1984:552). Therefore any research into curriculum development cannot overlook the socio- historical milieu from which it springs and in which it occurs. The aforementioned studies indicate that policies that do not take classroom realities into account may militate against the very objectives of the policies to bring about significant change.

My research arose out of a concern that educational policy proceeds as if school success can be understood rationally, predicted, measured and controlled. I believe that if policy

¹ *Social meliorism refers to the trap one might fall into when commitment to a vision of what should be clouds the ability to seriously consider what is* (Harley and Wedekind, 2003)

makers, researchers and educators have to admit lack of control over educational outcomes they would have to challenge the myth of democratic education i.e. all individuals are given equal access and opportunity and if you work hard you can succeed. One can argue that education is thus a crucial element of this meritocratic achievement ideology because adequate, equal education is seen as the key to equality of social and economic opportunity (Sutton et al., 2001). The reality is that “formal changes cannot guarantee better practice, and where the policy makers take little account of the contexts and agents of implementation, policy may impede rather than enable transformation” (Enslin, 1998:262). Le Metais (2001:198) further validates this point by stating that “over seas practice may be transplanted without due consideration of the original context and objectives and in some cases may be ineffective, inappropriate or even counter-productive within the new setting.”

2.2. THE ORIGINS OF LEARNER CENTRED PEDAGOGY

Historically the close connection between political philosophy and educational policy is usually taken for granted. Periods of fundamental social change have consistently been accompanied by the emergence of political philosophies promoting conceptions of a ‘good society’ and the conceptions of education they imply. Learner centred pedagogy, progressive education; participatory, democratic, inquiry-based etc., terms that are used interchangeably, “emerged in a specific historical context within a specific cultural milieu as a pragmatic response to a social problem” (Harley and Wedekind, 2003:32). I begin from the premise that learner centred pedagogical ideals occur as a result of different social and cultural constructions and these have varied over time and from country to country as a ‘pragmatic response to a social problem’.

2.2.1. EDUCATIONAL AND POLITICAL PHILOSOPHY: PLATO AND ROUSSEAU

Notions of learner centred teaching can be traced back to Plato’s Socratic dialogue where the teacher drew out the ideas of students through strategic questioning (Brodie et al., 2002). Plato set out his idealized image of the good society and the kind of education required for its establishment and preservation in *The Republic*, which is written as a

dialogue with Socrates. He believed that any society must satisfy three fundamental needs - the economic need, the administrative need and the military need. Because of the innate natural ability and aptitude of human beings, education must be geared towards the identification of individual aptitudes and abilities and geared towards educating them for their appropriate role in society. While Plato intended *The Republic* to be a proposal for what constituted a 'good society,' it served to justify the maintenance of an aristocratic society, where it was assumed that all individuals are by nature unequal and everybody has a pre-determined position in society (Carr and Hartnett, 1996).

Rousseau, an Enlightenment philosopher, challenged Plato's notion of sustaining aristocratic societies and his ideas contributed significantly towards ensuring that a good society was one where political power was equally distributed and education was seen to be a universal condition available to all. In Rousseau's *Emile*, the first comprehensive notion of learner centred teaching arose. For Rousseau the task of transforming society was through education. He held the view that children were naturally innocent and had to be shielded from the dangers of the world. Rousseau believed that all learning is derived from first hand experience where "Nature not man is the schoolmaster" (Ibid: 35). Learning must take place practically through problem solving in practical settings, "where individual differences and developmental levels are taken into account" (Brodie, et al, 2002: 95). The aim of education is to prepare individuals for the "moral, social and political order of society" (Carr and Hartnett, 1996: 38).

Harley and Wedekind (2003) make an interesting though unorthodox analysis of the roots of progressivism by suggesting that progressivism can be traced to Durkheim's study of the Jesuit orders of post reformation Europe. Durkheim (Ibid: 33) argued that the Jesuit Order in the Middle Ages arose out of the need for the Catholic Church to maintain religious control over recalcitrant individuals. Jesuit monks left the monasteries to educate the youth and the methods that they used were based on intensive personal contact. The belief was that:

there can be no good education without contact at once continuous and personal between the pupil and educator. This direct and constant intercourse was

supposed not only to render the educational process more sustained in its effect but also make it more personal and better suited to the personality of each pupil (Durkheim, 1977:101).

2.2.1 EDUCATION AND DEMOCRACY: JOHN DEWEY

At the turn of the twentieth century, America had emerged from its colonial status to become a major nation, the Industrial Revolution had made great progress and science was becoming a major cultural and intellectual force. These changes had an impact on many of Dewey's ideas on education and politics. For Dewey the natural powers of individuals lay not in the power of Nature, as espoused by Rousseau, but through the interaction with the social environment. Dewey believed that, "education is a social process that has to be grounded in the kind of environment in which the native powers of individuals can develop" (Carr and Hartnett, 1996: 38). In order to develop democratic citizens, education had to allow for participation in co-operative deliberation, collective decision-making and shared enquiries. Schools therefore had to provide a democratic culture where pupils were encouraged to work out moral, social and practical problems through cooperative activities and collective decision - making.

2.2.3. PSYCHOLOGY AND EDUCATION: PIAGET AND VYGOTSKY

Current learner centred theories, while retaining ideas about the uniqueness of the child in the period of development and learning, also look at the learner from the perspective of cognition. Cognitive psychology arose out of a concern to try to understand how the mind works, with the nature of knowledge and how knowledge is acquired. Theories of constructivism aim to explain this where knowledge is regarded as being constructed in the mind of the learner. Piaget's theory of cognitive development came to shape early forms of constructivism.

Piaget argued that children make sense of their own world through the use of language and once having acquired language they actively organise and structure new knowledge in the light of their existing knowledge, and that this knowledge is different from that of adults' conception of the world. Piaget's ideas, alongside that of cognitive

psychologists led to an evolution of ideas around constructivist thinking. Radical cognitive psychologists view the construction of knowledge as an individual pursuit while social constructivists view knowledge as being constructed in various social settings as learners interact with, and in, their world and that this knowledge is further developed and refined through the use of language.

Piaget's theory of child development was the impetus that ushered in new concepts of teaching and learning in Britain, United States of America and Australia. In the 1960s, child centred education was popularized in Britain through the Plowden Report that sought to free Primary Education from the traditional rote learning and transmission education models (Brodie et al., 2002: 95). The Plowden Report tended to see childhood as being different from adolescence and adulthood in terms of the child's biological, intellectual, social, emotional and spiritual characteristics.

How knowledge is acquired was further re-defined by Vygotsky in the 1920s and early 1930s. For educational reform in developing countries, the following aspects of Vygotsky's work have significance.

- The relationship between language and learning and how this impacts on the medium of instruction – particularly the dilemmas faced by second language learners where the medium of instruction is not their mother tongue.
- Vygotsky sees different kinds of knowledge as being culturally/socially constructed – there has to be integration of disciplinary knowledge with everyday knowledge.
- The school is seen as one arena of social interaction – therefore the need to build on the experience of learners.
- Learning is a life long process that can be developed through different teaching interventions.

2.3. WHAT THEN IS LEARNER CENTRED PEDAGOGY?

The rhetoric around progressive education deploys terms such as learner centred,

democratic, participatory and experiential. These terms are variously defined and expressed depending on the theoretical viewpoint employed. Thus, these various interpretations of learner centred education have significant implications for classroom practice. “The principles of child centredness are ambiguous in their implications for classroom actions are therefore problematic” (Sugrue 1997:22).

While the various strands of learner centredness may differ in terms of the emphasis of the degree of learner autonomy, the following common elements are evident:

- The need to move away from the inflexible and autocratic structure of past educational practices to promote democracy, equity and social justice.
- The teacher is crucial and central to successful learning where she guides and leads learners in the learning process.
- Learning still requires the acquisition of accepted ‘factual’ knowledge and concepts as it forms the basis for critical thinking, problem solving and decision-making.
- Activities are planned and carefully orchestrated learning experiences that are geared towards the acquisition of concepts, skills, competencies, values and attitudes. Understanding is articulated through the use of language and literacy.
- The concepts of learner paced and learner centred are key constructs based on the understanding that learners are different. This difference is based on their prior learning and knowledge.
- Knowledge is socially constructed where learners are active participants in the learning process.

From the above it is evident that learner centredness requires an educator/learner that is empowered, reflexive, a problem solving individual who is expected to collaborate, reflect and construct knowledge through the vehicle of language and social relationships (Popkewitz et al., 2001).

Bernstein suggests that in the 1960s within the major disciplines of Human Science, Psychology, Linguistics and Anthropology, the concept of competence underlined

structuralist theories of Piaget (cognitive competence); Chomsky (linguistic competence); Levis-Strauss (cultural competence); Garfinkel (member competence) and Dell Hymes (communication competence). Bernstein describes two models of pedagogic practice with its principal focus on transmission and acquisition. He makes a clear distinction between the logic of transmission where the emphasis is on the explicit ordering of the discourse to be acquired by the transmitter – and the logic of acquisition where the focus is on the development of shared competencies in which the acquirer is active in regulating an implicit facilitating practice (Bernstein, 1990:124). The two models described by Bernstein distribute roles and specialize discourses differently (cf. Table 2.1).

TABLE 2.1. PEDAGOGIC PRACTICES (AFTER BERNSTEIN: 1990)

	COMPETENCE (Acquisition competence)	PERFORMANCE (Transmission performance)
Learner	Control over selection, sequence and pace of learning.	Little control over selection, sequence and pace of learning.
Teacher	Personal control Transmission not pedagogically regulated. Rules implicit.	Positional control Pedagogically regulated. Rules are explicit
Pedagogic text	Ungraded and unstratified performance. Competence read through performance.	Graded and stratified performance. Performance is based on external, accountable standards of performance
Assessment	General competence criteria. Focuses on presences in terms of difference.	Specific performance criteria. Focuses on absences in terms of deficit.
Learning sites	Anywhere	Clearly marked learning areas.
Class sponsors	Professional and educational middle class.	The new information or knowledge middle class.
Costs	Higher teacher- training costs. Higher time – based costs.	Lower teacher training costs. Economies of external control.

	Less efficient with large classes.	Can deal with large numbers.
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(Adapted from: Muller 2000:104)

From the table above, the following key features of competence or learner centred pedagogy are evident:

Competence announces a universal democracy of acquisition, the presumed subject of competence is active and creative and self regulating, pedagogues are consequently suspect as meddlers in a natural process of learning, this naturalness of learning as unfolding has an emancipatory flavour, and learning happens now in whatever activity is being engaged in (Muller 2000: 103).

2.4. DEMOCRACY AND EDUCATION IN DEVELOPING COUNTRIES

Within developing countries, the birth of democracy is characterised by nation building, development and reconstruction. In South Africa the birth of democracy meant that social relations as well as individual empowerment had to be fostered to ensure individuals become democratic South African citizens.

2.4.1. DEMOCRACY AND EDUCATION – AN INDIVISIBLE UNION?

While the efficacy of learner centred pedagogy is often perceived as enhancing cognitive development and achieving egalitarianism and competence in educational terms, there is also an underlying political and ideological basis which views democratic education as a pre-requisite for economic development. I believe that the reason for this is quite evident – viz. the influence of a worldwide consensus on the appeal of democracy as a preferred goal for political and economic development. “Western governments and aid agencies not only seem, in principle at least, to favour the democratisation of African political systems, they also see education playing an important role in the process” (Harber 1997:22). This has obviously impacted on the role that education plays in trying to develop and consolidate democracy.

Therefore, we participants of the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March 1990: [recall] that education is

a fundamental right for all people, women and men, of all ages, throughout our world...[know] that education is an indispensable key, to though not a sufficient condition for, personal and social improvement...[recognise] that sound basic education is fundamental to...self reliant development (World Bank 1998: 2-3).

In order to ensure democracy, values and skills of participation and the formation of social relationships form an integral part of the curriculum.

The relationship between education and the political process is well illustrated in Eastern Europe and the former Soviet Union, where the process of democratisation is seen to be hampered by outdated curricular and teaching methods (Department for International Development (DfID), 1997:7).

The forerunner to DFID, the Overseas Development Administration (ODA) endorsed this viewpoint by stating that learners who have been exposed to learning methods that necessitate the questioning of assumptions, experimental techniques of learning and the investigation of alternatives are likely to have a greater chance of participating productively in a pluralistic political society than learners who have not. Learner centred pedagogy is therefore seen to play a crucial role in the creation and consolidation of transformation and social justice. As Shukla (1994) observes: “Democracy in relation to education cannot but be an extension of child-centredness to the social dimension” (cited in Tabulawa 2003:8). Learner centred pedagogy with its ‘inherent democratic tendencies,’ is a natural choice for the promotion of social justice, equity and access in developing countries.

2.4.2. EDUCATIONAL REFORM INITIATIVES IN DEVELOPING COUNTRIES – THE CASE OF BOTSWANA AND NAMIBIA

In many developing countries (Namibia, Botswana, India, Nigeria and Swaziland to name but a few) including South Africa, educational reform policies promote learner centred teaching. “Some of the central values learner centredness purports to promote are individual autonomy, open mindedness and tolerance for alternative viewpoints. All

these are seen as character traits necessary for an individual to survive in a pluralistic, liberal democratic capitalistic society” (Tabulawa 2003:12).

In Namibia, educational development is based on the tenet that basic education is a right of citizenship and that development requires an educated population. Equity and equality embodies the concept of education for all. The benefits of schooling in Namibia are directly related to individual and economic development. Education was and still is regarded as being a requisite for development and economic growth. The role of education is to equip individuals with numeracy and communicative skills as well as cognitive abilities of a higher order and practical competencies to deal with the environment.

Teacher reform programmes focused on adopting a progressive, innovative curriculum that positioned teachers as self-reflexive agents of change. Teacher education programmes in Namibia were strongly influenced by Swedish advisors (Zeichner and Dahlström: 1999). Policy and curriculum documents reflect the high aspirations of Namibia’s curriculum reform. Reform focused on changing practice to an environment that promoted learner centred teaching. The National Institute for Educational Development (NIED) was entrusted with the task of changing the values, understanding and actions of educators through innovative and relevant curricula, appropriate teaching methodologies and a new conceptualization of teaching and learning based on flexibility, reflective practice, critical participatory inquiry and learner centred education (Zeichner and Dahlström: 1999).

International involvement in the education system of Botswana is quite pervasive involving many American, European and other international agencies including United States for AID (USAID), DFID, World Bank and the Australian International Development Assistance Bureau. These agencies impacted on the kind of education system prevalent in Botswana today. The creation of an in-service programme and teacher training programmes as well as training for changing teaching methods were funded by USAID and ODA (Meyer et al, 1993). These education reform programmes

focused on the adoption of a liberal character to teaching and learning where the American model of counseling, curriculum development, and child centred instruction and teaching is evident. The project was aimed at promoting democratic social relations through the adoption of a learner centred approach to teaching.

This pervasive external influence could be described as domination or hegemony and can best be understood in terms of the worldwide understanding of education, modernity, the individual and the nation state. This viewpoint perceives democracy as a pre-requisite for economic development. The goal of education is to ensure that individuals become productive members within a democratic society. As in South Africa and Namibia, the major goals of education in Botswana are seen in terms of equity, access, quality and the promotion of democracy.

2.4.3. LEARNER CENTRED PEDAGOGY AND AID AGENCIES

A number of studies based on policy implementation argue that countries adopt Western ideals under economic pressure from more dominant countries and from organizations like the World Bank and International Monetary Fund (see: Ginsburg et al., 1992; Meyer et al., 1993; Bassey, 1999). For example, in 1997 to 1998 Guinea had adopted a learner centred approach to teaching and learning and their educational reform programmes were funded by the World Bank, UNESCO and UNICEF. In Guatemala, USAID funded the NEU Programme and Improving Educational Policy Project where a wide range of educational processes, activities and policies were affected (Anderson-Levitt et al.: 2001). Botswana's Primary Education Improvement Project and the Junior Secondary Improvement Project was largely financed by the United States Agency for International Development (USAID) and the emphasis was on developing a learner centred approach to teaching.

What these studies reveal is that the preference of international aid agencies for a learner centred pedagogical approach to teaching lies in the assumption that economic development can only occur under democracy. Therefore the education system has to promote the skills, attitudes and knowledge necessary for economic development as well

as liberal, democratic values. The fundamental values of learner centredness are based on the promotion of individual autonomy, open mindedness and tolerance for alternative viewpoints. These character traits are necessary for individuals to survive in a democratic, free market economic system. Learner centredness with its democratic teaching methodologies is usually viewed as an appropriate pedagogy to promote the economic and democratic development of third world countries.

2.5. EXPOUNDING THE NOTION OF LEARNER CENTREDNESS

Within the context of South Africa, the Department of Education has promoted a number of features of a constructivist classroom as a starting point for a paradigm shift from the old traditional approach to teaching and learning associated with apartheid education to a learner approach associated with transformational Outcomes Based Education. Learner centred pedagogy conceives “an active construction of knowledge on the part of the learner that unifies and transforms innate (natural) and environmental (social – cultural) processes into new embodied forms of knowledge” (Moll, 2002:17). Within South African educational policy documents the emphasis of this construction is interpreted as being social rather than individual. For Vygotsky (1978) and Piaget (1978), new knowledge arises from a structured relationship between the external environment and the mind of the learner, and development is seen as evolving from these phenomena. The structure of this relationship is a set of organised activities directed at the construction of more complex ways of knowing.

Common sense ideas around constructivist learning views educators as being facilitators of learning environments where learners are autonomous, engaging freely in problem solving activities, thereby constructing their own learning pathways. This belief is based on the premise that learners learn best when left to their own strategies or when they co-construct learning through group activities or with their peers. However, this conception of learner centredness is suspect (or over simplistic?) when viewed from the perspective of Vygotsky (1978) or Piaget (1978). There is wide consensus that Vygotsky’s theory views active construction of knowledge as occurring systematically through the co-operation of the learner / learners and the teacher as well as through collaborative peer

learning. The teacher is an active organiser of the frameworks of knowledge of learners (Vygotsky, 1978).

Piaget argues that the teacher remains an indispensable force in order to create the situations and construct the initial devices, which present useful problems to the child (Piaget, 1978). The construction of knowledge is perceived as positive interaction between what is 'inside' the learner and the socio – cultural environment (Piaget, 1978; Vygotsky, 1978). The core argument of constructivism is that “new knowledge arises out of developmental mechanisms that are either social or natural and on the basis of activities that are simultaneously cultural and individual” (Moll, 2002:28). In this sense educators therefore have to prepare learners with capacities needed to interact in and with their world.

Social constructivist learning theory suggests that in constructing new knowledge it is important to accept and cater for learners' prior knowledge. It follows that all teaching and learning must provide an environment and opportunities for the learner to articulate that knowledge. The enhancement and development of knowledge into more complicated constructs depends on this initial expression of prior knowledge (Piaget, 1978; Vygotsky, 1978). It is through the discovery of meaning and learning that learners make sense of their world in the construction of knowledge. Thus learners' ability to grasp more comprehensive and difficult concepts will depend on their existing frames of reference. The role of the teacher is to provide the suitable settings that are appropriately desired learning experiences and at the same time will assume appropriate roles to ensure that those experiences of learners result in effective learning. Educators at times can be transmitters of knowledge, organizers of effective learning experiences and 'scaffolders' of knowledge and even co - learners.

For social constructivists, factual knowledge is perceived as being only one aspect of the information needed for conceptual development. Knowledge therefore does not occur as a vacuity, but rather needs to be contextualised within a body of conceptual knowledge. Therefore problem solving, thinking and the acquisition of skills require a conceptual

framework. The social constructivist educator would make provisions for differences among learners, as deficit is not linked to the learners' ability but rather to a lack of prior knowledge and experiences. The educator would work towards continuously raising the ceiling of attainment of knowledge for learners by utilizing various teaching strategies including scaffolding of knowledge. Thus learning still requires the acquisition of information and the role of the educator is to plan and carefully orchestrate learning experiences that are appropriately chosen to develop concepts, skills, attitudes and values.

2.6. LEARNER CENTRED PEDAGOGY – A PARADOXICAL TWIST?

The theoretical foundation of progressivism has been severely attacked by diverse research literature (see Hirsch, 2000; Ravitch, 2000; Eberstadt, 1999). Eberstadt (1999) is of the opinion that the claim of the efficacy of progressive education in terms of theory and practice is losing ground. Hirsch (2000) states that the idea of a creative, active learner and the educator as facilitator is rooted less in Dewey's pragmatism than it is in 18th century idealism. Traub (2000) states that one study after another has shown that traditional instructional methods produce better academic results than progressive 'student ones. (See Traub, 2000; Chall, 2000; Moore and Muller, 1999; Muller, 2000). As Steve Baldwin, a Californian Assemblyman and strong critic of learner centredness says: "Child centred discovery is where the teacher asks the unknowing learner, 'What do you think?'" (Sutton et al., 2001:301).

Within South Africa reform policies such as the Norms and Standards for Educators, Duties and Responsibilities for Educators, Developmental Appraisal and the SACE Code of Conduct all define and regulate the professional duties and conduct of educators and provide frameworks for their professional development and appraisal (Harley et al., 2000). "In contrast to Social Science at the turn of the century which assumed a fixed set of relations between identities and institutions, today's individuality is presumed less stable" (Popkewitz et al., 2001:325), i.e. the image of the extended professionalism of the teacher who is a problem solver, curriculum developer, mediator etc. responding to a variety of different contexts.

At the same time, within the context of classroom practice, the constructivist educator is expected to be responsible for problem solving in a world that is personally unstable. The irony is that these policies in place see educators in terms of roles and not in human terms with needs and aspirations (Harley, et al., 2000). The paradox of the discourse of regulation of teachers professionalism, illustrates strong governmental monitoring² and this extended self-governing of professionalism blurs the boundaries between teachers' thoughts and feelings and their professional practices in the classroom. Popkewitz (2001) remarks that this is a far more pervasive form of regulation than that of merely regulating the professional actions of the educator.

Bernstein has identified two basic principles of pedagogic practice, which he refers to as visible and invisible pedagogic practice (Bernstein, 1996:112).

In visible pedagogical practice, the hierarchical rules and rules of organization criteria were implicit and so not known to pupils... In the invisible pedagogic practice it is as if the pupil is the author of the practice and even authority, whereas in the case of visible practices it clearly is the teacher who is the author and authority... Visible forms are regarded as conservative, and invisible forms are regarded as progressive (Ibid: 112).

Learner centred pedagogy can serve to exclude those individuals who do not have the appropriate dispositions, capabilities to act and participate³ (Popkewitz et al., 2001). "While, constructivist knowledge purports to produce a more inclusive practice in schooling, its very principles of participation function to disqualify certain individuals" (Ibid: 325). Gee (1999) argues that the 'rules of the game,' are hidden from the disadvantaged in invisible pedagogical practice and thus leaves them without visible scaffolding on which to advance. Relations are more personalised where the learner is able to externalize feelings, fears, and aspirations etc. to achieve competence. Because

² Foucault makes a similar point but refers to this as surveillance.

³ Bourdieu refers to this as cultural/social capital

the learners' world is on display, pedagogical *surveillance* and discipline is intensified (Muller, 1998).

Taylor and Vinjevold (1999) argue that there is a significant gap between aspects of everyday knowledge and concepts and processes of formal knowledge (1999:172). Focusing too much on everyday knowledge at the expense of formal knowledge can lead to denying access of disciplinary knowledge to the very people to whom it has been denied to in the past. At the same time it submits them to the moral regulation of the middle class. "On the one hand, it promotes permissiveness that generates failure, on the other, it promotes, 'soft coercion' that generates social control" (Muller, 2002: 64). Muller further states that these two roles casts progressivism in the role of a Machiavellian instrument of control.

Harley and Wedekind (2003:35) draw an important conclusion when they state that progressivism has the capacity to function either wittingly or unwittingly as a repressive form of control. Learner centred pedagogy / competence pedagogy (Bernstein, 1996:57-63) is based on the potential of the individual and ongoing assessment, which serves, "not to liberate, but to draw a tight noose of social control around each individual" (Harley and Wedekind, 2003:33). Policy makers have not taken into account that a complex interaction of economic, social, developmental and emotional factors play into a child's educational success or failure. In this sense reality seldom corresponds to idealised accounts of what education should be; more often than not, it contradicts them.

In their study of progressive primary education, Sharpe and Green (1975) agree with this view where they argue that:

Within child centred progressivism, far wider ranges of the child's attributes become legitimate objects of evaluative scrutiny and explanatory variables in the construction of success and failure. Not merely intellectual but social, emotional aesthetic and even physical criteria are often employed in the processing of pupils in educational institutions, the social control possibilities thus being enhanced (1975: 225).

The arguments presented above reflect that progressivism has the potential to enhance the achievement of democracy and competencies of learners or to function as means of repressive control. As educators in South Africa, we can only take lessons learnt from educators by analysing experiences of classroom practice and weighing evidence from other countries in such a way so as to inform and influence policy development and initiate positive change.

2.7. LEARNER CENTRED PEDAGOGY – IN SITES OF PRACTICE

At the outset, I suggested that policy makers in developing countries have eclectically borrowed educational policies from Western countries, without critically analysing empirical evidence that reflects that teaching and learning are more complex than it is ordinarily assumed to be, and that the results of teaching and learning seem to be more difficult to predict with any degree of certainty (Phurutse, 2000). “One needs to understand the dynamic and culture of change which in turn can help illuminate the processes at the interface between policy and practice” (Watson, 2001: 211).

Many studies have shown that the mediation of reform initiatives by teachers is a crucial though often overlooked element in determining the impact of new educational policy on practice (Fuller et al., 1994; Alexander et al., 1999; Harley, et.al, 2000). Broadfoot’s comparative study of English and French teachers professionalism concludes that,

[Policy]... attempts to change teachers’ practice without due regard to those conceptions of professional responsibility which are deeply rooted in particular national traditions as well as more general classroom realities, will result in a lowering of morale and decreased effectiveness (Broadfoot et al., 1998: 287).

The aforementioned research reveals that the rituals of policy often deny the situation of conflict between the ideals of the moral order and the reality on the ground. A comparative study of educational reform in Russia and South Africa revealed that transformation is extremely complicated and demanding and reaches beyond the structure of schooling, curriculum and pedagogy into a re-definition of teacher roles and relationships with students, communities and authorities (Watson, 2001).

In their review of policy implementation in developing countries Harley and Wedekind (2003:35) concur with the above-mentioned research. They state that in developing countries, particularly where progressive education has been adopted as policy, there has been substantial evidence to suggest that these policies have not brought about a significant reduction in inequality or even improvement in academic achievement of learners. Guthrie (1980) agrees by stating that to date there is no study that has conclusively established that learner centred pedagogy is superior to traditional teaching in developing countries in terms of improving learner achievement.

The studies discussed below reflect the disparity between policy and practice. An action research study conducted in Lesotho (Stuart et al., 1997) concluded that in trying to rely on students to use higher order skills and encouraging them to see knowledge in new, open ways, challenged attitudes that permeated educational and social systems. Students failed to recognise their potential in the construction of knowledge as they saw their role as receiving knowledge. Similarly in South Africa, a study of Science Education conducted by McDonald and Rogan (1998) revealed that learners were unwilling to participate in group-work and seemed to be in favour of covering knowledge that was to be tested in a recall type of examination. Classroom reality in these instances seems to favour a 'banking model' of education (Freire, 1972). This ambivalence can be seen as a form of resistance to the new social culture.

In Botswana, Tabulawa's (1997) study of pedagogical practices revealed that teachers see themselves as, 'delivering,' the goods to students and students perceive themselves as receivers of knowledge. Prophet and Rowell's ethnographic study of classrooms in Botswana reveal a similar pattern where learners sit passively while the teacher talks at them (cited in Fuller, 1991). They conclude that pupils have no chance to think through underlying processes or apply their knowledge to their own experiences or to develop higher order thinking skills. "Such actions are symbolic of the teacher's authority and membership within the religion of mass schooling" (Ibid: 134).

Equally, comparative studies in Nigeria and Thailand revealed that teachers spend two thirds of the time lecturing to pupils and the rest of the time learners were working on their own work with very little participation and interaction with one another and the teacher. Questions usually demanded recall of information and rarely were questions asked that demanded complex knowledge or learners' own ideas (Fuller, 1991).

More specifically within the context of schooling in South Africa, research suggests that while teachers are enthusiastic about the new curriculum and they often believed that they are working with learner centred principles, most of their teaching remained teacher centred (Taylor and Vinjevold, 1999; Chisholm and Fuller, 1996). Recent empirical studies on classroom practice reveal that instructional strategies are impoverished especially in historically disadvantaged schools. Taylor and Vinjevold (1999:143) sum up the classroom practices of educators in most disadvantaged schools as follows:

- Lessons are still dominated by teacher talk.
- Lessons generally lack structure and activities do not promote rich understanding and real life examples are of a superficial nature.
- Learners sit in groups but work as individuals.
- Learners do very little writing and reading.

A study conducted by Adler et al. (1997) revealed that the teacher dominated classroom discourse where approaches to teaching and learning were still teacher centred and teacher controlled. Pupils' meanings had little relevance in classroom interactions and the lessons as a whole, pace and content being predominantly controlled by teachers (in: Phurutse, 2000). It could be argued that the learning climate is more conducive to conformist behaviour on the part of the learners and is therefore more authoritarian rather than democratic where learners are not perceived as being capable of possessing knowledge and contributing to their own learning.

While policy makers have placed great faith in education as a means of transforming and developing South African society, some significant disjunctions at the interface of policy and practice exists which is directly related to personal value systems, local contexts and

cultures (Harley and Wedekind, 2003). This viewpoint is similarly expressed in a study of teachers' take-up of learner centred practices (Brodie et al., 2002). The study revealed that teachers take up new ideas differently, in relation to their contexts, positioning and knowledge. Teacher characteristics such as prior qualifications, reflective competencies, grade level, subject knowledge, access to resources and support structures in the school are all implicated in the differential take-up of learner centred practices.

These results are consistent with those obtained by Hoadley (2002) in her study that focused on the framing of teachers' work. This study revealed that teachers' instructional practices are embedded in different social relations at play in different contexts. These social relations include relations with other teachers, management and parents and these are significant factors in the regulation of teachers' practices in the classroom. These comparative studies suggest that, "the adoption of progressive pedagogies is unlikely to achieve policy intentions that are, in themselves, admirable in that they are aimed at promoting social justice and democracy" (Harley and Wedekind, 2003:36).

2.8. THE WAY FORWARD?

Bernstein is of the belief that a democratic educational programme must ensure that three institutionalised interrelated rights or pedagogic democratic rights are put into place. These are the right to enhancement that includes the right to the means of critical understanding and to new possibilities to inclusion and participation. In her study of Portuguese learners Morais (2004) stresses that there are certain knowledges and competencies of a higher order that all learners must know and that the school must make these available to all learners. She calls for a strong classification between school and everyday knowledge. Muller (2003) also calls for a moderate constructivist approach at the classroom level, which consists of the selective use of everyday knowledge, and the careful structuring of the relationship between formal and everyday knowledge, so as to clearly explicate the syntax and specialised language of the former (Taylor et al., 2003). In this way the educators would ensure that the pedagogic democratic rights are made available to all learners.

2.9. CONCLUSION

I set out in this chapter with the objective of analyzing the cognitive and educational efficacy of learner centred pedagogy. Through the analysis of learner centred pedagogy itself and its practice in developing countries, I have come to the realisation that by embracing the view of, “progressive education as a force for liberation, we could be engaged in producing and reproducing what Durkheim (1973) refers to as a mythological truth” (Harley and Wedekind, 2003:37). As Pierre Bourdieu (1974) pointed out,

It is probably cultural inertia which still makes us see education in terms of the ideology of the school as a liberating force (*‘lé cole libératrice’*) and as a means of increasing social mobility, even when indications tend to be that it is in fact one of the most effective means of perpetuating the existing social pattern, as it both provides an apparent justification for social inequalities and gives recognition to the cultural heritage, that is, to a social gift treated as a natural one (cited in Harley and Wedekind, 2003:37).

The research tradition of progressive education provides a cognitive template for the association or projection of a particular kind of teacher or learner (Popkewitz et al., 2001). I have argued that without critically examining the context within which teaching and learning is enacted, and by embracing learner centred pedagogy as an unproblematic truth, we risk the danger of the social gap widening between the advantaged and disadvantaged. This would work against the goals of empowerment, democracy and social justice and is an assured means of preserving the status quo.

CHAPTER 3: THEORETICAL FRAMEWORK FOR THE STUDY OF PEDAGOGIC PRACTICE

3.1. INTRODUCTION

This chapter and Chapter 4 constitute the analytical framework for this research, which focuses on the extent to which learners have control over the instructional and regulative discourse during the transmission-acquisition process. This research is based within the framework of Bernstein's theory of pedagogic discourse. In this chapter I describe the theory of pedagogic discourse (internal language of description) and show how it was used to develop an external language of description that interacts inductively and deductively between the theory and the empirical world.

As discussed in Chapter One, educational transformation in South Africa is driven by principles of success, equity, flexibility and integration. Pedagogical orientations and processes now aim to promote collaborative and co-operative learning, problem solving and meaningful communication between learners and teachers and amongst learners themselves (Setati et al., 2002, cited in Adler et al., 2002). Learner centredness is regarded as a foremost condition for providing for the social and personal development of individuals.

Curriculum development, especially the development of learning programmes and materials, should put learners first, recognizing and building on their knowledge and experience, and responding to their needs. Curriculum development processes and delivery of learning content (knowledge, skills, attitudes and values) should take account of the general characteristics, developmental and otherwise of different groups of learners. Different learning styles and rates of learning need to be acknowledged and accommodated both in the learning situation and in the attainment of qualifications. The ways in which different cultural values and lifestyles affect the construction of knowledge should also be acknowledged and incorporated in the development and implementation of learning programmes (National Department of Education, 1996:11).

While the above description of learner centredness includes the historical interpretations of learner centredness, it also allows for the recognition and respect for the diversity of learners. What it does not reflect however, is the complex nature and local difficulties that teachers experience in implementing these learner centred practices (Brodie et al., 2002).

3.2. MY RESEARCH FOCUS

My research was based within the framework of sociology of education. The essence of the study centred on the extent to which the social relations that constitute pedagogic activity embody the principles of learner centredness. These social relations refer to the instructional and regulative discourse. The research questions focused on understanding how learners experience learning in two Grade 3 classrooms within one school context (cf. Chapter 1, Section 1,8). My observations were focused on the following distinct features of the transmission-acquisition process:

1. The social relations within the pedagogic relationship.
2. How knowledge was transmitted in the pedagogic relationship. Subsequently, I focused on the extent to which the educator was sensitive to the social and cognitive needs of individual learners. This is directly related to the cognitive and social aims of the National Curriculum Statements.
3. How communication was regulated in the pedagogic relationship. Consequently, the qualities of interpersonal relationships between the educator and learners and amongst learners were analysed. These pedagogic practices or non-pedagogic practices impact on the social aims of the National Curriculum Statements.

As outlined in Chapter 1(Section 1.8) the core of my study was based on the following key elements:

- Specific control relations that characterise classroom pedagogic practices viz. who controls what. These control relations refer to the instructional discourse of pedagogic activity.

- The hierarchical relations in the pedagogic relations as well as expectations about manner, conduct and character of learners. The hierarchical relations relate to the regulative discourse of pedagogic activity.

3.3. BERNSTEIN'S THEORY OF PEDAGOGIC DISCOURSE

Bernstein defines pedagogy as a:

sustained process whereby somebody(s) acquire new forms or develop existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator – appropriate either from the point of view of the acquirer or by some other body(s) or both (Bernstein, 2000:78).

Central to Bernstein's notion of education is a recognition of, 'communicatis,' i.e. education has the possibility of bringing about social transformation through the enhancement, inclusion and participation of individuals (Bernstein, 1996).

Within the context of South Africa one can argue that education has the possibility of inducting individuals into the "wider collective, into historically formed ways of knowing and ideally into an understanding of the individual's position within, and potential contribution to transforming the social and political" (Bourne, 2004:79). Given this, how can we as educators and researchers make plausible claims about the kinds of contexts that are prevalent in educational settings thereby gaining an understanding of the social relationships that constitute these social contexts?

Because the South African context is anything but homogenous, my case study dealt with one particular socio-historical sector of schooling: an ex-House of Delegates school (HOD). In this single case study my purpose was to contribute to the body of knowledge with respect to learner centred education within the South African context. In order to do this, my research was aimed at capturing and analysing learners' experiences of Grade 3 teaching. I attempted to understand this by focusing on control and regulation in the pedagogic relationship.

Through the development and refinements of his theory of pedagogic discourse, Bernstein (1975, 1996, 2000) asks the following pedagogic questions to analyse how a pedagogic text is put together, the rules of its construction, circulation, contextualisation, acquisition and change viz., “how do power and control translate into principles of communication and how do these principles of communication differentially regulate forms of consciousness with respect to their reproduction and the possibilities of change?” (Bernstein, 2000:4).

For Bernstein any given form of pedagogic code construes a realisation of control relations in specific contexts of transmission-acquisition viz. the instructional and regulative contexts. The instructional discourse refers to a set of knowledge and skills and the regulative discourse relates to the norms of social conduct within any given context. Bernstein’s theory of pedagogic discourse (1975, 1996, 2000) provides us with useful concepts to define these contexts and the interactions that occur in them, as well as ways of analysing the influence they have on children’s learning (Morais et al., 2001). It provides us with an explanation that is capable of analysing the forms of communication in education, as we are able to gain an understanding of how pedagogic processes shape consciousness. It provides an, “explication of the inner logic of pedagogic discourse and its practices” (Bernstein, 2000:79).

Bernstein makes clear the power and controls relations governing the transmission of knowledge in order to improve and understand the learning outcomes of learners. In order to demonstrate the ways in which power and control impact on the transmission of knowledge in classrooms, Bernstein scrutinises the range of symbolic barriers that exist between school subjects, learners and other components of education and how these impact on educational settings. Bernstein is of the view that different modes of power and control can be distinguished and depicted according to what occurs in relation to instruction (instructional discourse) and social regulation (regulative discourse) in the process of pedagogic transmission (Bernstein, 2000). My research focuses specifically on the relations *within* given forms of pedagogic interactions viz. *how* do learners experience learning in classrooms that according to policy are supposed to be learner

centred? Consequently, this research focused on the degree of control that learners have over the transmission of knowledge in the classroom. Learner centred pedagogy calls for a weakening of symbolic control viz. framing and it is at the level of framing that any significant change can occur.

3.4. FRAMING

Framing refers to the form of control, “which regulates and legitimates communication in pedagogic relations. Framing is concerned with *how* meanings are to be put together, the forms by which they are to be made public, and the nature of social relationships that go with it” (Bernstein, 2000:12). In this research, framing is used to describe the degree of control that learners have over the selection, sequencing, pacing, evaluation criteria and hierarchical rules i.e. the *how* of pedagogy. Typically, framing relates to the relationship between the educator and learners where weak framing signifies more control by learners over the transmission of knowledge and strong framing refers to less control by learners.

3.4.1. RULE SYSTEMS

Framing regulates two types of systems of rule viz. the rules of the social order (regulative discourse) and the rules of the discursive order (instructional discourse). The regulative discourse refers to the forms of interaction that take place in the pedagogic relation and they relate to expectations about conduct, character and manner. The rules of the instructional discourse refer to selection, sequence, pacing and evaluation criteria of knowledge. Table 3.1 describes the different components of the pedagogic discourse.

TABLE 3.1: COMPONENTS OF THE PEDAGOGIC DISCOURSE

Pedagogic Discourse	Component
Instructional Discourse	Selection
	Pacing
	Sequencing
	Evaluative Criteria
Regulative Discourse	Educator/Learner
	Learner/Learner

3.4.2. RELATIONS OF PEDAGOGIC DISCOURSE

Bernstein uses the concepts of strong and weak framing to describe the various relations of pedagogic practice. Each component of the two discourses can be strongly framed or weakly framed depending on the pedagogic interaction e.g. strong framing refers to learners having no control over the selection of content, how it is organised, how it is sequenced and how time is spent on different topics. Weak framing occurs when the teacher selects topics on the basis of learners' interests, their readiness and stages of development. This construct (strong/weak framing) is intended to allow us to differentiate consistently across examples. If framing is strong, the rules of the instructional and regulative discourse are explicit and this can be regarded as a visible / performance based / teacher centred pedagogic practice. If framing is weak the rules of the instructional and regulative discourse are implicit and unknown to the acquirer. This is an example of an invisible / competence based/ learner centred approach to teaching and learning (Ibid: 14).

3.5. VARIATIONS OF FRAMING IN VARIOUS PEDAGOGIC SOCIAL CONTEXTS

Bernstein states that framing can vary according to the different degrees of control in the relations within the pedagogic context (Bernstein, 2000). "Framing values shape the form of pedagogic communication and context management. Different framing values transmit different rules for the creation of instructional and regulative texts" (Morais et al., 2001:188). Different framing values produced by educators bring about different realization rules to be acquired by the learners. The table below encapsulates this where '+' symbolises strong and '-' symbolises weak framing relations.

TABLE 3.2: FRAMING RELATIONS OF THE PEDAGOGIC DISCOURSE

Pedagogic Discourse	Component	Framing Relations	
Instructional Discourse	Selection	F +	F-
	Pacing	F +	F-
	Sequencing	F +	F-

	Evaluative Criteria	F +	F-
Regulative Discourse	Educator/Learner	F +	F-
	Learner/Leaner	F +	F-

3.6. COMPONENTS OF PEDAGOGIC DISCOURSE

3.6.1. INSTRUCTIONAL DISCOURSE

The instructional discourse incorporates four components that examine the degree of control that teachers or learners have over how content/knowledge is selected (selection), the pace at which the content is covered, in what order content/knowledge is covered (sequencing) and how assessment criteria are made available to learners.

3.6.1.1. Selection

Framing of selection refers to the degree of control learners have over the content that is selected. Content of educational knowledge can be selected by the teacher based on what she/he thinks is appropriate in relation to an external agency (policy documents, learning outcomes), or it can be brought into the pedagogic relationship by learners themselves. The former is an example of strong framing over selection and the latter would be regarded as weakened framing over selection. These examples could be described as a performance-based and competency-based pedagogy respectively.

3.6.1.2. Sequencing

Sequencing refers to the degree of control that learners have over the order in which content and knowledge is covered. Weak framing over the sequencing of knowledge is evident if students determine the order of concepts and knowledge to be covered.

3.6.1.3. Pacing

Pacing is the “ rate of expected acquisition, that is, the rate at which learning is expected to occur...Pacing rules, then, regulate the rhythm of the transmission, and this rhythm may vary in speed” (Bernstein, 1990:76). If learners have control over the amount of time spent on content, weak framing over pacing is evident. The learner centred educator would deal with learner performance as variants of difference, which is based on a lack of

prior knowledge and experience, rather than deficits. The educator would subsequently weaken the pace of transmission of knowledge to allow for this differential rate of learning.

3.6.1.4. Evaluative Criteria

Framing over evaluative criteria relates to whether or not evaluative criteria are made explicit to learners or whether the educator explicitly attempts to elicit the correct responses from the learner. Strong framing over evaluative criteria is evident if the educator explicitly states to learners the requirements of the task on hand and attempts to elicit the correct responses from the learners. On the other hand, weak framing over evaluative criteria would occur if the criteria for assessment were not made available to learners.

3.6.2. REGULATIVE DISCOURSE

As mentioned in 3.3.1, the regulative discourse refers to the ways in which interactions take place between teachers and learners and between learners. The instructional discourse is always embedded within the regulative discourse i.e. the regulative discourse is dominant as it shapes the instructional discourse. “It establishes the order within the instructional discourse” (Singh, 2001: 318). The regulative discourse describes the types of interactions that occur within the classroom. Bernstein refers to this as the moral discourse which, “creates the criteria which give rise to character, manner, conduct, posture etc... It is quite clear that regulative discourse creates the rules of social order” (Bernstein, 1996: 48).

Within the context of the regulative discourse, Bernstein introduces the concepts of positional and personal control (Bernstein, 1977). An educator who explicitly controls learner participation in the classroom is more likely to use her position as an educator to control interactions within the classroom. In contrast, if learners exercise greater control over interactions and participation, control is personalised. Personal control is more likely to occur within classroom situations characterised by, “the absence of explicit structure” (Al-Ramahi et al., 2002: 63). Sadovnik (1995) notes that within an implicit

regulative discourse, the order of power and control between learner and teacher is masked. Within an explicit regulative discourse, the educator makes the order of control clear and learners know what type of behaviour is expected of them.

3.6.2.1. Teacher – Learner Interactions

This relates to the extent to which the educator makes the social relations between the educator and the learners formal or informal. A strongly framed regulative discourse is characterised by an educator who is in control of what happens in a classroom with respect to who may participate, how learners might participate and when this participation may occur. Restricted interactions between the educator and learners can be described as strongly framed while more open relationships are regarded as weakly framed.

3.6.2.2. Learner – Learner Interactions

This refers to the degree of control that learners are able to exercise over their interactions with one another. In this research, the degree of learner control relates to the control learners have over their seating arrangements and the control they exercise in their interactions with one another. Open dialogue and open interaction between the learners is described as a weakly framed regulative discourse.

3.7. INTERNAL AND EXTERNAL FRAMING

The concepts of internal and external framing allow the instructional and regulative discourse to be further described. “The external value of framing refers to the controls over communication outside the pedagogic context entering the pedagogic communication within that context” (Bernstein, 2000:14). If an educator is subjected to strong control over content selection from external regulators such as curriculum policy, other educators, parents and the school management, this is an example of strong external framing over selection. Consequently, the educator would provide explicit direction over the content to be selected and would plan learning activities based on these external regulators. This is an example of strong internal framing. If learners are given more control over the selection of content and learning activities, weak internal framing is

evident. These distinctions apply to all other components of the instructional discourse as well (sequencing, pacing and evaluative criteria).

3.8. APPROACHES TO OBSERVING INTERACTION IN CLASSROOMS

Two broad approaches to observing classroom settings have been identified. Inductive approaches sometimes associated with grounded theory call for the generation of an in-depth record of classroom settings from which theory can be inductively derived. Deductive approaches operate from theory to the development of categories and subcategories prior to data collection, which are then used to analyse aspects of classroom contexts.

3.9. PROBLEMS IN CLASSROOM BASED RESEARCH

In a recent literature review of C2005 research since 1997, Harley and Wedekind (2003) show that almost all of the research focused on the lack of or need of teaching training for the successful implementation of C2005, or teachers' perceptions of and reception to C2005. Ensor and Hoadley's (2004) analysis of 30 observation schedules used inside and outside South Africa revealed that most of the research conducted was, "driven by common sense notions of what constitutes good teaching or ideological commitments to 'good practice'" (Ensor and Hoadley, 2004: 4).

Through the analysis of the observation schedules used in research, Ensor and Hoadley (2004) identified two key issues that impact on the generation of strong and broad inferences about what goes on in classrooms. These include:

- Very few studies appear to be driven a theory of pedagogy or any other related theory. Silverman (1993 cited in: Freebody, 2003) states that theoretical interests should drive research rather than technical or procedural preferences i.e. each project should embody a particular relationship between theory and practice and that relationship should be the key interest. The apparent absence of an explicit theory of pedagogy that guides exploration of classroom life, results in little or no in-depth description of any particular aspect of classroom

activities. This means that the observer is unable to grasp the criteria under study and reliance on commonsense understandings and judgments are increased (Ensor and Hoadley, 2004).

- In many instances there appears to be threats to reliability and validity e.g. reliance on the judgements and skills of the fieldworkers, with no specification of who or what is to be observed and how observations should be spaced.

Ensor and Hoadley (2004) suggest an alternative approach to alleviate these problems viz. the use of a strong theory of pedagogy and the development of an external language of description derived from the internal language constituted by Bernstein's theory of pedagogic discourse.

3.10. BERNSTEIN'S LANGUAGE OF DESCRIPTION

Bernstein describes the language of description as a, "translation device whereby one language is transformed into another" (Bernstein, 2000:133). He distinguishes between an internal and external language of description.

The internal language of description refers to the syntax whereby a conceptual language is created. The external language of description refers to the syntax whereby the internal language can describe something other than itself. Internal languages are the conditions for constructing invisibles, while external languages are the means of making those invisibles visible in a non – circular way (Bernstein, 2000:133).

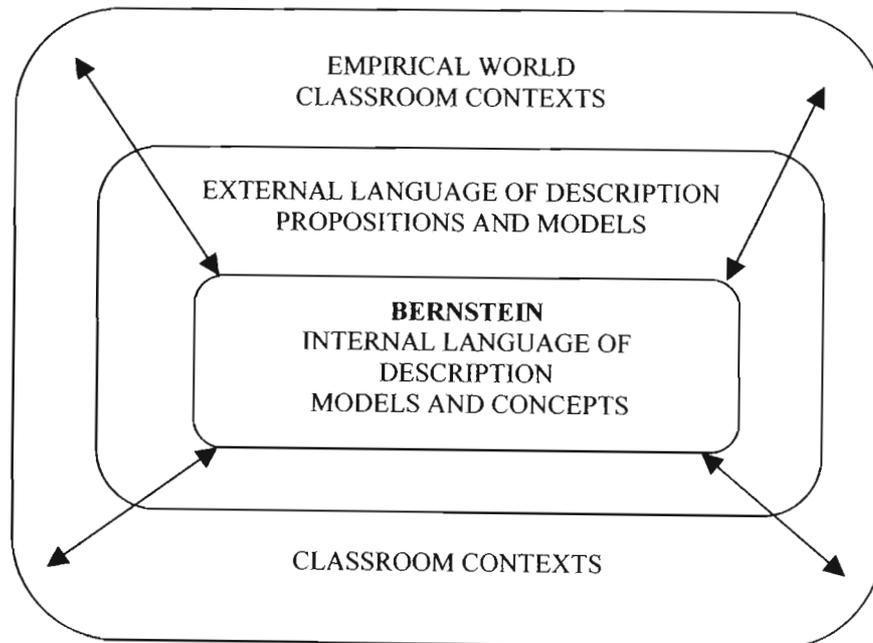
The internal language of description consists of theories that contain concepts of a high level of generalisations that are capable of constructing and reading data. Thus the theory is able to speak about the empirical world. These are used to develop an external language of description.

This external language of description comprising of models and propositions derived from the internal language of description allowing for the theory and the empirical world

to be viewed dialectically. Dowling (1999 cited in: Ensor and Hoadley, 2004) suggests that an external language of description develops on the basis of deductive and inductive analysis moving interactively between the internal language and engagement with empirical world. This external language of description provides the basis for what constitutes as data and allows for its principled reading. The conceptual structure developed allows for the diagnosis, prediction, description, transference and explanation of the empirical world. The figure below illustrates how the internal language and the external language of description provide the shift from the theoretical framework to research design (Morais, 2001).

FIGURE 3.1: A SOCIOLOGICAL MODEL FOR RESEARCH METHODOLOGY

(After Bernstein 1996)



(Adapted from: Morais et al., 2001:187, after Bernstein)

The conceptual language derived from Bernstein constructed what was to count as a referent, or a potential theoretical object. Circularity was avoided by re-describing actions, events and their relations to include the possible and the potential. In effect, it provided me with conceptual dimensions which encompassed the not-yet-seen and which allowed me to imagine other possible modes of behaviour.

Within South African education, constructing a language of description should always be creative and rationally driven usually by specific research interests but more specifically in today's educational climate, political and ethical concerns. As Bernstein (2000) suggests, researchers have to create models of the tacit rules, which demonstrate how members being researched 'work the culture'. What is significant in research is that there will in most cases be a mismatch between what teachers hope they are teaching and what children understand by these meanings. Constructing a language of description will throw some light on the forms of symbolic mediation used by children to make meaning of and negotiate learning in the classroom.

3.11. RESEARCH USING BERNSTEIN'S THEORY OF PEDAGOGIC DISCOURSE

Bourne (2004) presents a case of a teacher teaching literature to disadvantaged children. The teacher under study displayed a highly regulated pedagogy that alternated between strong framing over teacher pupil relations, strong classification of space and discourses and weakened framing over pacing. Bourne concludes that socially disadvantaged learners will gain induction into high status vertical discourse by means of a variable radical visible pedagogy. As Bernstein states, "It is possible to create a visible pedagogy that would weaken the relation between social class and educational achievement," (Bernstein, 1990:72) that entails relaxed framing on pacing and sequencing and weakened classification between school and community.

Morais and Miranda (1996), Morais and Rocha (2001) and Morais and Pires (2002) investigated pedagogic practices that improve students' Science achievement in complex cognitive competencies. They conclude that a clear relationship exists between students' acquisition of realization and recognition rules and social class i.e. the greater the explicitness of the evaluation criteria, the greater the realization and recognition by working class students. The research indicates that mixed pedagogic practices of weak and strong classification and framing can lead to students' acquiring recognition of school contexts and realization of those contexts. The study reveals that weak classification and framing are essential conditions of learning at the level of pacing,

sequencing, for hierarchical rules, for knowledge relations and for relations between spaces - they are less so at the level of selection and at the level of evaluative criteria (Morais et al., 2002). They conclude that weak pacing is one of the key elements to effective explication of evaluation criteria. However they stress that this must occur within strong external framing of the intended curriculum i.e. on a daily basis the teacher needs to exercise flexibility within terms of the intended curriculum to ensure all children are keeping up (Taylor et al., 2003).

Morais and her co-workers' argument is reinforced by Rose (2004) in his call for a link between, 'explicit instruction' and weakening framing over pacing and sequencing for disadvantaged learners. Rose states that disadvantaged learners are disadvantaged because the school curriculum is paced at the level of middle class learners. Rose advocates the relaxing of the pacing and sequencing of the formal curriculum and suggests that teachers teach reading explicitly by means of scaffolding. This 'Vygotskian' concept of scaffolding means that the criteria at times might not be made explicit at the outset, but rather the learner is led by meaning, position and preparation cues to discover them i.e. only if we explicitly and systematically teach disadvantaged children to read will they be able to read from the text (in Muller et al., 2004).

Lubienski's (2004) study of seventh grade working and middle class learners reveals how the learning experience of children result from their differentiated socialization and this impacts on the meanings they bring to school. Middle class children were more comfortable with open engagement of the competency pedagogy, were more confident and were able to 'read' the cues of the weakly framed scaffolding provided by the teacher. In contrast working class children missed the evaluation cues, misread class disagreements as negative evaluations and generally displayed a lack of recognition and realization rules for effective participation in a competency or learner centred pedagogy. Daniels et al. (2004) validates this view that middle class children are more comfortable with weaker classification and framing than working class children (Ibid: 2004).

Contrary to the arguments posed by many progressive/learner centred theorists such as Montessori and Klein (Bernstein, 1977), who call for a totally invisible pedagogy characterized by weak classification and framing, the research cited above reveals that while weak framing and classification is essential at the level of pacing, hierarchical rules, knowledge relations and between spaces, they are less so at the level of selection of knowledge and at the level of evaluation criteria. Only by clearly explicating evaluation criteria and the teacher having control over the selection of knowledge within the classroom context, can teachers direct children to understand what is required of them (Morais et al., 2001). The studies suggest a *mixed pedagogy* is more likely to advantage children who do not have the recognition and realization rules. This mixed form of pedagogy will have significant dimensions that must be strongly classified or framed as well as critical ones that are most effectual when weakly classified and framed. In this way one would be able to ascertain the ‘what’ as well as the ‘how’ of learning.

3.12. CONCLUSION

In summary, Bernstein’s theory of pedagogic discourse, with the instructional discourse embedded in the regulative discourse, allowed for a principled technique of describing different pedagogic modalities of control. The instructional discourse is “concerned with the transmission/acquisition of specific competences, and the regulative is concerned with the transmission of principles of order, relation and identity” (Bernstein, 1990:211). The instructional discourse is always embedded within the regulative discourse which means that the hierarchical relationships between the acquirer and the transmitter regulates the selection, sequencing, pacing and evaluation criteria of knowledge. Pedagogy consists of a social relation between the transmitter and acquirer where the rules of evaluation always lie with the transmitter. In this sense the social relation of pedagogy is always asymmetrical where the relations between the transmitter and acquirer are always unequal (Bernstein, 1996).

It is possible for different modalities of practice to co-exist. The theory of Bernstein provided me with an opportunity to take apart distinct features within the process of transmission-acquisition. It provided me with a means to define the nature of the theory

of instruction from extreme positions where control was totally centred on the transmitter (reception learning) to a position where control was totally centred on the acquirer (learner centred) to mixed modes of pedagogic practice. In this way I was able to depart from extreme positions that favoured a performance-based pedagogy over a competence-based pedagogy.

In this chapter I have provided an overview of Bernstein's theory of pedagogic discourse and the theoretical assumptions upon which this research is based. I also outlined how Bernstein's theory of pedagogic discourse was used to develop an external language of description, which allowed for the structuring and reading of the data collected. In Chapter 4, I discuss the study's research methodology and show how the language of description was used for the analysis of the data.

CHAPTER 4: RESEARCH DESIGN / METHODOLOGY

4.1. INTRODUCTION

In Chapter 3, I located the theoretical framework for my study within Bernstein's theory of pedagogic discourse. In this chapter, I outline the research design and methods of analysis used in the research. Together Chapter 3 and Chapter 4 characterise the analytical framework for this research. In this chapter, I outline the following key issues:

- Firstly, the nature of educational research is discussed. The intention was to draw out the possibility that educational research has to contribute to the literature around learner centredness and learners' experience of pedagogy and schooling. Furthermore, as a secondary aim this research has the potential to contribute to a critical self-reflection and improvement of my personal pedagogic practice.
- Secondly, I describe the selection of school for the case study, and choice of grade level and educators. In order to protect the autonomy and rights of all individuals that participated in the study, pseudonyms were used for both the school context and educators.
- Thirdly, I focus on the construction of data by outlining the data collection strategy used in the study and deliberate issues of validity and research ethics.
- Fourthly, I consider the research design from its conceptualisation through to the execution of the study. In so doing I consider the pilot study conducted and the analytical methodology employed in relation to the development of an "external language of description" (Bernstein, 2000:125).

As mentioned in Chapter 1 (Section 1.8) and Chapter 3 (Section 3.s) the aim of my study was to capture and analyse the social relations regulating the transmission-acquisition process in order to understand how learners experience learning in Grade 3 classrooms within one school context. Consequently, my focus was on the discursive rules of pedagogic practices of educators teaching Grade 3 learners within one particular socio-historical sector of schooling: an ex -HOD school. My intention was to gain a general impression of the lessons being presented with an attempt to try and understand how

learners experience learning within the context of the school. From this the objective was to be able to make generalised claims about what goes on in classrooms within the context of this particular case. The idea behind drawing on a strong theory of pedagogy to develop an external language of description was to address some of the key issues that relate to validity and reliability as discussed in Chapter 3. At the same time I ensured that the external language of description (the instrument) was allowed to interact deductively and inductively with the internal language of description (Bernstein's theory) and the empirical world.

4.2. THE NATURE OF EDUCATIONAL RESEARCH

It might be said that the overall function of educational research is to improve the educational process through the refinement and extension of knowledge (Wiersma, 1980). Educational research can then be said to be an important reflection upon and the improvement of the educational endeavour. Hopkins (1985) outlines two types of research. The first type of research occurs when a researcher undertakes research in a sample of schools or classrooms using educators and learners as the subjects. The second type of research involves educators looking critically at their own classroom practice with the intention of improving their own teaching and quality of life in their classrooms.

My research falls into both categories. Firstly, I am an 'outsider' conducting research in 'other' educators' classrooms using the educators and learners as subjects. Consequently, the information gathered from this research would contribute to the refinement and extension of knowledge around the concept of learner centredness and its implementation. Secondly, my research falls into the latter category of educators as it was hoped that this research would enable me to become a 'reflective practitioner'. It was envisioned that this research would provide me with measures to critically evaluate my own pedagogic practice thereby contributing to the inclusion, enhancement and participation of learners in the teaching and learning process.

4.3. CHOICE OF SITE AND EDUCATORS FOR THE CASE STUDY

In this section I describe the case study approach as used within the context of the school. The research site and the educators selected for the study are also discussed.

4.3.1. THE CASE STUDY AS A RESEARCH APPROACH

As outlined in Chapter One (Section 1.5), the aim of my study was to gain an understanding of how learners experience learning in Grade 3 classrooms within a single school. In order to do this I centred my explorations around the transmission-acquisition process of knowledge in the pedagogic relationship. Therefore, I focussed on the extent to which learners had control over the rules of communication viz. the rules of the instructional and regulative discourse within pedagogic practice. It was envisaged that this understanding of classroom interaction and social life bounded loosely together by an appreciation of educational practice as contextual, social and cultural in nature would contribute to the body of knowledge around learner centredness.

My field of research was qualitative in that the objective was to gain a profound understanding of how learning was interpreted and enacted in the classroom. The intention was not to generalise or draw vague conclusions as to whether classroom interactions were learner centred or not without the basis of a strong internal language of description. By identifying specific incidences of framing of pedagogic practice within lessons I was able to understand the case, which was being studied within the context of the school. Details relating to the context and educators are provided in this section of Chapter 4.

To allow for in-depth analysis, the sample in the case study was small, including one school with two Grade 3 classes comprising of 33 learners in each class. Information relating to the sample viz. the school context and the educators are provided later in this chapter (Sections 4.3.2.1 and 4.3.2.2 respectively). As a novice researcher, the case study approach suited my purpose as it allowed me to look at specific cases viz. Grade 3 educators' classrooms, and to collect data, analyse and interpret findings within the context of one school. Observing pedagogic practices within two Grade 3 classrooms

enabled me to use the distinguishing characteristics evident during the observation to act as a catalyst for theoretical indications about contrasting findings.

The case study approach was appropriate for my study as it enabled me to observe events and situations as they were occurring i.e. by allowing the situations and events to speak for themselves, the feeling, thoughts and participants lived experiences in the learning process would be portrayed (Cohen et al., 2001). Thus, the case study approach was more penetrating in the exploration of the quality of the interactions in terms of the rules for instructional and regulative rules in the teaching and learning process. In this way I was able to define predominant forms of pedagogic practice by using particular combinations of framing relations to determine presences or absences.

While the sample in the case study was small, I was able to generate useful information around the debate of learner centredness. Because of the sample size, I could only draw conclusions specific to the school context being researched. Notwithstanding, I believe that this study provided a rich description of how learning experiences within the school context is shaped. Furthermore, the information obtained can to some extent provide insight into how a more effective learning environment can be structured at the school and classroom level.

In summary, the research comprised of a sample derived from one school context. The cases involved two Grade 3 educators deliberately selected for the purposes of contrasting pedagogic practices. The intention was to identify distinctive characteristics of pedagogic practices of both educators in order to act as a catalyst for theoretical findings related to Bernstein's theory of pedagogic discourse. In so doing it was envisaged that the information acquired would reveal the interplay between the school's organisational culture, monitoring and support systems and the pedagogic practices of educators within the institutional context of the school.

A description of the context within which practice is enacted is provided below. Furthermore, an introduction to the educators within the study is also outlined. The

description of the school is based on my observation as an educator and member of management within the school. Issues relating to positional power have been discussed in Chapter 1 (Section 1.6). The core function of the school management team is to ensure that values of democracy, respect for difference, co-operation and disciplined application to learning become the focus of all institutional activities (Taylor et al., 2003). As a Foundation Phase head of department my role was to facilitate the well functioning of the Foundation Phase, which in turn assists in the delivery of quality and effective learning for learners.

4.3.2. PRESENTATION OF THE CASES: THE SCHOOL AND THE EDUCATORS

Yin (1994) states that a case study is an empirical inquiry that investigates contemporary phenomenon within its real - life contexts. It therefore becomes necessary to locate the cases being researched within the context of their practice. The research site for the study was a suburban primary school in Pietermaritzburg with a learner population of 527 learners from Grade 1 to Grade 7. The historically Indian school had a learner population that comprised of 40% Black, 1% Coloured and 59% Indian.

Observation of Numeracy and Literacy lessons within two Grade 3 classes were deliberately selected for the purpose of this study. It became necessary for me to make decisions in respect of identifying the classrooms where I would conduct my research. On perusal of recent publications in journals, dissertations and books, I identified a survey of research conducted within South Africa by Harley and Wedekind (2003). They identified thirteen studies that focused primarily on the implementation of OBE and educators' capacity to implement OBE within the Foundation Phase. Moreover, all these studies were limited to, or included research conducted within Grade 1 educators' classrooms. Hoadley's (2003, 2004) research was the only empirical study conducted recently that highlighted pedagogic practices of educators in Grade 3 classrooms.

Furthermore, given that education was supposed to be learner centred, very little empirical data existed that focused on how learners experience and make sense of their

learning within democratic South African classrooms. At that moment in time I felt it necessary to investigate Grade 3 educators' discursive practices so as to gain an understanding of the transmission-acquisition process. In addition, having spent three years in the Foundation Phase, it was envisaged that at this stage of the learners' schooling career, they would, to some extent, have become self-regulated and intellectually mature. Furthermore, most pedagogic practices of educators would be habitual and deep-rooted, as they had been established over a period of time.

Participation in the study was on a voluntary basis. For the purpose of this study the grade head for Grade 3 and one other educator were selected. Both educators signed a consent form reflecting their willingness to participate in the study (Refer Appendix A). Each class was observed for a total of 15 Numeracy and 15 Literacy lessons. In the Foundation Phase, Numeracy is a Learning Programme drawn from the Learning Area of Mathematics and Literacy from Language. Mathematics forms the backbone for planning and assessment for Numeracy while Languages informs planning and assessment for Literacy.

4.3.2.1. The School Context – Springs Primary School

Hitchcock and Hughes (1995) contend that a researcher engages in a case study to try and locate the 'story' of certain aspects of social behaviour in a particular context. In this study, themes relating to Bernstein's theory of pedagogic discourse namely framing would be isolated and become the focus of attention. It was envisaged that examining the two educators within the context of one school setting would add to the richness and complexity of the data collected. While significant "differences in the educators approaches to teaching and their attitudes would merit comment, so too, was the intention of the research methodology to be pro-active" (Chundra, 1997:61) by studying educators on the basis of their unity viz. both were Grade 3 educators within one school context.

The research site was a school situated in the Northern suburbs of Pietermaritzburg serving a diverse racial community. The school was twenty-one years old and was well resourced with an extensive, well-utilised library, sporting facilities, computer room and

food technology room. The school fees at Springs Primary School was R400 per annum and the school could afford to employ additional staff members due to the efficient financial management of the school principal and the school governing body. Furthermore, the school principal had sustained well-organised financial networks with business leaders in the community to ensure that school fees would be kept at a minimum.

The staff comprised of twenty-five members that included fourteen State paid educators, one State paid administrative staff member, and one state paid general assistant. The School Governing Body employed thirty six percent of the staff members with a staffing salary bill of R150, 000 per annum. Members of the staff employed by the governing body comprised of a finance officer, a librarian, a computer educator, four governing body employed educators and two learnership students. All educators and administrative staff members were Indian with the exception of the general assistant who was Black. The average class size at the school was 32 learners per educator.

As an educator at the research site, I had to acknowledge the problem of the 'insider-outsider' issue. I was aware of the convention within educational research that strangers make better informants and that it was preferable to be unknown to the respondents. However, it was anticipated that my experiences at the research site would empower me as a qualitative researcher as the intention was to understand the educators' pedagogic practices from within their own frame of reference.

As a member of the school management team, I also had to acknowledge the well-known risk of respondents acting differently during my observation of the respondents' teaching. Issues relating to positional power have been discussed in Chapter 1 (Section 1.6). At the outset I had to make it clear to the respondents that my intention was not to assess their teaching practice, but rather the focus was on how learners were learning within the new curriculum. Furthermore, I had to state to the respondents that the observations would not form part of their assessment for the implementation of the policy of Integrated

Quality Management System (IQMS). Issues relating to reliability and validity are discussed later in this chapter (see Section 4.4.1).

In the next section I provide a brief sketch of the life histories of the educators who participated in the study.

4.3.2.2. The Educators

As mentioned in Section 4.3.2, the classrooms of two Grade 3 educators were observed for 15 Mathematics and 15 Literacy lessons. Here I refer to the Grade Head as Sham and the other Grade 3 educator as René.

Sham

Sham was the Grade Head for Grade 3. Her appointment as Grade Head was based on her years of service and her job description as Senior Educator. Sham had been teaching at the school for twenty-one years. She was 45 years old and was fully qualified to teach in the Foundation Phase. Her initial teaching qualification was obtained at a teacher education college in Durban prior to the democratic elections of 1994. Sham had received her schooling and tertiary education under the differentiated system of apartheid education which was based on the 'banking' model of education (Freire, 1973).

Sham had made no attempt to further her studies, although she regularly attended workshops held by departmental officials, which related directly to her teaching and curriculum planning. She was also involved in networking with a group of educators in the area where the focus was on planning of contexts and planning for assessment for Grade 3.

René

René was 24 years old and had been teaching at Springs Primary School for five years. Although René was under qualified, she was studying towards a National Professional Diploma in Education through the University of Kwa -Zulu Natal. Prior to teaching, René had studied for one year at the University of Kwa - Zulu Natal. The School

Governing Body employed René. René planned to study further so that she could acquire the minimum qualifications required to become a state employed educator (M+4).

While both educators shared a commonality in that they were both Grade 3 educators within the same school context, their personal circumstances in terms of their employment was significantly different. As an under qualified educator, René did not enjoy the same personal security and status as Sham. Her position within the school was not guaranteed, as she had to re-apply each year for a post within the school. As a permanent and government employed educator, Sham had security of tenure and as a Grade Head she had a position of authority within the hierarchy of the school.

4.4. THE CONSTRUCTION OF DATA

In this section I describe the data collection method. The data collection strategy used in the study was based on non-participant observation. Issues relating to validity and ethical concerns in relation to the study are also attended to.

4.4.1. Data Collection Strategy: Non - Participant Observation

The data was collected over a three-month period beginning in June 2005 and ending in September. Observations of lessons took place on three consecutive days per week to gain insight into the categorisation of pedagogic practices of Grade 3 educators. On those days data was collected for both Numeracy and Literacy lessons. Table 4.1 below shows when the data was collected, number of lessons observed during that time period and from which educator.

Table 4.1: TIME PERIOD ALLOCATED FOR DATA COLLECTION

	June	August	September	Total
Sham	6 (2)	9	-	15
René	-	6 (2)	9	15

The numeral in brackets represents the number of lessons that were observed without the recording of any information. This was to get participants to accept my presence in the

classroom and reduced the influence of my presence on their behaviour. Discussion on this follows below.

Part of research accountability involves reporting on the ways in which practical and personal reasons prevented me from observing educators and learners in the teaching and learning process. There were days when I was unable to carry out my research as the educators participating in the research were absent or I was not available due to my own time constraints in respect of my management functions and my own teaching load. For example, towards the latter part of June and after the July holidays I was involved in the appraisal of educators' work in progress for implementation of the policy of Integrated Quality Management System (IQMS). Thus the data collection took much longer than I had initially anticipated.

In order to gain an understanding of how the participants in the case experienced learning and negotiated the acquisition of knowledge in the classroom, I used the technique of non-participant observation. Foster (1990) states that observation is a process of collecting information about the nature of the physical and social world as it unfolds before us via the senses rather than through the account of others. The advantage for me as a researcher was that observing learners in their natural setting provided detailed aspects of classroom life. The endeavour was to understand the teaching and learning process in relation to the environment and context. Non-participant observation allowed me to focus on specific instances of framing and to explore the various interactive processes at work within the classroom. My intention was to minimise my interaction with the participants in the study, as I wanted to focus my attention unobtrusively on the events as they unfolded.

Initially I observed lessons for a period of two days without recording any information. This initiative was undertaken to get the participants to accept my presence in the classroom, thereby reducing the influence of my presence in the classroom (Yin, 1994, cited in Hoadley, 2004 refers to this as 'reactivity'). I interacted as little as possible with the participants in the research as I wanted to achieve a more comprehensive view of

interactions in the classroom. The observation schedule was developed *a priori* and then coded with the benefit of hindsight. In this way I was less likely to be influenced by the agendas of the participants. At the same time I was able to gain a more objective view of the reality under investigation.

Whilst the observation schedule was shaped around systematic relations of framing, it was always coded after the observations. This suited my purpose as the meanings of events that occur in “classrooms are complex and not always clear and automatically self – evident” (Hitchcock & Hughes, 1995:237). My intention was to ensure that my observation could be amplified in relation to an explicit theory, that is, Bernstein’s theory of pedagogic discourse. Being explicit about what relations of framing I was observing and how the data would be analysed, ensured that the theory and the empirical data were brought into dialogue with one another. In this way theoretical and interpretative validity was strengthened. At the same time analytical validity was guaranteed, as I was able to use my findings and generalise them to a theoretical model. Although the process of data collection was time consuming, the value of the data collected lay in the richness of the data accumulated. All classroom observations were tape recorded and transcribed in full after the observations. This ensured that the descriptions of the transmission-acquisition process were an accurate account of what went on in the classroom.

4.4.2. Ethics and the research process

Burgess (1993) observes that within educational research there has been a great detail of discussion and debate about the ethical issues that face researchers. “Participants in a research study have the right to be informed about the aims, purposes and likely publication of findings involved in the research and of the potential consequences for participation, and to give their informed consent before participating in the research” (Ibid: 147). As a researcher, I had an ethical obligation to inform all participants about the aims and purposes of my research. I had to gain consent from the principal who was acting in ‘*loco parentis*’ for all learners at the school. Furthermore, consent was also obtained from the Chairperson of the School Governing Body (SGB) as the SGB stands as a representative of the school parent community. Letters sent to the principal and the

Chairperson of the SGB can be found in Appendix E. “Honesty and openness should characterise the relationship between researchers, participants and institutional representatives” (Ibid: 148). At the outset I stated to the participants that the purpose of my study was to acquire insight into the pedagogic practices in place and to understand how learners experience learning within the policy of the National Curriculum Statements.

4.5. RESEARCH DESIGN

This component of the dissertation outlines the manner in which the observation tool was designed for the study. By making as explicit as possible the way in which the data was collected and thereafter analysed, contributed to the reliability of the study in relation to Bernstein’s theoretical constructs. Theoretical and analytical validity was further enhanced as the specific concepts drawn from Bernstein’s theory of pedagogic discourse was brought into a dialectical relationship with the empirical data.

4.5.1. DEVELOPMENT OF THE STUDY: THE EXTERNAL LANGUAGE OF DESCRIPTION

Bernstein is of the opinion that a great gap exists between the theory and data that has been collected in contemporary education sociological research. While social theory may have powerful and persuasive internal conceptual language, researchers have difficulty “in using the theory to generate the language which will transform the language of enactment into a language that can be read by the theory” (Bernstein, 2000:208). Silverman (1993 cited in Freebody, 2003) highlights the importance of theory by stating that, “theories provide a set of explanatory concepts. These concepts offer ways of looking at the world that are essential in defining a research problem.... Without a theory there is nothing to research” (Ibid: 39).

I adapted the instrument designed by Hoadley (2004) to explore the discursive rules of pedagogic practice. The external language of description developed by Hoadley (2004) was based on the work of Morais and Pires (2002) and Morais and Neves (2001) as well as the work of the Sociological Studies of the Classroom project at the University of

Lisbon. My research was based on specific control relations that characterised classroom pedagogic practices viz. who controls what, the hierarchical relations in the pedagogic relations as well as expectations about manner, conduct and character of learners. Therefore, the instrument was partially used to capture pedagogic practices that related to framing of pedagogic discourse. The observation instrument can be found in Appendix F.

The schedule used in this study provided principles that identified aspects of those control relations that fell within the specifications of the model. It also identified those aspects of interactions that could not be captured using the descriptors in the schedule i.e. those that fell outside of the model. The principles of framing relations in the observation schedule used, provided the *recognition rules* for identifying the forms of control that regulated and legitimised communication in the pedagogic relation.

Because educational activities and interactions are inherently complex and dynamic, the *realisation rules* of the model regulated the descriptions of various ranges of pedagogic interactions. The *realisation rules* transformed the information into data relevant to the model. The *realisation rules* provided the means for indicating how the data collected was analysed. Thus the model, which was theoretically generated, had the possibility to depict other modalities of social relations, which may have been present, or absent.

Anderson (1994) states that is necessary to employ a case study approach that is process oriented, flexible and adaptable. The language of description utilised in this case study, was capable of, “going beyond the data collected, and hold the potential for the data to bring about changes in theory, thereby avoiding circularity and ossification (Ensor and Hoadley, 2003).

4.5.2. THE OBSERVATION TOOL USED IN THE STUDY

The observation tool as an external language of description became the means whereby the internal language was activated as a reading device. “The external language of description consisted of rules for the unambiguous recognition of what was to count as a relevant empirical relation, and rules for reading the manifest contingent enactments of

those empirical relations. Principles of description, then, consist of recognition and realisation rules.” (Bernstein, 2002:133). Within the context of this research, the analytic device designed consisted of rules for the discursive order of selection, sequencing, pacing and evaluative criteria of educational knowledge as well as rules for the social order of hierarchical relations. The instrument was designed to ensure explicit reading of what counted as valid, by assigning high and low values to the instructional density as well as to the regulative density within the pedagogic relation. The rules relating to framing relations are outlined in Table 4.2 below.

TABLE 4.2: CONCEPTUAL DIMENSIONS FOR DESCRIBING PEDAGOGY

FRAMING	Discursive Rules (DR)	Extent to which learners control the selection of content.
		Extent to which learners control sequencing of content.
		Extent to which learners control pacing of content.
		Extent to which the teacher makes explicit the rules for evaluation of learners’ performance.
	Hierarchical Rules (HR)	Extent to which teacher makes formal or informal the social relations between teacher and learners.
		Extent to which learners control interactions amongst themselves.

(Ensor and Hoadley, 2003)

For each dimension of framing, specific instances relating to different aspects of the teaching and learning process were identified. The schedule consisted of a set of sixteen indicators relating to the rules of instructional (discursive) and regulative (hierarchical) discourse. Table 4.3. below depicts the sixteen indicators used as observation schema in relation to the conceptual dimension of framing. The instrument assigned numerical and framing values to the different dimensions of the discursive rules of selection, sequencing, pacing and evaluative criteria of educational knowledge as well as hierarchical rule of relations between educator and learners and amongst learners. This instrument was used to code each lesson for the various dimensions of framing. It was then used to analyse the framing values assigned to the classroom observation data. An example of the coding sheet is given on the next page.

TABLE 4.3. CODING SCHEMA FOR THE VARIOUS DIMENSIONS OF FRAMING

Indicator	Framing Dimension	Coding Schema	Numerical Values			
			4	3	2	1
1	DR – Selection	In the introduction / discussion to a task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
2	DR – Selection	In doing an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
3	DR – Selection	When learners have concluded an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
4	DR – Sequence	In the course of the lesson	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
7	DR – Evaluation	In the explanation / exposition to a topic / task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
8	DR – Evaluation	In the course of learners conducting an activity or task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
9	DR – Evaluation	In the kinds of verbal answers required of learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
10	DR – Evaluation	At the conclusion of the task / activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
11	HR – Teacher / Learner	When the teacher leaves the class or another teacher enters the class	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
12	HR – Teacher / Learner	When learners do routine activities in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
13	HR – Teacher / Learner	In the physical interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
14	HR-Teacher/ Learner	In the verbal interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
15	HR-Teacher/ Learner	In the seating arrangements and changing of seating in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
16	HR-Learner/ Learner	In the interaction of learners with each other.	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

(Adapted: Hoadley, 2004)

The theoretical constructs for framing depicted as indicators in the table above were coded according to the degree of their instances of occurrence within a particular lesson. Table 4.4 on the next page exemplifies how the schedule was coded in terms of their instances of occurrence.

**TABLE 4.4. INDICATOR 4
DISCURSIVE RULE – SEQUENCING (F + -)**

The extent to which the teacher or learner has control over the sequencing of instructional knowledge.

In the course of the lesson.	F ++	F +	F -	F - -
	70 – 100 % of the time the teacher controls the sequence of transmission of knowledge in the classroom.	50 – 70 % of the time the teacher determines the transmission of knowledge in the classroom.	50 – 70 % of the time learners have the opportunity to vary the sequence of the transmission of knowledge.	70 – 100 % of the time learners have substantial control over the sequence of transmission of knowledge in the classroom.

In Table 4.4, framing is articulated in terms of the strength or weakness using Bernstein's coding of framing. F ++ represented very strong teacher control over the selection of knowledge and weak learner control. Correspondingly, F - - represented very weak teacher control over the selection of knowledge and very strong learner control over the selection of knowledge. Conversely F ++ represented very weak learner control over the selection of knowledge while F - - denoted very strong learner control.

Using this kind of analytic device clearly has several advantages.

- Since it starts from a clearly stated theory of pedagogy, at no time did I go into the classroom with a preconceived notion of what constituted, 'good learner centred teaching practice.' Rather I attempted to explore classroom life by focusing on the pedagogic discourse that was available to learners.
- The instrument was user friendly, it was transparent and open to examination by the teachers that participated in the study as well as other researchers who may challenge the findings.
- The language derived from the classroom provided me with information whereby I could explore classroom interactions in a non - evaluative way. I did encounter variations in framing relations but in no way did this contribute towards my having a pre-conceived notion of which method of teaching was better and therefore had to be implemented.

- I was able to identify predominant forms of pedagogic practice in relation to the different dimensions of framing rather than notions of whether teachers were practising learner centred teaching principles or not.

4.5.3. SEQUENCING OF THE STUDY: THE PILOT STUDY

I provide an overview of the pilot study that was undertaken prior to the allocated time period set aside for the data collection. The intention of the Pilot Study was to test the research methodology, that is, to gain clarity as to whether the observation schedule designed would suit my purposes.

In order to test the research instrument and ascertain whether the observation tool designed would suit my study, a pilot study was undertaken. The piloting of the observation tool was done in collaboration with my supervisor. The pilot was conducted through means of non- participant observation. We observed Sham teaching a Numeracy lesson where she taught the concept of decomposition of numbers into hundred, tens and units. The duration of the observation of the lesson was one and a half hours.

4.5.3.1. Classroom Observation

On entering the field, I had to, as a researcher, find a way to model the cultural codes which allowed learners and educators within the context of the school to ‘work the culture’, i.e. to act in appropriate fashion, construct texts and manage contexts. Without this, I would have been unable to gain a common sense understanding of the connection between communication codes, pedagogic discourse and practice. The challenge for me as a researcher was to remove the familiarity of my own cultural practices in order to grasp the dynamics of social structures operating in the local setting of the school.

In order to be able to do this, I had to have the recognition rule i.e. be able to identify the special features of pedagogic practices that were evident in the empirical world and then be able to put those meanings together by translating those relations into conceptual relations. Therefore, I had to develop reading rules (both recognition and realisation rules) to be able to grasp how learning takes place in the classroom and to be able to

appreciate the meanings of the interactions that took place. By having a strong knowledge of the external language of description (analytical device) I was able to ensure that the instrument designed became “ an interpretative interface, or the means of dialogue between the agency of enactments and the generating of the internal language of the model” (Bernstein, 2000:135).

At the outset we did not begin to try to map individual classroom events onto the schedule. The approach was to begin with general impressions of the school and then the lesson being presented. The attempt here was to try and understand the teacher’s lesson and her approach from within the context of her school. The schedule was then completed retrospectively. The purpose of the pilot study was to test the value of Bernstein's theoretical framework, in terms of revealing and describing the layers of complex variables that shape learning in a classroom context. This pilot study involved the application of Bernstein's theoretical framework, in particular the concept of framing of regulative and instructional discourses. Consequently my intention was to:

- Ascertain the extent to which the observation schedule designed by Hoadley (2003) was ‘user friendly’ and had applicability to my study.
- Describe what was happening at each stage of the construction and enactment of the planned lesson. Accordingly, my focus was on the discursive rules of selection, sequencing, pacing and evaluative criteria and the regulative rules of the interaction between teacher and learner and amongst learners.
- Describe the actions that occurred in the construction and enactment of the planned lesson, why these actions occurred; and how learners in the classroom managed these actions/non –actions.

4.5.3.2. Critical Classrooms Events Observed

The following significant classroom events need to be highlighted to show how the pilot contributed to the conceptual development of the study.

- From the outset, it was clear that the teacher was following a carefully structured and sequenced lesson plan. Terminology and concepts were consolidated first, and then learners were inducted into applying the concepts in a way that led them to work in an increasingly autonomous way. Pedagogy was underpinned entirely by the structure of the discipline – Mathematics. This was fundamental to everything that happened in this lesson. The terminology itself was that of the formal knowledge structure for the Learning Area of Mathematics. For example, learners were told to “Decompose 154”. They understood the terminology and the task at hand. Selection and Sequencing of knowledge was very strong **(Selection, Sequencing - F⁺⁺)**.
- Popular markers of learner-centredness are group work, and learner activity. Although seated in groups, the class was taught as a homogenous grouping – as a whole class unit. Interaction was between the teacher and learners. However, learners did not interact with each other until the given tasks had been accomplished, when the rule appeared to be that they could then talk quietly to their neighbour. The ‘real’ work was done by learners as individuals. Learner activity occurred in terms of written work and the arranging of number cards. The arranging of cards was a not a knowledge generating exercise in the sense of learners constructing knowledge. It was simply a variant of learners performing the required operation in terms of which they had to decompose numbers into thousands, hundreds, tens and units. Framing over the hierarchical rule relating to interaction with one another was strongly framed **(Hierarchical Rule [L-L] - F⁺⁺)**.
- The teacher determined the pacing of educational knowledge. At the very beginning of the lesson, when learners were counting in two’s in chanted unison, in line with the teacher’s instruction, the activity was called to a halt: “Stop!” Learners were then instructed to proceed, using 40 as a starting point. When learners moved on to the activity of arranging cards, the teacher did not set a time limit. However it was clear that a brisk pace was expected. Learners meeting this

expectation were praised. Pacing over instructional knowledge was strong **(Pacing - F⁺)**.

- Those called on to provide the answer to the teacher's question were those who raised their hands first. For example, "Yes, Sivand, your hand went up first." For learners who did not raise their hands, it was difficult to ascertain whether they understood what was being taught or to speculate as to the cause of their problems. Presumably, it was assumed that all could accomplish the set tasks as long as they listened and followed given instructions and procedures. When working individually, learners were advised: "If you need help, put up your hand and I'll come and help you." Learners patiently waited for the teacher's attention. **(Hierarchical Rule – [T-L] - F⁺)**.
- The correct answer was clearly of paramount importance. An incorrect answer was dealt with in firm responses such as, "No. You're not listening." The reason for incorrect answers was not probed because it was self-evidently a simple failure to follow set routines. Correct responses met with warm praise. The criteria for assessment were absolutely clear. Framing over evaluation criteria was strongly framed **(Evaluation Criteria - F⁺⁺)**.
- It was notable that individual learners appeared to have been classified in relation to their mastery of given operations. This was evident in expressions such as, "That's not bad for you, Martin", "Very nice, Tyler, you surprised me," and "Zama very neat, you work very nicely."
- The focus was almost entirely on the instrumental order. The only instance of the expressive order noticed was in the comment: "Put your ruler away. You can hurt yourself or someone else." However, this does not mean that the expressive order was underplayed. The impression was that it was invisible in the sense that in earlier interactions by setting of ground rules, the teacher's expectations and 'rules' had been made abundantly clear. Through informal discussions with the

educator afterwards it was made clear that ground rules and school rules were discussed as means of maintaining order within the classroom. The expressive order, in these terms, existed in the form of internalised norms around which there was consensus. Learners knew and played by the rules of the game.

- A remarkable instance of this was evident in learners' response to the teacher's questions. Seemingly taking their cue from nuances in the form and expression of a question, learners knew whether the expectation was either an individual answer required where they had to put up their hands, or were required to chant the answer in unison. During the pilot, there were many instances of both kinds of learner responses, and in none did learners respond inappropriately. They responded either as individuals or in unison. Learners were self-regulated, but on the basis of internalised norms within the expressive order (**Hierarchical Rule – [T-L] - F⁺**).

From the descriptions above it was evident that the observation tool suited my purpose. From the observations of the lesson, it was apparent that there was very strong framing over selection, sequencing and evaluation criteria. Pacing was coded as being strongly framed because while the pace of the lesson was brisk no mention of time was evident. For the regulative rule in terms of the relationship between the educator and learners, strong positional control was evident. For example, utterances such as “No you're not listening to me” or “Put up your hands and I will come to you” and “I'm walking around to see if you know what to do” were used frequently. There was very little opportunity for learners to interact with one another when conducting their activities. Most interactions between learners were done on a social level after they had completed their activities.

The context seemingly allowed for learner-centred pedagogic principles with learners seated in groups and displays of learners' work. However, on the basis of the criteria discussed above it was obvious that these were just symbolic displays of learner centred ideology. However, the teacher appeared to be thoughtful and well disposed towards the

learners, having their best interests, as she saw it, at heart. Examples of these include walking around and monitoring of learners productions and activities and ensuring all learners understood by asking them to put up their hands if they needed help.

Finally the Pilot Study enabled me to be as explicit as possible about what I wanted to find empirically in relation to the theory. This was done through the use of an external language of description, derived from Bernstein's theory of pedagogic discourse. A more detailed description of how the external language of description was analysed is given below.

4.5.4. DATA ANALYSIS

This research focused entirely on Bernstein's concept of framing, as I was interested in the structure of the pedagogic relationship viz. the implementation of pedagogic practices within a given context. Therefore my observations focused on the implementation of pedagogic practices with given characteristics (external language of description), in a process of communication between theoretical propositions (internal language of description) and empirical evidence (language of enactment). Each lesson was tape recorded, transcribed and then numerically coded. Details relating to the numerical coding are outlined in Section 4.5.5. In this section, I illustrate how the schedule was used for the contexts of Numeracy and Literacy by portraying extracts from classroom observations. The extracts given depict strong and weak framing for the instructional and regulative rules. Extracts for the discursive rule of pacing are described in the table below.

TABLE 4.5. DISCURSIVE RULE – PACING (F + -)

The extent to which the teacher / learners have control over the pacing of instructional knowledge.

6. In the learners' doing activities / tasks:	F ++	F +	F -	F - -
	Learners have very little control over the pace.	Learners have a little control over the pace	Learners have some control over the pace.	Learners have substan control over the pace.

	The teacher almost always strictly controls the pace at which learners learn. Mention of time is frequent ('hurry up'/'work slowly'). Learners unable to disrupt the pace set by the teacher. Strict adherence to time frames evident.	The teacher mostly determines the pace at which learners work through tasks. Time mentioned quite often/the length of an activity is stipulated beforehand.	Learners work at own pace. The teacher exercises some control over pace, but remains open to its variation.	Learners work at own pace with no pressure to finish in a stipulated time- she generally waits for all to finish. Interruptions/disturbances are tolerated. At times teacher ensures that all learners' productions are marked in the course of the lesson. The beginning and end of an activity may not be discernible.
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F-- Renè: Once you have finished your work, put up your hands and I will check to see if you are correct. There are some worksheets on my table for you do once your work is completed.

F++ Sham: "right you've had twenty minutes to complete six sums, stop work. If you haven't finished you are too slow – you must learn to work faster."

Table 4.6 below describes the hierarchical rule relating to interactions between learners.

TABLE 4.6. DISCURSIVE RULE – HIERARCHICAL RULE (F + -)

The extent to which teacher or learner have control over the order, character and manner of the conduct of learners in the relation between teacher and learner.

16. In the way in which learners interact with one another.	F++	F+	F-	F--
	Mostly regulated by the teacher.	Sometimes regulated by the teacher.	Seldom regulated by the teacher.	Never or almost never regulated by the teacher.
	The teacher often tells the learners how they should behave towards one another / gives a short lecture on how to treat one another. She always intervenes in disputes between learners.	Now and then the teacher will comment on how learners should behave towards one another. On occasion she may intervene in a dispute between learners.	The teacher seldom comments on behaviour expected between learners. The teacher seldom intervenes in their behaviour towards one another.	The learners are rarely or never given directions from the teacher on how to behave towards one another. The teacher mostly ignores disputes between learners or leaves learners to sort them out.

F +: Sham: “Travis put away your ruler, you may hurt yourself.”

F - -: (Alisha hits another learner with her ruler.)

René: “Alisha you want to leave my class.”

No indication was given to learners on how to behave towards one another nor is any comment made on why the behaviour is wrong or the kinds of behaviour expected between learners.

The entire data set was coded and numerical values were specified for each dimension of the pedagogy observed. F^{++} represented the strongest framing (or teacher control) over the selection, sequencing, pacing, evaluative criteria and hierarchical rule, and F^{-} represented very weak framing (or learner control). Table 4.7 below provides numerical coding values for each dimension of the framing relation.

TABLE 4.7: NUMERICAL CODING OF FRAMING

Framing Relations	Numerical Values Assigned
F^{++}	4
F^{+}	3
F^{-}	2
$F^{- -}$	1

Assigning numerical values to the different dimensions of framing enabled me to obtain a general depiction of each educator’s pedagogic practice so that a clearer picture could be obtained as to the degree of control that learners had over their learning. For each dimension of framing the numerical scores were divided by the number of lessons observed or the number of observable indicators presented in the lesson and a mean framing score was calculated for each indicator. Table 4.8 provides an example of how numerical values were assigned to the dimension of pacing for Sham and how an average score was obtained for the instructional rule of pacing.

TABLE 4.8. EXEMPLAR OF THE NUMERICAL CODING FOR NUMERACY LESSONS FOR SHAM

Extracts from Lessons Number 4,7 and 8 are depicted respectively.

5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

The mean score for each indicator was acquired by adding the scores for each indicator of pacing and dividing the total by the number of lessons observed. This was deciphered as follows:

Pacing of knowledge for Indicator 5: $F^+ (3) + F^+ (3) + F^+ (3) = 9 \div 3 = 3$.

Pacing of knowledge for Indicator 6: $F^+ (3) + F^+ (3) + F^+ (3) = 9 \div 3 = 3$.

In order to gain a composite depiction of the teachers' pedagogic practice for pacing, the mean score for each indicator was added and divided by the number of indicators for pacing. For example for Sham, pacing of instruction was obtained by adding the mean score and dividing it by 2 for the two indicators of pacing. This was depicted as follows: $3 + 3 = 6 \div 2 = 3 = F^+$ (strong pacing). After the mean score of each indicator was obtained, they were transcribed into framing values to gain a more succinct description for each dimension of framing in relation to Bernstein's code theory.

However, it was at that point that I realised that the various dimensions of framing needed to be further analysed, as within one lesson it was likely that different modalities of practice would co-exist. For example, in one lesson it was possible to have weak framing over pacing of knowledge with strong framing over selection and sequencing of that knowledge. At the same time it was also possible for selection, sequencing and pacing to vary from strong to weak within one lesson depending on the progression of the lesson. For example, in terms of pacing of knowledge, the pace of a lesson could be brisk at the beginning of a lesson when revising concepts taught but less strongly paced when

learners were conducting activities or tasks. It therefore became necessary in the analysis of the data to provide examples of the various indicators of framing to depict a ‘true’ depiction of the degree of control that learners have over the instructional and regulative discourse.

4.6. CONCLUSION: THE RELATIONSHIP BETWEEN THEORY AND METHODOLOGY

In this chapter I provided an overview of the process that was used in the study to translate the information observed into data for analysis. The focus of this chapter was to reveal how the external language of description was designed and used in a dialectical relationship between the empirical data and Bernstein’s theory of pedagogic discourse. The idea behind using Bernstein’s theory was to seek an understanding of how pedagogic practices directly or indirectly transmitted control and more specifically conveyed the distribution of the principles of control within the classroom context. The language of description used in this research contributed to gaining insight into how specialised forms of communication and practices revealed varieties or modalities of regulation and their organising principles as cultural transmission (Bernstein, 2000). The external language of description developed from the internal language of description employed general concepts of framing together with stronger specifications of the nature of control viz. selection, sequencing, pacing, evaluative criteria and control over the social base of transmission.

Chapter 3 and Chapter 4 provided the means for framing my research theoretically and methodologically. In Chapter 5, I present the data and review the analysis of the classroom observation data. I outline a general description of each educator’s pedagogic practice in relation to the pedagogic modality of framing as well as identify the various teaching strategies that educators employed within lessons to gain a succinct view of the degree of control that learners have in the pedagogic relationship.

CHAPTER 5: THE FRAMING OF PEDAGOGIC PRACTICE

5.1. INTRODUCTION

In this chapter, I present the analysis of the data obtained by means of non-participant classroom observations. The purpose of this chapter is to describe pedagogic practice evident through the observations of lessons. I then attempt to link these descriptions to the context within the school and finally link this analysis to educational policy.

The intention of this chapter is to answer the critical key questions that underpin this study. As outlined in Chapter 1 (Section 1.8) the study intended to answer the following questions:

- ❖ What social relations are evident in the pedagogic relationship?
- ❖ How do the principles of control impact on social relations within the pedagogic relationship?
- ❖ How do the principles of control impact on how knowledge is transmitted within the pedagogic relationship?

In order to answer these key questions I focused on the following key issues:

- Specific control relations that characterised classroom pedagogic practices viz. who controls what in relation to the instructional discourse.
- The hierarchical order in the pedagogic relations as well as expectations about the manner, conduct and character of learners, which relates to the regulative discourse.

The endeavour was to understand how learners acquire knowledge through the social relations that regulate the transmission- acquisition process. With this objective in mind, this chapter centres around the following crucial issues:

- How the framing values were coded for different dimensions of pedagogic practice as depicted in the external language of description. The different dimensions of framing produced a general description of pedagogic practice and a portrayal of the structure of pedagogic discourse in the classroom.

- Exemplars of lessons observed are presented as units of analysis to depict representations for each dimension of framing. These exemplars revealed the strategies that educators deployed in the transmission-acquisition process.
- Analysis of the various dimensions of framing so as to illuminate the relationship between the theory and the data (empirical world).
- A description of the school context is presented with a focus on the division of labour and forms of solidarity. This external framing of educators' work was linked to curriculum planning practices within the school context.

5.2. THE INTERNAL FRAMING OF PEDAGOGIC PRACTICE

The analysis for framing referred to the interactional aspect of transmission i.e. it revealed the forms of how content/knowledge and relations were transmitted in the teaching and learning context. For the purpose of this research, Numeracy and Literacy lessons were observed and these lessons were coded using different framing values for each element of pedagogy made accessible through the theory. A total of 30 lessons were observed and coded, 15 in Literacy and 15 in Numeracy. Thus for the intention of my research, the unit of analysis was the lesson itself to analyse framing of pedagogic practice. Table 5.1 depicts the breakdown of the total number of lessons coded for each teacher.

TABLE 5.1: BREAKDOWN OF NUMERACY AND LITERACY LESSONS CODED.

	Numeracy	Literacy	Total
Sham	8	7	15
René	7	8	15
Total	15	15	30

5.2.1. DATA ANALYSIS FOR LESSONS OBSERVED FOR THE CONTEXTS OF NUMERACY AND LITERACY

In this section I analyse the classroom observation data for each educator for Numeracy and Literacy lessons. The tables below provide the cumulative total values for each

educator across all the Numeracy and Literacy lessons. Table 5.2 provides the numerical coding values for all Numeracy lessons observed for Sham.

**TABLE 5.2: CUMULATIVE NUMERICAL VALUES FOR SHAM
LEARNING PROGRAMME: NUMERACY**

	Selection			Se.	Pace		Evaluation Crit.				HR. T-L				HR. L-L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
L.1	4	4	4	4	3	2	4	3	3	3	-	3	3	3	3	4
L.2	4	4	4	4	3	3	4	4	2	3	-	3	3	3	3	3
L.3	4	4	4	4	3	3	4	3	3	3	2	3	3	3	3	4
L.4	4	4	4	4	3	3	4	3	3	3	-	3	3	3	3	3
L.5	4	4	4	4	3	3	4	4	2	3	-	3	3	3	3	3
L.6	4	4	4	4	3	3	4	3	2	3	2	3	3	3	3	3
L.7	4	4	4	4	3	3	4	3	3	3		3	3	3	3	3
L.8	4	4	4	4	3	3	4	4	3	3		3	3	3	3	3
Tot.	32	32	32	32	24	23	32	27	21	24	4	24	24	24	24	26
M	4	4	4	4	3	3	4	3	3	3	2	3	3	3	3	3

Key: L = Lesson Number

4 = F ++ (very strong framing).

3 = F + (strong framing).

2 = F - (weak framing).

1 = F - - (very weak framing).

M = Mean framing score where the numerical total value assigned to each dimension of framing was divided by the number of lessons observed e.g. for the indicator of framing over selection: $32 \div 8 = 4$. Not all indicators were coded as in the case of indicator 11 relating to hierarchical rule, as those occurrences did not arise during the observation of certain lessons. For example, for indicator 11, the number of observable instances could be recorded only twice. Subsequently, for this indicator the total numerical values observed were added and divided by the number of coding instances e.g. $4 \div 2 = 2$.

Table 5.3 represents the numerical coding values of all Literacy lessons observed for Sham.

**TABLE 5.3: CUMULATIVE NUMERICAL VALUES FOR SHAM
LEARNING PROGRAMME: LITERACY**

	Selection			Se.	Pace		Evaluation Crit.				HR. T-L				HR. L-L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
L1	4	4	4	4	3	3	4	3	3	3	-	3	3	3	3	4
L2	4	4	4	4	3	3	4	4	3	3	-	3	3	3	3	3
L3	4	4	4	4	3	3	4	3	3	3	2	3	3	3	3	3
L4	4	4	4	4	3	3	4	3	3	3	-	3	3	3	3	3
L5	4	4	4	4	3	2	4	4	2	3	-	3	3	3	3	3
L6	4	4	4	4	2	3	4	3	2	3	2	3	3	3	3	3
L7	4	4	4	4	3	3	4	3	3	3	-	3	3	3	3	3
Tot.	28	28	28	28	20	20	28	23	19	21	4	21	21	21	21	21
M	4	4	4	4	3	3	4	3	2.7	3	2	3	3	3	3	3

Scores were not rounded off for Indicator 9, as these occurrences would have been lost in the analysis. Framing of evaluation criteria refers to the degree of control that the teacher or learners have over following four indicators:

- In the introduction/explanation /exposition to a topic/task.
- During the course of learners conducting an activity or task.
- In the kinds of verbal answers required of learners.
- At the conclusion of a task/activity.

For example, in the introduction to the teaching of a new concept, when learners were conducting an activity and at the conclusion of a task, framing over evaluation criteria ranged from very strong (F^{++}) to strong (F^+) for Sham. However, while framing in terms of the verbal answers required of learners was strong in most instances, there were occasions when framing was weak. An example of this occurrence is given below.

The teacher was teaching the language concept of adverbs. She introduced the concept by stating that an adverb describes a verb.

Teacher: An adverb answers three questions- how, when and where. For example, the boy walks slowly up the road. What is the verb in this sentence? Put up your hands! Don't scream out. Michael?

Michael: Road

Teacher: Wrong – don't you remember what I taught you? Do you have a hosepipe in your head Michael? A verb is a doing word. What is the boy doing? Jodash?

Jodash: Walks.

Teacher: Good boy. Everybody repeat after me: A verb is a doing word.

In the extract described the teacher did not explicitly focus on the incorrect response that Michael gave; neither did she ask Michael to provide a reason for his response. Rather, she made available the answer to the incorrect response. In the case of the correct response, she did not elaborate on this either. In this example the evaluation rules are quite unclear and implicit as no reasons were given as to why the answer was incorrect. This is an example of F – coding where the data is coded according to the following indicator:

F –Evaluative rules are quite unclear and implicit. The learners are sometimes required to give reasons for their answers. The teacher sometimes shows why the answer is incorrect. The teacher does not elaborate on the correct answer.

Table 5.4 on the next page provides the cumulative numerical coding values of all Numeracy lessons observed for René

**TABLE 5.4: CUMULATIVE NUMERICAL VALUES FOR RENÉ
LEARNING PROGRAMME: NUMERACY**

	Selection			Se.	Pace		Evaluation Crit.				HR. T-L				HR. L-L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
L1	4	4	2	4	2	2	4	3	2	3	2	3	2	2	3	3
L2	4	4	3	4	2	2	4	3	2	3	2	3	2	2	3	3
L3	4	4	3	4	2	2	4	3	2	3	2	3	3	2	3	4
L4	4	4	3	4	2	2	4	3	2	3	-	2	2	2	3	3
L5	4	4	2	4	2	3	4	3	2	3	-	3	3	3	3	4
L6	4	4	3	4	3	2	4	3	2	3	-	3	2	2	3	3
L7	4	4	2	4	2	3	4	3	2	3	2	3	3	3	3	3
Tot.	28	28	18	28	15	16	28	21	14	21	8	20	17	16	21	23
M	4	4	2.5	4	2	2	4	3	2	3	2	3	2	2	3	3

In Table 5.4 above, framing over selection ranged from very strong (F^{++}) to strong (F^+). The numerical score for Indicator 3 was not rounded off. Indicator 3 was based on the aspect of the lesson when learners had completed an activity. In the introduction to or discussion of a task and when learners were conducting an activity, René exercised strong control over the selection of the knowledge and content. However, once learners had concluded an activity they were given an opportunity to select activities within a range of options selected by the teacher. These tasks and activities were based on concepts already learnt.

Table 5.5 depicted on the next page provides the numerical cumulative coding values for all Literacy lessons observed for René.

**TABLE 5.5: CUMULATIVE NUMERICAL VALUES FOR RENÉ
LEARNING PROGRAMME: LITERACY**

	Selection			Se.	Pace		Evaluation Crit.				HR. T-L				HR. L-L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
L1	4	4	3	4	2	2	4	3	3	3	2	3	2	3	3	4
L2	4	4	3	4	3	2	4	4	3	3	2	3	2	3	3	3
L3	4	4	3	4	2	2	4	4	2	3	2	2	2	2	3	4
L4	4	4	3	4	2	2	4	4	3	3	-	2	2	2	3	3
L5	4	4	3	4	2	2	4	3	2	3	-	2	2	2	3	4
L6	4	4	3	4	2	2	4	3	3	3	-	2	2	2	3	3
L7	4	4	3	4	2	2	4	3	2	3	2	2	2	3	3	3
L8	4	4	3	4	3	2	4	4	3	3	-	2	2	2	3	3
Tot.	32	32	24	32	18	16	32	24	21	24	8	18	16	19	24	27
M	4	4	3	4	2	2	4	3	3	3	2	2	2	2	3	3

5.3. STRUCTURE AND CHARACTERISATION OF PEDAGOGIC PRACTICE

In order to gain a general description of the pedagogic practice for each educator, the mean score was added and divided by the number of coding instances to produce a final coding value for the various dimensions of framing. If we were looking here at selection of content and knowledge, then adding the mean score assigned to the codes and dividing it by the number of coding instances would produce the final mean code for the selection dimension for René for Literacy. This would translate into:

$F^{++} [4] + F^{++} [4] + F^{++} [3] \div 3 = 3.7 = F^+ / F^{++}$. The tables that follow provide the final coding values for the framing of pedagogic practice in Numeracy and Literacy for both educators.

TABLE 5.6: MEAN CODING VALUES FOR THE FRAMING OF PEDAGOGIC PRACTICE FOR NUMERACY.

Framing Indicators	Sham			René		
	Total Score	Mean Code	Framing Value	Global Score	Final Code	Framing Value
Discursive Rule Selection	12	4	F⁺⁺	10.5	3.5	F⁺ / F⁺⁺
Discursive Rule Sequence	4	4	F⁺⁺	4	4	F⁺⁺
Discursive Rule Pace	6	3	F⁺	4	2	F⁻
Discursive Rule Evaluation	13	3	F⁺	13	3	F⁺
Hierarchical Rule Teacher/Learners	11	3	F⁺	9	2	F⁻
Hierarchical Rule Learner/Learners	6	3	F⁺	6	3	F⁺

Table 5.6 reveals, in summary the degree of control over the instructional and regulative discourse for Numeracy. What is evident is that there was strong control over the selection and sequencing of knowledge on the part of both educators. However, (as exemplified in relation to Table 5.4) for René, control over selection of knowledge was slightly more variable and this related to the range of choices that learners had in terms of selecting activities and tasks once they had completed their set tasks. For René control over selection varied from strong (**F⁺**) to very strong (**F⁺⁺**).

There was also variation in terms of pacing of instructional knowledge for Mathematics for both educators. The pacing for Sham was strong (**F⁺**) in that she mostly determined the rate of acquisition where time was mentioned frequently. Pacing was weaker for René (**F⁻**) as learners were given opportunities to work at their own pace. This included

observations for indicators relating to the introduction to and discussion around a task or activity as well as when learners were conducting activities. The evaluation rules were strongly framed for both educators (F^+) where evaluation criteria were explicitly and clearly transmitted.

In terms of the regulative discourse there were variations ranging from positional control for Sham (F^+) and positional and personal relations for René (F^-). However, what was evident for Sham was that although she used her position as an educator to get learners to complete their tasks, learners themselves had habituated classroom and regulative routines. For example, expressions such as “put away your books, fold your arms and look at the board,” consisted of Sham’s prescriptions for learners’ posture and seating arrangements. Learners knew what to do – they had to listen-watch and concentrate. René on the other hand was more physically affectionate with learners and her control was based on rules relating to either classroom or school rules.

In relation to learner interactions with one another, strong educator control was evident for both Sham and René (F^+). Although learners were seated in groups they very seldom interacted with one another in terms of their tasks on hand. Interactions were based on personal and social issues. The educators strictly controlled learners’ behaviour towards one another. School and classroom rules were referred to when learners’ behaviour was seen as inappropriate. For example, utterances such as “Raise your hand, don’t shout out,” or “remember you are not the only one in the class,” or “remember our classroom rules - listen to the speaker,” all reflect strong teacher control over learners’ behaviour and interaction with one another.

Table 5.7 on the next page provides the final coding values for the framing of pedagogic practice for Literacy.

TABLE 5.7: FINAL CODING VALUES FOR THE FRAMING OF PEDAGOGIC PRACTICE FOR LITERACY.

Framing Indicators	Sham			René		
	Global Score	Final Code	Framing Value	Global Score	Final Code	Framing Value
Discursive Rule Selection	12	4	F ⁺⁺	12	4	F ⁺⁺
Discursive Rule Sequence	4	4	F ⁺⁺	4	4	F ⁺⁺
Discursive Rule Pace	6	3	F ⁺	4	2	F ⁻
Discursive Rule Evaluation	13	3	F ⁺	12	3	F ⁺
Hierarchical Rule Teacher/Learners	11	3	F ⁺	8	2	F ⁻
Hierarchical Rule Learner/Learners	6	3	F ⁺	6	3	F ⁺

Table 5.7. demonstrates that there was very strong framing over the discursive rules of selection and sequencing of knowledge for both educators in Literacy. For Sham, the pacing of knowledge was stronger (F⁺) than for René. In Sham's classroom, learners were given little control over the rate of acquisition. Time was often mentioned and learners generally did not disrupt the pace of the lessons. For René pacing of knowledge was weaker (F⁻) where learners were allowed to work at their own pace. René generally waited to ensure that all learners understood a concept before moving on. For both educators, framing over evaluation criteria was strong (F⁺). Evaluation criteria were transmitted clearly and explicitly at the beginning of the lesson as well as when learners were completing activities.

In relation to the regulative discourse, there was a predominance of positional relations in one context and positional and personal control in the other context. The pedagogic discourse was constituted by different modes of control and authority relations for both teachers. For Sham authority and control was explicit where rules and regulations directed the moral context of the classroom. In René's class, control over interactions was more open where the teacher's control was masked. Sham was coded F^+ (positional control) and René was coded as F^- (personal control).

For Sham positional control was based on announcing of classroom and school rules to keep learners' behaviour in check. Whenever learners behaved inappropriately (as Sham saw it) she would get learners to recite the classroom rules, which were displayed on a chart in the classroom. While René did make use of school rules and classroom rules, her control was more personal in that she explained the learners' behaviour and its effect on himself/herself or others. A typical example follows:

Alisha: Mam, Nomfundo cut my flip file.

René: Nomfundo, does that file belong to you? Do you think that it is a nice thing that you did? Alisha's mother is going to be very angry because she bought that file for Alisha to use- it must last her for the whole year. You will have to replace it. You know you are not allowed to touch other people's things without their permission.

The two lessons depicted below provide illustrations for the coding of Numeracy and Literacy lessons. The exemplars provided present a representative lesson for each educator. An attempt was made in terms of the selection of the example provided to ensure that most of the codes described in Table 5.3 could be observed and subsequently analysed. In the extracts of the lessons presented below the intention is to show how the lessons were coded and subsequently analysed. The exemplar provided epitomises a representative lesson for Numeracy for Sham to show how the framing values were coded and subsequently transcribed onto the coding sheet for further analysis.

EXEMPLAR 5A: SHAM: NUMERACY LESSON NUMBER 8

Sham: Put all your books away, fold your arms and look at the board. (*Hierarchical Rule [HR] [T-L] - F⁺*).

(She asks learners to recite their two and three times tables. Learners count in 50's and 100's up to 1000.) (*Selection, Sequencing, Pacing - F⁺*)

Sham: Boys and Girls you must learn your 4x tables at home and tomorrow I will give you a speed test. (*Pacing- F⁺*)

Our lesson for today is on sharing and division. (*Selection - F⁺⁺*)

(The teacher writes on the board and asks learners to read out what she has written.)

Learners recite: I will be able to share using pictures. I will be able to do equal repeated subtraction. I will identify the division sign. I will be able to divide numbers. (*Evaluation Criteria- F⁺⁺*)

The teacher writes on the board. Share 15 sweets amongst 3 boys?

Sham: Does anyone know how we can do this sum using pictures? (*Selection, Sequencing - F⁺⁺*)

Put up your hands, (*HR [T-L]- F⁺*) and don't scream out because we cannot hear all of you at once.

(*HR -T-L]- F⁺*)

Sanele: (puts up his hand) I can draw 3 boys and share all the sweets.

Sham: Good Sanele, did you hear that all of you, Sanele was able to answer. (*Learner production based on ability to give the correct answer*) Come to the board and do the example for us. (*Evaluation Criteria- F⁺*)

(Sanele comes to the board and the teacher helps him to complete the example.

She does a few more examples on the board and asks learners to complete the examples on pieces of paper. She walks around and checks on learners' productions and assists those learners who have difficulty in completing the examples.) (*Selection, Sequencing - F⁺⁺, Pacing - F⁺, Evaluation Criteria- F⁺*)

Sham: When you go up to Grade 4 you will be introduced to these words: quotient, divide and dividend. (She writes these words on the board).

She explains what the words mean by using a dictionary. She writes the following on the board.)

(Selection, Sequencing, Evaluation Criteria - F⁺)

Quotient is the answer you get when you divide two numbers.

Divide: To share into parts or groups.

Dividend: Number that must be divided by another.

(She tells learners to copy these definitions in their Numeracy books. *(HR [T- L]-F⁺)*)

She shows learners how they can use the division sign instead of the repeated subtraction sign by doing a few examples on the board. An example is given below.) *(Selection, Sequencing - F⁺⁺)*

Share 12 sweets between 2 boys.

$$12 - 6 - 6 = 0$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$

Sham: Can you see division is equal repeated subtraction? Repeat after me. Division is equal repeated subtraction. Good! Now try to work out these sums on your own – I will give you 5 minutes. (She gives learners a piece of paper and tells them to work out three sums that she has written on the board). *(Pacing - F⁺)*

(Five to ten minutes go by)

Sham: Do you all understand equal subtraction? If you don't, put up your hand and I will come to you and explain it to you on your own. *(HR [T-L]- F⁺)* I will write a few examples on the board and you must complete them in your Numeracy book. Remember write the date, and write neatly. You may use your crayons to draw your pictures for sharing. If you don't have, borrow from your partner. *(HR [L-L]- F⁺)*

The teacher writes a few examples on the board. She walks around, as learners are busy with their work. Learners put up their hands if they require assistance. *(Evaluation Criteria- F⁺)*

Sham: You need to finish your work before lunch. If you don't you will have to stay in at lunchtime. *(Pacing- F⁺)*

She hands out worksheets to learners once they have completed their tasks in their Numeracy books. *(Selection- F⁺⁺)* She marks learners' work and goes over the examples given with the whole class.

The entire data set was transcribed onto the coding sheet to depict a comprehensive framing code for the Numeracy Lesson Number 8.

TABLE 5.8: CODING SHEET FOR THE FRAMING OF PEDAGOGIC PRACTICE

Teacher: SHAM	Learning Programme: NUMERACY: LESSON-8
Lesson: SHARING – DIVISION	

			Numerical Value			
			4	3	2	1
1	DR – Selection	In the introduction / discussion to a task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
2	DR – Selection	In doing an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
3	DR – Selection	When learners have concluded an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
4	DR – Sequence	In the course of the lesson	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners' doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
7	DR – Evaluation	In the explanation / exposition to a topic / task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
8	DR – Evaluation	In the course of learners conducting an activity or task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
9	DR – Evaluation	In the kinds of verbal answers required of learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
10	DR – Evaluation	At the conclusion of the task / activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
11	HR – Teacher / Learner	When the teacher leaves the class or another teacher enters the class	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
12	HR – Teacher / Learner	When learners do routine activities in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
13	HR – Teacher / Learner	In the physical interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
14	HR-Teacher/ Learner	In the verbal interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
15	HR-Teacher/ Learner	In the seating arrangements and changing of seating in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
16	HR-Learner/ Learner	In the interaction of learners with each other.	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

Indicator 11 was not coded, as that occurrence did not arise during the observation of Lesson 8. Information relating to this will be comprehensively discussed in Section 5.3.4. The following exemplar is a representative lesson for Literacy given by René.

These observations were coded and subsequently transcribed onto the coding sheet for further analysis.

EXEMPLAR 5B: RENÉ: LITERACY – LESSON NUMBER 6

René: Today, class we are going to learn about verbs. Before we learn our new concept for today we will go over nouns and adjectives. You should all know what a noun and an adjective is because we have done many exercises on this. I have even given it to you for homework. (She spends five minutes revising these concepts by asking learners to give examples of each. The answer is either right or wrong. Wrong answers are not discussed or elaborated on. Learners are expected to know these concepts as they have already been taught). (*Pacing F⁺*)

René: Very good. A verb is a doing word. It shows you action. (*Selection, Sequencing, Evaluation Criteria - F⁺⁺*) Give me some examples of action words and you must raise your hands. Do not shout out the answers because I won't be able to hear all of you at the same time. (*Evaluation Criteria F⁺*) (*Effect of learners' behaviour on the educator is explained - HR [T-L]- F⁻*).

You can do the action as well. Kerooshan?

Kerooshan: Washing (does action)

(The teacher calls on a few more learners and they all answer correctly.)

René: Nomfundo?

Nomfundo: Big

René: Wrong, Can anyone tell me why she is wrong? What kind of word is big? What does the word big tell us? Nadin? (*Evaluation Criteria F⁺ - other learners give reasons for why she is wrong*)

Nadin: Big is a describing word. It is an adjective.

René: Give me an example of big in a sentence. All right Shaheer you try.

Shaheer: I am a big boy.

René: Good. Nomfundo, do you see – big tells us about Shaheer, it describes him. Give me an example of an action word – a verb. (*Evaluation Criteria- F⁺*) Let me see if you can get it right this time?

Nomfundo: running

René: Good. Today class I am going to show you a few examples on the board and I will ask you questions. (*Selection, Sequencing - F⁺⁺*) Don't scream out the answer, and disturb other children in the school. (*Evaluation Criteria - F⁺, HR [T-L] - F⁻*) Remember you must respect the other learners in the class, so you must raise your hands. (*HR [L-L] - F⁺*)

Teacher writes four sentences on the board. (*Selection, Sequencing - F⁺⁺, Pacing - F⁻*) Let us try example number 1. What is he doing? Tahir, you try your hand went up quickly.

Tahir: Laughs.

René: Good – is he right class? (*Evaluation Criteria - F⁻*)

Class: Yes mam.

René: Krisann, what is Mary doing?

Kris Ann: Eating.

René: No, not eating but eats. Bongekile look at sentence Number 3, what is she doing?

Bongekile: reads

René: Good girl, class look at sentence Number 4, read it all of you.

Class: reads out sentence.

René: Keshav, what is the doing word?

Keshav: punched.

Teacher: Is he right class? (*Evaluation Criteria – F⁻ Correct answer is not elaborated on.*)

Class: Yes mam.

René: Tell me class; do you think the boy did a nice thing to his classmate? (*HR [L-L] - F⁺*) Shaheer, what do you think? You always get into trouble for doing this. (*HR [T-L] - F⁻ - Focus on the learner as an individual*)

René: Why? Alisha – you are dreaming. You tell me, why must you not hit your classmates.

Alisha: It's one of the school rules- you are not allowed to touch another child. (*HR [L-L] - F⁺*)

René: Repeat what she said, class. (*Evaluation Criteria - F⁺⁺*)

Class: You must not touch another child.

René: Good, do you all understand what a verb is? Right class, look at the board and read the sentences. Are you ready for me? (Class reads the sentences).

René: These are my instructions. Write your name on the worksheet. Write the date. Underline the verb in each sentence. All your work must be neatly done. You will start now. (*Evaluation Criteria - F⁺⁺*) If you don't know what to do, raise your hands and I will come to help you. Don't shout out, with me there are 34 of us in the class. (*HR [T-L] - F⁻*; *Evaluation Criteria - F⁺*). If you have finished, there are some worksheets on my table - you can choose one and complete it. (*Selection - F⁺, Pacing - F⁻*).

While the class is busy with their worksheets, the teacher calls out a reading group to the discussion area at the back of the classroom. They all recite words and phonetic sounds from charts displayed at the back of the classroom. Different groups are taught different phonetics sounds and words based on their group readers. Each week the learners are taught three new phonetic sounds and two new sets of words in their groups. Learners are grouped according to reading ability. (*Selection, Sequencing - F⁺⁺*) Each learner in the group has a chance to read from a reader selected by the teacher. After learners have completed reading, the educator teaches the new phonetic sound to the group. Learners are asked to sound the phoneme 'ore' and provide examples of words with the same sound. Learners are given dictionaries to find their words and their meanings. Each learner in the group is given a chance to read the meanings of the words from the dictionaries.

René: For your phonic activity for today you will choose three words, draw a picture for each word and write a sentence with the phonic sound in it. Your sentence must tell me the meaning of the word.

The learners go back to their places and complete their whole class activity and group activity based on their phonetic sound.

The teacher walks around and checks on learners' written productions. She often praises learners' performances by giving them stickers or hugging them. (*HR [T-L] - F*) She marks their work and tells them where they went wrong. (*Pacing - F⁻, Evaluation Criteria - F⁺⁺*) The next group is then called to the back for reading. The educator follows the same procedure with the next group as described above. Each group has a different phonetic activity to complete in their Literacy books. This is based on their reading level.

(*Selection - F⁺, Sequencing - F⁺⁺, Pacing - F⁻*)

The above lesson was then coded onto the coding sheet to get a framing value for Lesson Number 8. The coding sheet with the coding values is presented below.

TABLE 5.9: CODING SHEET FOR THE FRAMING OF PEDAGOGIC PRACTICE

Teacher: RENÉ	Learning Programme: LITERACY LESSON NUMBER 6
Lesson: LANGUAGE: VERBS	

			Numerical Values			
			4	3	2	1
1	DR – Selection	In the introduction / discussion to a task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
2	DR – Selection	In doing an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
3	DR – Selection	When learners have concluded an activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
4	DR – Sequence	In the course of the lesson	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
5	DR – Pace	In the introduction / discussion / question and answer	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
6	DR – Pace	In the learners doing activities / tasks	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
7	DR – Evaluation	In the explanation / exposition to a topic / task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
8	DR – Evaluation	In the course of learners conducting an activity or task	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
9	DR – Evaluation	In the kinds of verbal answers required of learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
10	DR – Evaluation	At the conclusion of the task / activity	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
11	HR – Teacher / Learner	When the teacher leaves the class or another teacher enters the class	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
12	HR – Teacher / Learner	When learners do routine activities in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
13	HR – Teacher / Learner	In the physical interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
14	HR-Teacher/ Learner	In the verbal interaction between teacher and learners	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
15	HR-Teacher/ Learner	In the seating arrangements and changing of seating in the classroom	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻
16	HR-Learner/ Learner	In the interaction of learners with each other.	F ⁺⁺	F ⁺	F ⁻	F ⁻⁻

All lessons observed were coded as indicated above and then analysed. In the next section I explain how the transmission of knowledge for each educator was

specialised and represented typifications of what they considered ‘good teaching practice.’

5.4. TEACHING STRATEGIES DEPLOYED BY EDUCATORS

5.4.1. DISCURSIVE RULES – INSTRUCTIONAL DISCOURSE

5.4.1.1. Selection And Sequencing of Knowledge

As discussed in Chapter 3, (Section 3.6.1.1) framing over selection refers to the degree of control learners have over the content or knowledge that is selected. Sequencing of knowledge applies to the extent to which learners have control over the order in which that content or knowledge is covered. In both exemplars of the lesson presented above, the educators determined what knowledge was selected, and how that knowledge was transmitted, and in what order. Learners characteristically were introduced to new content or concepts in the following ways:

Sham: Our lesson for today is on sharing and division.

René: Today, class, we are going to learn about verbs.

Learners were not given an opportunity to alter the selection and sequence of transmission. In the beginning of all lessons observed the educators revised the work taught the previous day for both Numeracy and Literacy. Typical examples follow:

(**Sham** was teaching learners about different parts of speech. She had previously taught them nouns, verbs and adjectives. She revised these language concepts by asking learners to provide examples for each of those already learnt. She started the new lesson by stating:)

Sham: An adjective describes a noun and today we will learn about adverbs. An adverb describes a verb.

René: I want you to count in 10’s from 123 to 273. (Learners count as a class unit). This group count in 5’s backwards from 120 to 75.

Laying the foundation of what a lesson entails sets the scene for how that lesson will unfold and progression for the successful outcome of the lesson. By focusing on the purposes and process of learning, learners are given the realisation and recognition rule. It also establishes the context for which learning will take place and provides learners with the opportunity to focus their thinking and activity. Making intentions clear at the beginning of a lesson ensures that the learning context is set up for the efficient acquisition of knowledge and skills for learners. However, this selection and sequence of knowledge and concepts must be maintained throughout the lesson and the lesson plan bears testimony to this.

In all the lessons observed it was evident that both educators were following a structured, pre-determined lesson plan in each case. Generally all lessons for both Numeracy and Literacy started with whole class oral work based on previous work taught, followed by new concepts to be taught. Examples of planning for the phase, contexts and lesson plans are provided in Appendix B, C and D respectively. At times framing was slightly variable in relation to selection where learners were given opportunities to choose activities or tasks. However, this occurred only once learners had completed the tasks or activities set for them by the educators. In all cases it was the teacher who decided what knowledge and content would be transmitted as well as how that knowledge would be sequenced within the course of the lesson. For both educators, observation data over selection and sequencing was coded **F ++**.

It was evident that both educators had strong disciplinary knowledge i.e. they were well trained in the genre of Mathematics and Language. Research has shown that teacher knowledgeability strongly influences effective classroom mediation. Morais and Pires (2002) found that subject matter competence of teachers explained around one quarter of pupil inconsistency in learning of high-level cognitive functions. Reimers (1993) agrees by stating that increasing teaching time does not necessarily produce more effective learning but improving teachers' knowledge is a prerequisite for higher levels of efficiency. For disciplines such as Mathematics and Literacy, strong conceptual specification presupposes an overt stepwise ladder of concepts and skills as these

disciplines are drawn from knowledge fields with distinctive vertical organization and strong conceptual syntaxes.

The Revised National Curriculum Statements (RNCS) requires that educators plan for contexts (themes) and activities by taking into account the Learning Outcomes and Assessment Standards specified for each grade. The NCS represents the official pedagogic text produced by the National Department of Education (agency of the official recontextualising field) and contains in its message the principles and norms that constitute the General Regulative Discourse and the Specific Instructional Discourse. Teachers themselves, therefore, are subjected to strong external regulation and symbolic control both from within the school and in terms of policy requirements.

The school, as an external regulator of the professional work of educators has to ensure that the standards and criteria laid down in policy are attained. At the research site there was a supervision policy in place, which outlined the management procedures for monitoring and supporting educators' work in progress. As a Grade Head for Grade 3, Sham supervised all Grade 3 educators' records and their learners' records. As a member of management, I supervised all the Grade Head's records for planning and assessment as well as learners' books and portfolios. Educators' records include planning for the Foundation Phase (which was done in collaboration with all educators in the Foundation Phase), planning for Learning Programmes, planning for assessment and assessment records of learner achievement. This was done on a fortnightly basis. A report based on this supervision was written up and placed in the educators' file, which was housed in the office. These supervision reports also formed part of the records for the policy of IQMS and Whole School Evaluation.

The NCS policy also contains a message that reflects a set of alternatives that includes discourse and competencies that must be acquired for each grade, the form of pedagogic activity (learner centred), the nature of relations between various knowledges of a discipline (intra disciplinary), between knowledge of the discipline and knowledge of other disciplines of the curriculum (inter disciplinary relationship) and also between

academic and non academic knowledge. Thus policy reflects the ‘what’ and ‘how’ of the official pedagogic discourse. The ‘what’ refers to the contents and relations to be transmitted and the ‘how’ applies to the forms of how these contents and relations are transmitted in the transmission – acquisition process. The NCS policy with its pre-given Learning Outcomes and Assessment Standards stipulate the knowledge, skills, (Specific Instructional Discourse) attitudes and values (Specific Regulative Discourse) learners are expected to acquire specific to a particular grade. The various stages of planning as outlined in Appendix B, C and D reflect the knowledge, skills, attitudes and values learners are expected to acquire for Grade 3.

Vertical demarcation establishes which knowledge, within each demarcated knowledge cluster, must be taught and learnt in what sequence, and at which level of competence. This involves the notions of sequence, pace and progression – what competences must be learnt before other competences can be learnt... the particular challenge posed here is of conceptual coherence or progression- how to ensure coherent linkage conceptually within each knowledge unit (Review Committee, 2000:40).

Muller (2003) states that if learners from disadvantaged backgrounds and with poor school mastery code are to acquire knowledge with vertical knowledge structure and strong conceptual syntax, the official pedagogic discourse must be strongly framed. Both educators were working within the range of policy requirements by selecting and sequencing knowledge in terms of Learning Outcomes and Assessment Standards as per policy specifications (See: Department of Education, 2002). Morais and Pires’s (2002) research shows the effect of curriculum structure on Portuguese working class children. Their study demonstrates that a clear specification of the outcomes at national level is strongly associated with learning performances in both social and cognitive spheres. Porter and Smithson (2001) cited in Muller (2003:70) support these views by noting that if standards are vague at the level of the Official Recontextualising Field, their implementation is likely to be inconsistent and vague at the level of the classroom.

The various stages of planning (Appendix B, C and D), the observations of lessons as depicted in Exemplar 5A and Exemplar 5b and the supervision and monitoring of educators and learners records illustrate that strong external framing and internal framing in respect of selection and sequencing of knowledge, skills, attitudes and values were apparent.

5.4.1.2. Pacing

Pacing refers to the regulative aspect of the pedagogy and relates to the degree of control that learners have over the expected rate of transmission. Within the context of this research, pacing refers to the rate of expected acquisition of the sequencing rules. Pacing rules regulate the rhythm of transmission and may vary within a particular lesson. The data obtained was analysed with reference to the following two indicators:

- In the introduction /discussion/question and answer.
- In the learners' 'doing' activities.

There was an obvious difference between both educators in terms of the extent to which learners were given opportunities to vary the pace of transmission. Learners in Sham's class were rarely given the opportunity to disrupt the time frames set by her. She frequently determined time frames for the completion of activities and learners were urged to 'hurry up before the bell rings', or 'I'm giving you another five minutes to complete your work'. Learners themselves had adapted to her *modus operandi* and seemed to enjoy being subjected to set time frames for the completion of activities. The pace of transmission was brisk and appeared to be connected to the cognitive demand of disciplinary knowledge. This was especially true for oral activities in Numeracy. The following extract exemplifies this.

Sham was teaching learners the concept of division by 2 using decomposition of numbers. She gave learners pieces of paper on which to work out the answers.

Teacher: Next, I want you to divide 156 by 2. Quickly I'm timing you. One minute gone. Jason you give me the answer.

Jason: 78

Teacher: Good boy - 2½ minutes, that's too long. Now try this one, it's a bit more difficult. 175 divided by 2. Mohammed you give me the answer.

Mohammed: 87½ - how fast did I work it out?

Teacher: 1 minute – that's a very clever boy. Come show the class how you worked it out.

While the pace of transmission was brisk and the length of time was specified for the completion of tasks, learners who did not understand concepts were re-taught individually or as a group. Sham constantly moved around monitoring learners' productions and ensured that all learners' work was marked before the end of the lesson. The overall coding for Sham for framing over pacing was F+.

In René's class the pace of transmission was more variable. During oral work and when revising previous work the rate of transmission was more vigorous. The pacing of transmission of knowledge was more relaxed in relation to learners' written tasks. René constantly responded to errors made by learners by re-teaching or going over concepts a number of times (cf. Exemplar 5B). This occurred sometimes with the whole class or with a group of learners. When learners were completing written tasks, the pace was slower. René regularly extended the period of activities to allow all learners to finish. Learners often consulted with her as to whether their work was correct or approached her for explanations.

In lesson Exemplar 5B, it was obvious that the pace of the lesson was quite slow. The educator involved learners in the lesson by getting them to make use of actions to provide examples of verbs. In this way by making use of a game, which learners seemed to enjoy, learners were able to integrate specialized knowledge of language with everyday knowledge. Herein the educator, as part of her teaching strategy deployed a cognitive shift from the everyday to formal school knowledge. Learners did not sit and wait for the

next activity as parallel tasks were set by the educator to cater for the differential learning pace within the classroom. Thus learners were able to manage their own tasks and set the pace for their own learning. René also ensured that learners' differential learning needs were catered for. She did this by calling different groups to the carpeted area for reading. These learner groupings were based on learners' differential reading ability. For René the overall coding for framing over pacing was F-.

In both educators' classes learners rarely sat and waited for the educator to complete marking learners' productions or for the start of the next activity. Both educators set parallel tasks for controlling learners' differential rate of acquisition. These tasks usually consisted of activities set by the teacher. Some of these activities included worksheets based on work already completed, puzzles, colouring and reading books. At times the educators would write on the board or on a chart the tasks that learners had to complete for the day. It seemed evident that most learners were self-regulated in that they appeared to manage and pace their learning within time limits set by both educators.

On the other hand one can argue that the setting of 'extra' or parallel activities was intended to enhance self-instruction and self pacing, thereby limiting the interaction between the educators and learners to the procedural level. By directing students to appropriate work sheets, games, puzzles etc., this goal of efficiency governed the organization of student movement and student-educator and learner-learner interaction. This management orientation gave legitimacy and predominance to those forms of interaction designed to reinforce efficiency of operations and tasks. The following observation illustrates this kind of interaction and efficiency required of learners.

Sham walked around checking learners' productions.

Sham to learner: You have only completed 5 sums and you only have 5 minutes left before the bell rings for lunch. (She turns to another learner and looks at his workbook.)

Sham to learner: This is wrong – how many times does six go into 36?

(The learner writes down the correct answer).

Sham to learner: Do the next one and call me when you have finished and I will check if you are correct.

While the pacing for both educators was different, it was evident that the knowledge transmitted and activities and tasks planned were sequenced and linked. The extracts of the lessons clearly reflect this. Both teachers exercised flexibility within the classroom by ensuring that all learners were keeping up with what had been taught. Individual attention, parallel activities set and group work ensured that learners' differential learning needs were being catered for. Morais and Pires (2002) found that weak internal pacing - allowing learners' differential learning to dictate the pace of classroom activities promotes the learning of higher cognitive skills. If the educator recognises differentiation of learners' needs and relaxes pace accordingly, learners are more likely to acquire the sequencing rules.

5.4.1.3. Evaluation Criteria

For Bernstein (1996), the essential function of the pedagogic relation is to evaluate the competence of the acquirer. The educator would therefore need to evaluate the extent to which the criteria that have been made available to the learner have been achieved. Any text production in a given context depends on the possession of the specific coding orientations to that context (Bernstein, 1990). Thus in order for learners to competently achieve the learning outcomes specified for Numeracy and Literacy, they must possess the recognition rule - recognise the context, and the realisation rule - be able to produce an adequate production to that context. If evaluation criteria are explicitly transmitted, the acquirer will understand what counts as a legitimate or illegitimate communication, social relation or position.

The intention was to identify the extent to which educators made explicit or implicit the criteria for the successful production of legitimate texts on the part of the acquirer. Consequently, four indicators in reference to the lesson were analysed. Each lesson was coded using these four indicators. The four indicators relate to the following aspects of a lesson:

- In the introduction/explanation/exposition to a topic/task.
- In the course of the learners conducting an activity/task.
- In the kinds of verbal answers required of learners.

- At the conclusion of a task/activity.

For both educators, framing of evaluation criteria was strong. For example at the beginning of every lesson observed, Sham would either verbally define or write down what counted as a legitimate production as well as what knowledge learners would acquire by the end of the introduction/explanation/exposition to a task. Typical examples taken from the lesson extracts reveal this.

Sham writes on the board: I will be able to share using pictures. I will be able to do equal repeated subtraction. I will identify the division sign. I will be able to divide numbers.

René: A verb is a doing word – it shows you action.

Write your name on the worksheet. Write the date. Underline the verb in each sentence.

In both cases the educator made the evaluation criteria explicit by explicating the text considered to be legitimate and as such gave the learners the possibility of self-evaluation and of giving a correct answer. The message was explicit. Framing was strong at the level of the Instructional Discourse (evaluation criteria) and weak at the level of the Regulative Discourse (hierarchical rule) as learners acquired the means to produce the legitimate text. By explaining clearly and giving learners access to the legitimate text, the transmission-acquisition process became more personalized where individual learners' differential needs were taken into account and learners were given access to criteria to assess their own learning.

“Text production in any given context depends on the possession of the specific coding orientation to that context” (Morais et al., 1994:243). This means that in the course of the learners conducting an activity/task they must possess both the recognition rule and the realization rule. Both educators strictly monitored what learners were doing by walking around and checking on their productions. The lesson extracts reflect extensive rehearsal of what constituted a legitimate production. For example, Sham went over a number of examples to show learners how equal repeated subtraction leads to division.

Both educators were explicit about the requirements of verbal answers. For instance utterances such as ‘don’t scream out the answer, raise your hands’ were frequently used to show what constituted a legitimate communication. In terms of verbal answers, both educators in most cases elaborated on learners’ answers to draw out the correct response. The example below taken from René’s class reveals this.

Nomfundo has answered incorrectly by stating that ‘big’ was a verb.

René: What kind of word is big? What does the word big tell us? Nadin?

(Evaluation Criteria F⁺ - other learners give reasons for why she is wrong)

Nadin: Big is a describing word. It is an adjective.

René: Give me an example of big in a sentence. All right Shaheer you try.

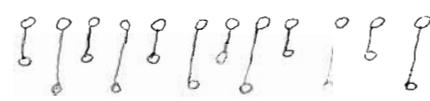
Shaheer: I am a big boy.

René: Good. Nomfundo, do you see – big tells us about Shaheer, it describes him. Give me an example of an action word – a verb. *(Evaluation Criteria- F⁺)* Let me see if you can get it right this time?

The educators’ use of questioning, drawing out of correct answers from learners, monitoring of learners’ written productions and verbal answers, pointing out gaps and absences in verbal and written tasks all depict strong framing over evaluation criteria (F+). Both educators’ classes were characterized by “instructional density” (Hoadley, 2004:106). Instructional density signifies the various ways in which a concept is presented to learners so that the differential ability of learners is catered for. For example, in Sham’s class the concept of division was initially introduced as sharing and equal subtraction, which led to the more complex cognitive process of division. René took steps to get learners to understand the concept of verbs.

In the study, pedagogic discourse was transmitted through a specific code that integrated the specialized contexts for Numeracy and Literacy and the selection and production of appropriate texts to these contexts. Any production on the part of the learner depended on the acquisition of specific coding orientation to it. For example, if learners were able to recognize the context, they possessed the recognition rule and if they were able to

reproduce the legitimate text they possessed the realization rule. Samples of learners' written productions are given below. These examples illustrate the relationship between clear explication of evaluation criteria and the successful production of the legitimate text.

<p>Share 3 sweets between 2 boys.</p> <p> $3 - 4 - 4 = 0$ $3 \div 2 = 4$ </p> 	
<p>Share 12 sweets between 3 toys.</p>  <p> $12 - 4 - 4 - 4 = 0$ $12 \div 3 = 4$ </p>	
<p>Underline the verbs</p> <p>1. She <u>ate</u> quickly.</p> <p>2. The boy <u>ran</u> after the girl.</p> <p>3. The dog <u>bit</u> the boy</p> <p>4. Dad <u>caught</u> a fish</p>	
<p>Underline Underline the verbs.</p> <p>1. She <u>ate</u> quickly</p> <p>2. The boy <u>ran</u> after the girl</p> <p>3. The dog <u>bit</u> the boy</p> <p>4. Dad <u>caught</u> a fish</p>	

While the above examples reflected uniformity in terms of learner productions, the learners were able to recognize and realize meanings at the appropriate level. The learners were able to make proficient pedagogic judgments and apply the appropriate strategies to complete the task on hand.

What was interesting was that correct answers were very seldom elaborated on. The only instance of this occurred when Sham called on the learner (Sanele) to show the class how he had arrived at the correct answer. Morais (2002) argues that a strong relationship

exists between pacing and evaluation criteria where weak pacing can directly or indirectly allow for the explication of evaluation criteria. In all the lessons observed the pace during oral work was brisk where the educators revised concepts previously taught. The learners' responses were either right or wrong and the criteria for the production of legitimate communication were absent. However, when learners were taught new concepts or when they were completing tasks, the pace was slower. Both educators ensured that all learners understood what had been taught through supervision of their tasks, all learners' productions were marked, and learners were shown where they went wrong.

Framing over evaluation criteria was strong for both educators (**F+**). The lesson exemplars reflect that both educators made the criteria for assessment clear by explicitly defining and explaining the meanings of concepts, drawing out learners' responses, identifying gaps and absences in learners' productions and constantly monitoring learners' tasks and communication. For both educators, the framing over evaluation criteria was coded as **F⁺**.

5.4.2. DISCURSIVE RULES – REGULATIVE DISCOURSE

5.4.2.1. Hierarchical Rule - Teacher -Learner

Hierarchical rule signifies the extent to which the control relations in the transmission-acquisition process are masked or explicit.

It is of course obvious that all pedagogic discourse creates a moral regulation of the social relations of the transmission/acquisition, that is, rules of order, relation, and identity, and that such a moral order is prior to, and a condition for, the transmission of competences...regulative discourse is itself the precondition for any pedagogic discourse (Bernstein, 1990:184).

For effective learning to take place, acquirers have to first learn to be acquirers. This process of learning how to be an acquirer entails "acquiring the rules of social order, character and manner which becomes the condition for appropriate conduct in the pedagogic relation" (Bernstein, 1990:65). In this study, the framing of hierarchical rules

referred to the extent to which the learners or the educator had control over the order, character and manner of the learners in the pedagogic relation. The framing of hierarchical rule in the pedagogic relation applies to the following aspects:

- When learners carry out routine activities in the class.
- The physical interaction between the educator and learners. This related to the extent to which the educator used imperative, positional or personal control to regulate learners' behaviour and actions. Examples of these included the use of physical threats or actions to control learners (imperative control) or the educator embracing learners to comfort them, gentle touches and holding hands (personal control).
- The way in which the educator 'disciplined' learners.
- The way in which the educator clarified the presence of visiting adults or when the educator left the classroom.

In the study, control for both educators varied from positional (F^+) to personal (F). Positional control is recognized when control statements and actions are based on the announcing of simple rules. For example, in the lesson exemplar Sham started the lesson by stating: "Put all your books away, fold your arms and look at the board." This depicts strict control over all aspects of manner and conduct in the classroom. This 'listen, watch and concentrate' showed strong educator control (F^+) over the learners' posture and seating arrangements to maximize their listening capacity. In order for learners to 'concentrate', 'know', and to 'learn', they have to discipline themselves into bodily 'good habits' during the act of listening. Listening as a disciplinary construct of the regulation of learners' behaviour becomes the 'seats of habit' (Foucault, 1997: 127).

"Certain important choices in the use of language will realise a particular pedagogic subject position" (Christie, 1997:146). For example the language that was used by both educators realised two registers viz. a regulative one, which was concerned with the achievement of the pedagogic goals and the instructional register, which focused on the skills and knowledge to be transmitted and acquired by learners. The lesson exemplars and the examples provided reflected that the operation of the regulative discourse was

usually fore-grounded at the beginning of the lesson and this projected the efficient operation of the instructional register. Utterances such as ‘fold your arms’, ‘look at the board’, and ‘recite your timetables’ all reflected strong positional control (F+) for Sham where teacher talk was devoted to acceptable modes of learner behaviour.

The regulative discourse was also fore fronted during the lesson and at the closing stages of the lesson. For example, utterances such as ‘put up your hands’, ‘don’t shout out’, ‘respect other learners in the school’; all referred to the ground rules within the context of the school and classroom and the status of the learner in relation to other learners which was generally accepted across all contexts. In the course of the lesson learners knew how to act according to school rules or classroom rules. Throughout my observations it was apparent that the regulative discourse guided and directed the behaviour of learner. Its function was accomplished when learners were able to do certain things, which was realised in the instructional choices that learners made. The exemplars of learner productions clearly reflected this. The following instance also illustrated this.

René: You tell me, why must you not hit your classmates.

Alisha: It’s one of the school rules- you are not allowed to touch another child.

René: Repeat what she said, class.

From the lesson exemplars it was obvious that learners would respond or act according to instructions from the educators. This included their verbal responses, their written activities and behaviour. While learners were self-regulated in terms of the following of instructions and managing their activities and books, it was apparent that learners were subjected to a technology of skills training. From the examples of learner productions it was clear that there was uniformity in learners’ productions for both Numeracy and Literacy. While both educators treated learners in terms of their differential ability and the pace of the lesson was adjusted accordingly, the way in which learners approached and carried out their tasks consisted of the application of rehearsed procedures, which was directly related to instructions from the educators in both contexts. This in turn was

directly linked to the clear explication of evaluation criteria whether it was related to the regulative discourse or the instructional discourse.

Reciting timetables, counting, continuous practising of examples and repetition all constituted a 'ritual'- a communalising activity usually conducted at the beginning of lessons. However, these 'rituals' were connected either to a Language or Mathematical concept. This also showed the strong positional control for both educators where they were usually at the front of the class while learners were reciting (F+). These rehearsals and continuous practising of examples were clearly aimed at establishing Mathematical or Language understanding, a conceptual foundation from which more advanced conceptual work could be 'scaffolded'.

In the personal form of control, the effects of the learners' behaviour in relation to others were explained when appropriate or when the need arose. The educator focused on the learner as an individual, on his/her intentions, motivations and aspirations. Personal control is dependent on the context, activity and the learner. In Lesson Exemplar 5B, René commented "Shaheer what do you think? You always get into trouble for doing this." In this example the learner's action was dependent on the learners' motivation, intentions and aspirations as a learner within the classroom. René invited the learner to participate in the interaction where she asked the learner to provide a justification for the effect of his behaviour on other learners.

The other indicator for the hierarchical rule referred to explanations given to learners in the classroom when another adult entered the room or when the educator left the classroom. This indicator could not be fully observed as these episodes occurred infrequently. Interruptions to the transmission-acquisition process were very rare and were usually formalised. For example, all visiting parents or adults were requested to first consult with office staff before they could go to the educators' classrooms. Parents were advised to visit educators during the lunch breaks or after school. Very rarely did educators leave the classroom unless it was an emergency.

In both educators' classes when an adult entered the room, the learners would stand up and greet the visitor. In all instances observed, the purpose for the visiting adult was not made available to the learners unless his/her presence was directly linked to a learner. Learners were excluded from the interaction between the educators and the visitor. This positioned learners as subordinates in the transmission-acquisition process. This was directly related to the school context, as strong vertical relations were also evident between the Grade Head and the other Grade 3 educators. These vertical relations ranked individuals within a hierarchy of the various categories of the social division of labour viz. educator- learners.

Lastly, the physical interaction between the educator and the learners was also coded to identify the strength of the framing of hierarchical rules. If the control of the educator was masked and the relationship was more personal, weak framing was evident. Where the control was explicit with less physical warmth or physical censure, strong framing of hierarchical rules were evident. Sham was less physically affectionate with her learners. She maintained a physical distance from her learners where she maintained strict control over their conduct and interactions. René was more intimate and physically affectionate with her learners and her control was masked.

Each of the lessons were coded using the indicators mentioned above in relation to the forms of control, justifications given to learners and the kinds of interactions that were evident in the pedagogic relationship. Sham was coded as **F+** (mostly positional) while René was coded as **F-** (mostly personal).

5.4.2.2. Hierarchical Rule - Learner -Learner

The following aspects in relation to learner-to-learner interaction were focused on:

- The extent to which learners had control over their seating arrangements.
- The way in which learners interacted with one another.

Both Sham and René were coded as **F⁺** in terms of the degree of control they exhibited over the interactions of learners. Both educators determined seating arrangements of learners as well as the composition of groups within the classroom. Both classrooms

were organised and managed along formal lines where there was a clear demarcation between the spaces for group activities, individual activities and educator space. However, when learners were working on specific activities, both educators would share the learners' space by walking around and monitoring the learners' work in progress. This was directly linked to the strong framing over evaluation criteria as evident for both educators.

Bernstein (1990:34) uses the term 'specialised interactional practice' to refer to the relations of classroom communication. For both educators, classroom communication consisted of whole class monologue where the class was treated as a homogenous whole, triadic dialogue (educator question - learner response – educator evaluation), individual seatwork activities and specialised where the educator worked with groups of learners or individual learners. From the lesson exemplars, both Sham and René used instructional practices that ranged from whole class monologue, triadic dialogue and individual seatwork activities through to specialised instructional practices. All these reflected strong educator control (F^+) as the educator determined the relations of classroom communication. For instance, learners were introduced to new concepts as a homogenous unit and all learners did the same task (whole class monologue-triadic dialogue – individual seatwork activities). However, while learners were busy with their activities, René took a group of learners to the discussion corner at the back of the classroom where learners read from books selected by the educator. Learners were differentiated according to reading ability (specialised and differentiated). Sham would also interact with learners individually or with groups depending on the extent to which learners had successfully produced the legitimate text.

There was a large differentiation in terms of classroom organisation and instructional strategies employed by the educators. The instructional strategies ranged from specialised activities based on differentiation of learners according to ability through to learners being treated as a homogenous unit. However, what was clear was that co-operative learning did not form part of both educators' teaching strategies. Thus the social aims of the NCS were not being realised, as they were not provided with

opportunities to collaborate and exchange ideas with their peers. In this sense they were not being exposed to different perspectives where they could question and exchange ideas freely with one another. Rather, learners were subjected to teaching strategies that ranged from whole class monologue, triadic dialogue and individual seatwork activities through to specialised and differentiated instructional practices, which were based on learners' differential ability. This revealed the strong positional control of the educator. Subsequently, both educators were coded as being strongly framed in relation to the degree of control they allowed learners to have in their interactions with one another (F^+).

5.5. FRAMING OF PEDAGOGIC PRACTICE

In this section I provide a synopsis of the framing of pedagogic practice for the six dimensions of pedagogic as discussed above. Table 5.10 summarises the framing values derived for each teacher for the various dimensions of framing for both Literacy and Numeracy contexts.

TABLE 5.10: FRAMING OF PEDAGOGIC PRACTICE FOR NUMERACY AND LITERACY

	SHAM		RENÉ	
	Numeracy	Literacy	Numeracy	Literacy
Discursive Rule -Selection	F^{++}	F^{++}	F^+ / F^{++}	F^{++}
Discursive Rule -Sequence	F^{++}	F^{++}	F^{++}	F^{++}
Discursive Rule -Pacing	F^+	F^+	F^-	F^-
Discursive Rule -Evaluation	F^+	F^+	F^+	F^+
Hierarchical Rule: Teacher/Learner	F^+	F^+	F^-	F^-
Hierarchical Rule: Learner /Learner	F^+	F^+	F^+	F^+

Table 5.10 shows in summary, the degree of control that learners had over the pedagogic relationship for both Literacy and Numeracy and for both educators individually.

The table above depicts very strong educator control over selection and sequencing of knowledge for both educators. The educator would determine what knowledge/content would be taught as well as the order of the transmission of knowledge/content. However,

the framing of selection was found to be slightly more variable for René and this related to choice of activities learners had once they had completed their set tasks for the lesson. The pacing in both contexts for Sham was strong (F^+) where learners were not given control over the rate of transmission and acquisition. However, as mentioned in Section 5.4.1.2, learners had adapted themselves to Sham's modus operandi. By providing opportunities for learners to explore, discover and experiment, learners were able to organise and reorganise their understandings and so develop various access paths to their knowledge. For example, by referring to time and timing learners' activities, learners were able to reach beyond their own frame of reference and learnt to appreciate a range of ideas and activities.

The strong pacing of Sham's lessons was directly linked to the strong external framing she was subjected to by members of management and in terms of ensuring efficient curriculum coverage within all Grade 3 educators' classrooms. As Grade Head, Sham had a hierarchical relationship with Grade 3 educators and as such would monitor the selection, sequencing, pacing and evaluation criteria of knowledge at various stages of the school year. The intention was to ensure that learners had been exposed to all the Learning Outcomes and Assessment Standards specified for Grade 3. This ensured that learners would not be left behind in terms of attaining the knowledge, skills, attitudes and values as outlined in curriculum policy.

The pacing in René's class was weaker (F^-) and learners had more control over the rate of transmission. The teaching strategy deployed by René was more flexible. For example, during oral work and when revising previous work, the rate of transmission was quick. However, when teaching new concepts and when learners were completing written tasks, the pacing was weaker. From my observations it was apparent that René would pace her lessons in relation to her assessment of the pedagogical situation. René would pace her lessons according to her assessment of the level of difficulty of the content to be taught and her assessment of the differential learning ability of learners in the classroom. The setting of parallel activities ensured that different learning styles and paces were catered for.

Framing over evaluation criteria was strongly framed (F^+) in both Numeracy and Literacy contexts for both educators. From the lesson exemplars it was evident that both educators made explicit, specific procedures for the completion of activities and clearly explicated conceptual knowledge, skills, attitudes and values.

With respect to the regulative discourse there was a prevalence of positional relations for Sham (F^+) and both positional and personal relations for René depending on the context (F^-). Both educators would refer to classroom and school rules as a means of control, which were generally accepted and known to learners. However, René would usually refer to the behaviour of the learner in respect of its effect on himself/herself, the educator or on others. René in comparison to Sham was more physically affectionate with the learners.

Both educators strictly controlled the interactions of learners with one another and the way that they were seated (F^+). While learners were seated in groups, very little group work was observed, apart from group work in terms of catering for different learning abilities of learners. Classroom organization and teaching strategies employed by educators took the form of whole class monologue, triadic dialogue, individual seatwork activities and specialised activities according to ability.

In the next section, I focus on the school context, specifically on the division of labour and the forms of solidarity. Here I was interested in the collective institutional work of educators to try and understand if a relationship existed between pedagogic practice and the forms of solidarity. As such I focused on the external framing (Bernstein, 1996) of the educators' work by considering the curriculum planning practices within the school context. These observations are based on my personal perspective as an educator and member of management within the school. While, this analysis is purely speculative and tentative, it is based on extrapolating my observations with theory and research around the division of labour and its implications for educators.

5.6. EXTERNAL FRAMING OF EDUCATORS' WORK

The business of any school is to create an environment that promotes effective classroom learning. Schools generally rate certain things as being of more value than others e.g. values regarding the operation of the school, learner achievement, orderliness of the school and so on. These values are celebrated in the expressive or instrumental culture of the school. The school transmits to learners values that regulate their conduct, character and behaviour (expressive order) and through the acquisition of specific skills and competencies (instrumental order). However, in order to do this, schools have to efficiently direct, monitor and support the work of educators in place.

At the research site it was evident that the social organization of schooling was based on ensuring the maximisation of time for teaching and learning, attendance and punctuality of educators and learners and effective discipline of learners. The workplace conditions i.e. the school environment or the organizational climate can have a strong effect in shaping the school culture, which in turn impacts on the transmission-acquisition process. The efficient management of time and monitoring of educators' and learners' work was done through the use of timetables, team planning and learning coverage for the achievement of Learning Outcomes and Assessment Standards specific to the grades, learner assessment and achievement.

The division of labour at the research site was more complex ranging from mechanical to organic solidarity (Bernstein, 1971). "Mechanical solidarity is founded on a simple division of labour and common belief system, both of which shape individual identity into roles based on one's position within a hierarchy" (Mattson, 1999:32). Organic solidarity on the other hand occurs where the division of labour is more complex and where a high degree of interdependence exists between individuals whose differences are accepted. At the research site, selection of knowledge to be transmitted was standardized in terms of policy requirements as laid out in the RNCS. All knowledge and skills to be learnt were presented in discrete and sequenced form specific to each grade. Highly efficient mechanisms were in place to ensure the realization of the state policy of RNCS. For example, planning for contexts and assessment was done collectively within the Foundation Phase and within the grade. Examples of planning for the phase can be found

in Appendix B and planning for contexts for Grade 3 can be found in Appendix C. An example of a lesson plan can be found in Appendix D.

In this sense relations between educators were horizontal and social cohesion was based on the recognition of the mutual dependence of different roles within a complex division of labour i.e. to ensure that learners acquire competencies as laid out in curriculum policy of RNCS there has to be an “obligation with all possible precision” (Durkheim, 1964: 75) on the part of all educators within the Foundation Phase “which links them together in a durable way” (Ibid, 406). The external framing of educators’ work in relation to other educators in the Foundation Phase was weak. Grade meetings consisted of planning for contexts and learner assessment.

On another level the nature of collaboration between educators was very different. There was a strong hierarchical relationship between Sham, the Grade Head and other Grade 3 educators in terms of monitoring and supervision of educators’ and learners’ records. Strong external framing in respect of selection, sequencing, evaluation of knowledge and the pace at which knowledge was taught was evident. As a Grade Head, Sham, monitored and supervised educators’ and learners’ records on a monthly basis to establish learning coverage in terms of policy. Sham was also subjected to strong external framing in respect of her work as I, the Foundation Phase Head of Department, monitored her records and the records of the learners’ in her class.

The different culture of educators’ work both communalised and individualised educators in the school. This was evident in their teaching practices (See Chapter 5, Section 5.3, 5.4 and 5.5). For example, both educators varied their pace according to the differential needs of their learners and in relation to specific content and knowledge to be taught. On one hand the social relations between educators were based on the contractual relationships for planning and assessment. On the other hand there was an individualized educator culture in respect of instructional practices within very tight monitoring and supervision constraints.

In this section I have attempted to show how the school attempted to legitimise and define competencies in society by providing publicly acceptable classifications of people and knowledge and gave access to valued positions in society.

5.7. CONCLUSION

In this chapter I provided a synopsis of the analysis of data in terms of the internal and external framing of pedagogic discourse. For the internal framing of pedagogic discourse, the units of analysis comprised of Numeracy and Literacy lessons taken from two Grade 3 educators within the context of one school. The lesson exemplars were used to gain a general depiction of each educator's pedagogic practice as well as the strategies that educators used in the transmission-acquisition process. In this way I was able to illuminate the relationship between theory and the empirical world. Furthermore, focusing on the division of labour provided some insight into how educators' work was specialized and how the division of labour contributed to social cohesion within the school context. In the following chapter I link the analysis of the data obtained with the provocative question posed in the title of my dissertation.

CHAPTER 6: LEARNER CENTRED PEDAGOGY – AN EXISTENCE OF VIRTUAL REALITY?

6.1. INTRODUCTION

In this chapter, I reflect on the information gained from the data analysis of pedagogic practice. I offer tentative suggestions for the occurrences of differing pedagogic practices within one school context. I also consider the inconsistencies around the concept of learner centred pedagogy inherent within South African curriculum policy documents.

6.2. LEARNER CENTRED PEDAGOGY – AN EXISTENCE OF VIRTUAL REALITY?

Malone's study (2004) of how learner centredness is constructed in South African policy documents revealed the following key elements:

- Learners have greater control over the selection of content and knowledge.
- Learners have greater control over the pacing of content and knowledge.
- Learners have greater control over the sequencing of content and knowledge.
- Learners have greater control over the regulative discourse.
- The degree of learner control over evaluation criteria is seldom mentioned.

Malone's study (2004) illustrated that the Official Pedagogic Discourse (OPD) legitimates a pedagogic practice where substantial control is given to learners and where the educator's control is implicit. The OPD thus legitimates a transmission-acquisition practice that is learner centred.

Table 2.1 in Chapter 2 outlines the differences between competency based (learner centred) and performance based (teacher centred) pedagogic practices. These two models of pedagogic practice shape different specifications for the transmission, acquisition and evaluation of acquirers as well as specialise the roles of acquirers and transmitters in the pedagogic relationship (Muller, 1998:186). A competency pedagogic practice stresses the regulative discourse where a democracy of social relations is preferred. Classroom relations are expected to be more personalised rather than based on hierarchy of position.

Learner performance is assessed in terms of competency read through the performance where inadequate performance is as a result of absence.

The title of my research triggered thought provoking notions as to whether there was any significant change in the pedagogic practices of educators as privileged by the Official Pedagogical Texts. Relative to Bernstein's theory of pedagogic discourse (Bernstein, 1990), the OPD legitimised by the Department of Education can be subjected to recontextualising, which is dependant on the school context and the pedagogic practice of each educator. In the production and reproduction of the OPD different dynamics can affect the possibility of change. This is because the school context and classrooms are unique social sites where the distinctive nature of social interactions demands that teaching and learning happen, whilst simultaneously constructing roles and relationships between educators and learners and amongst educators.

My study revealed that different pedagogic modes existed for both educators within one school context and that learner centred principles as outlined above *was an existence of virtual reality*. The following lend credence to this:

- Analysis of René's lessons revealed a *mixed* pedagogic practice. This entailed a weakening of framing over pacing and hierarchical relationships between herself and the learners with strong framing over selection, sequencing, evaluation criteria and control over learners' interactions with one another.
- Analysis of Sham's lessons revealed a highly ritualised communication between herself and learners where the discipline was based along formal lines and the relationships between herself and learners were also formal. Strong framing over selection, sequencing, pacing and evaluation was also evident. Her pedagogic mode was based on a *performance* model of pedagogic practice.

Why these differences are reproduced within one school context can be reflected on by offering tentative suggestions for these occurrences. However, these reasons are purely speculative and validations thereof are weaker and without empirical strength. A

tentative relation between an educator's teacher training context and the forms of solidarity in the school can offer insight into the different types of pedagogic practices of each educator. This provides a possibility for further research.

One can surmise that as a younger educator, René's experience of education and teacher training was different from that of Sham's. René during her teacher training on the National Professional Diploma in Education programme had been exposed to different types of knowledge and modes of pedagogic practice as her training was based on current educational reform initiatives. On the other hand, Sham had been educated and had completed her teacher training under the apartheid education system. Under the apartheid system, education at colleges and teacher training facilities were based on the philosophy of "fundamental pedagogics, where the emphasis was on guiding the child into adulthood by wiser, adult teachers" (Welch, 2002:20). Sham had formed her professional identity under the apartheid milieu, which was based on vertical relationships where everyone knew their place. One can therefore argue that her pedagogic practices reflected this.

As Grade Head, Sham's working relations with other Grade 3 educators was hierarchical and positional. Roles were positionally ascribed based on number of years of teaching and her ascribed role as Senior Educator. As Grade Head, Sham directed and monitored the selection, sequencing, pacing and evaluation of all instructional knowledge. This was usually determined during grade meetings when all Grade 3 educators had free time. This strong external framing meant that there was similarity between what educators were teaching and what learners were learning at any given time.

While both educators had different pedagogic styles, one can argue that to some extent they were learner centred in that they were sensitive to learner difficulties and the pace at which learners could work. By linking what learners already knew to new knowledge, both educators attempted to build on learners' capacities. Furthermore, selecting, sequencing, pacing and evaluating learners' activities in relation to the OPD gave learners access to the knowledge and skills laid out in policy documents. Both educators

in this sense tried to ensure that learners were not being shortchanged by the schooling system as their pedagogic practices were to some extent aligned to the NCS curriculum policy. In this sense one can argue that both educators pedagogic practices in terms of selection, sequencing, pacing and evaluation criteria closely resembles policy expectations in relation to the National Curriculum Statements.

Learner centred pedagogy is based on the assumption that learning is supported by numerous experiences and social interactions. While both educators used different teaching strategies (whole class monologue, triadic dialogue individualized seatwork activities and specialized teaching strategies) thereby exposing learners to various learning strategies, very little opportunity was given to learners to build on their knowledge and understanding through social collaboration and interaction. Learners were seated in groups but were not given access to opportunities that allowed them to expand, extend and solidify their understandings through collaboration and exchanging ideas with their peers. These ‘symbolic displays’ or ‘false clarity’ of practice reveals the dangers of interpreting learner centredness in over simplistic terms (Harley and Wedekind, 2003).

One can argue that at this level of schooling the instructional discourse needs to be strongly framed so that learners can develop cognitively and have access to the knowledge and skills laid out in the OPD. On the other hand this will create tension between the instructional and regulative discourse, as the social relationship between the transmitter and acquirers becomes more hierarchical. This means that the relationship between the acquirer and the transmitter will always be hierarchical because the educator who is the “appropriate provider and evaluator,” (Bernstein, 2000:78) “possesses or has access, to the necessary resources and the means of evaluating the acquisition” (Bernstein, 1996:267).

Given the uneven racial, social and class dynamics that still exist within South African society at large, would a pedagogy totally centred on the learner “open the doors of learning and culture to all?” (Department of Education: South Africa, 1995a: 9).

Research reviewed in Chapter 3 (Section 3,11) revealed that an implicit pedagogic discourse is unlikely to improve learning outcomes for learners who do not have an understanding and possession of the school code. Furthermore, while the “powerful impulse behind progressivism as an educational movement was social justice” (Muller, 2002:59), its underlying principles (on the basis of available evidence) are more likely to disadvantage the learners who are in most need of help. Bernstein suggests that invisible/implicit pedagogic modes could only work if a number of conditions are met. These include the careful selection of teachers; adequate preparation time for teachers; time to construct lessons that allow students to recognize themselves and regular parent school meetings (Singh, 2001). However, for the majority of South African learners these conditions are unlikely to be met (See: Adler, 2002).

In addition, the concept of learner centredness in policy documents is paradoxical. The majority of education policy documents (See: Curriculum 2005: 1997, GETC: 2000a) advocate the ideology of learner centredness on one hand, while the NCS (2002a) articulates a visible pedagogic discourse with strong framing over selection, sequencing, pacing and evaluation criteria of educational knowledge. Teachers who are expected to be curriculum developers and facilitators of knowledge will find great impediments in terms of this differential and paradoxical strong external framing of their work.

6.3. CONCLUSION

In this chapter I linked the title of my study to the paradoxical nature of policy expectations in terms of learner centredness and the difficulties experienced in terms of implementation. The school context as an external regulator of educator’s work (Hoadley, 2002) and the pedagogic practice of educators can significantly influence the implementation of a learner centred approach to teaching and learning. Furthermore, the contradiction within South African policy documents reveals that these inherent weaknesses have serious implications for implementation. In the next chapter, I provide an overview of the study and outline the limitations thereof as well as the possibilities for future research.

CHAPTER 7: SUMMARY AND CONCLUSION

7.1. INTRODUCTION

In this chapter I provide a précis of my study by outlining the key issues addressed in each of the chapters. Furthermore, implications for the understanding of pedagogic practice are detailed together with limitations and difficulties experienced during the collection and analysis of the data obtained by means of non-participant observation. Recommendations for further study are also attended to in this chapter.

7.2. PRÉCIS OF THE STUDY

My research was aimed at trying to understand and describe how learners experience learning. The research focused on the ‘how’ of pedagogic practice i.e. how do learners experience the transmission of knowledge in the classroom. This related to the location of control that learners had over the rules of communication and its social base and the degree of “control they have over the selection, sequencing, pacing and timing of the knowledge transmitted and received in the pedagogic relationship” (Bernstein 1973: 88).

Chapter 1 located the study within the context of South African curriculum reform initiatives. This was to set the scene for the chapter in which I linked the introduction of a learner centred approach to political democratization. The chapter went on to describe the purpose and aims of the study. Additionally, a brief outline of the research design and methodology used in the study was also sketched. My pedagogic experience provided the rationale and motivation for the study. Finally, the research questions underpinning the study were relayed.

In **Chapter 2**, I situated my study within the context of broader research by exploring the historical origins of learner centred pedagogy, which I suggested arose out of a response to a particular problem. I used the case of Botswana and Namibia to link learner centred pedagogy to the democratization process. Finally, I attempted to unpack the ambiguity of the concept of learner centredness by looking at efficacy in terms of practice.

Chapter 3 and **Chapter 4** framed and sequenced the study theoretically and methodologically by locating it within Bernstein's theory of pedagogic discourse. In **Chapter 3**, I presented the theoretical concepts used in the study. I focused on Bernstein's concept of framing which constituted the internal language of description for the study and showed how it was used to develop an external language of description. This was to ensure that the language of description developed was able to interact inductively and deductively between the theory and the empirical world.

In **Chapter 4**, the methodological concerns of the study were addressed. The sample of the study was described in order to locate it within its specific context. The data collection strategy was explained and issues of validity and reliability were also deliberated upon. Finally the chapter drew attention to the research design from the conceptualization of the study through to the methods of data analysis that were employed in the study.

Chapter 5 comprised the quintessence of the study where I presented the data and the analysis thereof. In this chapter, I was able to identify specific pedagogic practices of educators in the study as well as the strategies they employed in the transmission-acquisition relationship. The educators' pedagogic practices were directly linked to the degree of control they allowed learners to have in the pedagogic relationship as well as how that knowledge was transmitted.

Strong framing over evaluation criteria, selection and sequencing of education knowledge was evident for both educators. The study revealed differential pacing for both educators. The pace of transmission of education knowledge in Sham's class was brisk in comparison to René's class where the pace was much slower. With respect to the regulative discourse there was a prevalence of positional relations for Sham and both positional and personal relations for René depending on the context. Both educators strongly controlled the interactions of learners with one another and the way that they were seated. Symbolic displays of group work (Mattson and Harley, 1999; Mattson,

2000) were evident with learners seated in groups but no interaction or peer learning-taking place.

The analysis of the data made clear the possibility of different types of pedagogic practices to exist within one school context. Tentative but purely speculative suggestions around the division of labour and hierarchy within the school and educators' dispositions and ideologies were given as to the existence of these differing pedagogic practices. However, further research in relation to these issues needs to be conducted to provide more empirically relevant data.

7.3. IMPLICATIONS OF THE STUDY

In this section, I focus on the implications of the study for pedagogic practice by drawing on the information accumulated from the study. I also consider implications for practice in the light of relevant literature and research. The central objective of my study was to understand how learners experience learning in the classroom, which focused on the social relationships within the pedagogic relationship. It was envisaged that by identifying specific forms of pedagogic practice that contribute to effective learning for learners, I would to some extent, contribute to the body of knowledge and literature around learner centred pedagogy and learners' experiences of learning in the South African context. Furthermore, it was anticipated that researching pedagogic practices of other educators would lead to a better understanding of my personal pedagogy. It was envisioned that this knowledge would contribute to a constant self - reflection of my pedagogic practice so that learners' experience of schooling would contribute to their enhancement, inclusion and participation.

Implications arising from the study in conjunction with other relevant literature (Muller, 2002; Hoadley, 2002, 2004; Morais et al., 2004) suggest that for learners to achieve success in school, they have to have access to the recognition rules [which allows them to distinguish between the specialty of specific learning contexts] and the realization rules [which allows them to select an appropriate creation and production of that text] (Bernstein, 2000). The lesson exemplars, the planning practices depicted in the

appendices and the examples of learner productions revealed that learners were learning knowledge and concepts as laid down in policy documents. They therefore had access to the recognition and realisation rules in terms of the OPD. Drawing on this study and relevant literature mentioned above, in order for learners to acquire the recognition and realization rules, certain pedagogic practices have to be in place. These include:

- Strong framing over evaluation criteria, selection and sequencing of education knowledge. By clearly explaining and defining knowledge and concepts and clear explication evaluation criteria, learners are given access to principles, which direct and promote their learning.
- Clear explication of knowledge, concepts and evaluation criteria is closely linked to strong selection and sequencing of knowledge and concepts. Disciplines such as Languages and Mathematics have strong vertical knowledge structures and conceptual syntaxes. As such they “presuppose an overt stepwise ladder of concepts and skills that must be organized in a sequential and phased way to ensure cognitive success (Taylor et al., 2003:73). However, for this to occur there must be strong external framing of the intended curriculum. The RNCS is strongly framed in terms of sequencing and selection of educational knowledge.
- Strong internal framing in respect of selection and sequencing also needs to occur to ensure “grade level conceptual coherence”(Smith et al., 1998:17). In this way learners will not be left behind in terms of the intended curriculum. Within the course of the lesson the teacher can determine the extent to which she allows everyday knowledge to be brought into the lesson. My study revealed that everyday knowledge could be used as a scaffold to induct learners into school and disciplinary knowledge. Learners will be able to recognize themselves in the curriculum and at the same time acquire disciplinary knowledge in terms of the intended curriculum.

- Research has shown that weakly framed pacing is an effective strategy that educators can use to promote learning. My study revealed differential pacing for both educators. The pace of transmission of education knowledge in Sham's class was brisk in comparison to René's class where the pace was much slower. However, my study revealed that learners in the Foundation Phase were resilient and had adapted themselves to the educator's modus operandi, even though the pacing of educational knowledge was brisk. In order to cater for differential learning needs of learners, the educator would have to utilize different teaching strategies. Some of these strategies include whole class monologue, triadic dialogue, individual seatwork activities and specialized activities according to ability.

- Morais et al's (1996, 2001, 2004) studies revealed that weakening of framing at the level of hierarchical rule was more likely to ensure school success for learners. My study however, illustrated that giving learners control at the level of hierarchical rules, posed a challenge for both educators. Both educators would make use of school and classroom rules as a means of social control. These rules were generally accepted and known to learners. One can speculate that educators at this time are not ready to relinquish control, as it would change the dynamics of the teacher – learner relationship.

7.4. LIMITATIONS AND DIFFICULTIES EXPERIENCED

7.4.1. THE SAMPLE SIZE

The small sample meant that the findings were not representative and could not be generalised to different contexts. However, the intention in my study was to generalize findings to Bernstein's theory of pedagogic discourse. While the sample was small, such small-scale findings do have great significance when viewed in the context of other relevant findings and studies (see: Hoadley 2002, 2004; Muller 2002; Morais et al., 2004; Bourne 2004; Rose 2004). The bulleted points made above bear credence to this (Section 7.3).

7.4.2. THEORETICAL AND METHODOLOGICAL DIFFICULTIES

The study revealed the difficulty in terms of separating the concepts of classification and framing. While the “concepts of classification and framing operate at different levels” (Bernstein 1996:19), it was during the observation of lessons and the analysis of data that I found that these concepts were embedded within each other. For example, both educators exhibited strong control over the selection of everyday knowledge where it was used as a means of inducting learners into disciplinary knowledge. I found that trying to separate the concepts of classification and framing difficult and challenging and my intention within the study was to focus specifically on the internal framing of knowledge.

Methodologically in terms of data analysis, the use of numerical values and framing values proved cumbersome and frustrating. However, without analyzing the data numerically and then superimposing framing values over these, I would not have acquired a succinct and reliable measure of pedagogic discourse. As the research was limited in terms of the data collection strategy employed, future research utilizing different methodologies in exploring similar issues would prove beneficial. Exploring educators’ ideologies and the forms of solidarity within the school context by means of interviews would provide an added element to the research. Consequently, one “could examine the problems and solutions which are experienced and created by teachers at the ‘chalk face’” (Chundra, 1997:6).

7.5. POSSIBILITIES FOR FUTURE RESEARCH

As indicated above the small sample meant that findings could not be generalised to other contexts. Future research involving a larger sample would provide greater insight into whether the pedagogic practices realised in the study are depicted elsewhere.

Additionally, further research in the area of pedagogic practices will provide varied insights and understandings of how learners experience learning.

In the study I focused fundamentally on the concept of internal framing as the study was aimed at exploring how learners experiences learning in the classroom. At this stage, it is important to acknowledge two issues that were not attended to in the study. These relate

to classification of knowledge and external framing of educators' work. While non-attendance to these two issues does not invalidate the data, focusing on them would have contributed to deepening the analysis thereof. Stemming from this, the findings revealed avenues for the possibility of further research where external framing in respect of the regulation of educators' work and the forms of solidarity can be deliberated on. Furthermore, the possibility of future research that focuses on the educators' professional dispositions and how they perceive learning and teaching also requires further consideration.

7.6. CONCLUSION

This study set out to explore how learners experience learning in the classroom. The study was aimed at investigating and understanding how the principles of control regulate the transmission and acquisition of knowledge in the classroom. Bernstein's concept of framing was used to develop an external language of description so that the empirical world and the theory could be dialectically viewed and subsequently analysed. The study revealed a variety of pedagogic practices within the context of one school. Furthermore, the study revealed that the educators utilised particular pedagogic strategies within the context of one lesson. This has significant pedagogic implications given the ambiguity around the notion of learner centred pedagogy itself.

My research showed that in order for learners to acquire the democratic rights of inclusion, participation and enhancement, certain strategies and practices that an educator uses are more likely to achieve cognitive and educational efficacy for learners. These include strong framing over selection, sequencing and evaluation criteria. However, in terms of pacing, differential framing was evident, where each educator would pace the transmission of knowledge in terms of her pedagogic assessment of the lesson. Furthermore, hierarchical rules were variable ranging from personal to positional and this did not seem to disadvantage any learner.

The study did not, in itself, reveal 'which' pedagogic practices contribute to more effective learning for learners, as this was not the intention in the study. It did, however,

reveal the possibility of extrapolating findings reliant on interaction with relevant literature (mentioned above) and the data obtained from the study. The study in relation to relevant research suggests that implementing a pedagogic practice that is weakly framed over the instructional and regulative discourse and totally invisible to the acquirer, is likely to disadvantage learners who do not have access to the school code. The educator would need to make a pedagogic assessment in terms of the level of difficulty of the lesson, concepts and knowledge to be acquired and the differential needs of learners. This is more likely to increase the success of learners so that their enhancement, inclusion and participation in schooling does not become an *existence of virtual reality*.

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APPENDIX A

LETTERS OF CONSENT FROM PARTICIPANTS IN THE STUDY

Consent – Educators

Educator: Sham

Springs Primary School

Pietermaritzburg

3201

22 April 2005

Dear Madam

At present, I am studying towards a Masters Degree in Curriculum Development. Part of the research project entails observing learners in the transmission-acquisition process. My research topic involves trying to define and understand predominant pedagogic practices evident within specific contexts. The intention is to come to an understanding of how learners master educational knowledge.

This would involve observing learners and educators within the classroom. Thus I need your permission to observe daily events in your classroom in order to complete my research. The choice of the school as research site and choice of the sample is based on easy access for me as a researcher. My research will involve non-participant observation where I will remain as unobtrusive as possible.

I wish to make it known that participation in this project is voluntary. Therefore, you as a participant are free to exit the project at any time should you wish to do so. At all times, I will try to protect the anonymity of yourself and the children participating in the project.

This project is being done with the knowledge of my lecturer and supervisor – Professor. K. Harley. We can be contacted at the following numbers:

Miss C.D. Martin – 083 74503216

Professor K. Harley - 0829200983

I look forward to your favourable response.

Yours in education

Miss C.D. Martin

I _____ Grade 3 educator at Springs Primary School grant permission for Miss C. D. Martin to conduct her research project with Grade 3 learners as participants. I understand that I may exit the project at any time and endeavour to ensure that the rights of all learners are upheld during the course of this project.

APPENDIX B

PHASE PLANNING

PHASE PLANNING – SECOND TERM: LEARNING PROGRAMME – LITERACY
BACKBONE LEARNING AREA – LANGUAGES

Time: 8- 10 weeks

CONTEXTS:	SAFE LIVING, HEALTHY LIVING, COMMUNICATION, SEASONS, ANIMALS, THE ENVIRONMENT
RESOURCES:	<i>Pictures – body parts, Model – human body, Scissors, Crayons, Paint Scrap, paper, Maps, Calendar, Library books, Dictionary, Musical instruments</i>

CRITICAL OUTCOMES	ACTIVITIES	KNOWLEDGE, SKILLS, ATTITUDES, VALUES
1	Reading and viewing Listening - story	Problem solving, following instructions, analyzing, predicting, comparing and contrasting, drawing conclusions, Classifying, observing,
2	Speaking – news, weather, story, comprehension, code switching, role play	HIV –prevention, precautions, myths, greetings, classroom rules, ground rules, team building, sharing, taking turns, respect and tolerance, safety skills, healthy promotion skills
3	Reading and viewing	Organizing activities, safety skills, healthy promotion skills, planning skills, self sufficiency skills
4	Writing –using senses, editing writing	Pre-writing strategies, planning, drafting for writing, sentence construction, grammar structure for story writing, tenses
5	Verbalize thoughts, feelings, dietary habits, Drama activities, flow diagrams, poetry, riddles, songs	Story telling, re-telling, reporting on personal experiences, safety, emotions relating to family, home, school
6	Designing, creating, constructing, cards, projects Parts of speech, questions, statements, phonetics – identify words, spelling rules, language structure	Using senses to create and interpret texts, identifies danger, precautions, caring for the environment, caring for self, dealing with emotions- drawing, creating

Assessment Strategies	<p>1. Learner – Teacher Discussion – use of questions, discussions around problems.</p> <p>2. Learner explanations and demonstrations – assess level of understanding.</p> <p>3. Samples of learners work: assess – particular concepts.</p> <p>4. Assessment Tests: assess knowledge and skills.</p> <p>5. Observation: group work, individual activities</p> <p>6. Practical Investigations: Projects - contexts</p> <p>7. Listening: tone of language, statements, reading and oral activities.</p>
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GRADE R

LANGUAGES		INTEGRATION		
L.O.	A.S	L.A	L.O	A.S
1	3,4	HL	2	6,9,11
			3	5
			6	2
		A&C	1	6
			2	5
			4	4
2	6,7,8,9,10,11	MATHS	5	3
			1	1
		HL	3	2,3
		TECH	1	2,3
		NS	1	1
3	4,5	HL	1	1,3
			2	4
		A&C	3	2
		NS	1	3
		SSH	2	2
		A&C	3	3,5
		H L	3	4
5	3,4	TECH.	1	1
		SSH	1	1

6	3,4,5	A&C	2	4
			4	3
		H.L	2	8
			4	1 (i,k,l)
GRADE ONE				
1	1,2,3,4,5,6	A&C	1	4,5,6,7,8,9
			2	1,4,5,6,7
			3	1,4,5
			4	1,4
2	7,8,9	A.C	1	3,4
			2	3,5
		L.O	2	1
3	1,2,3,4,5,6	A&C	1	3,4
			3	2
		LO	2	1
4	4,5,6	SSG	2	1,2
		MATHS	1	3
		HL	3	3,5
			6	1,2,3
5	4	SSH	2	1,2
			3	3
		MATHS	4	1,2
6	4,5,6	MATHS	1	6
GRADE TWO				
1	5	TECH	1	3(b)
		A&C	3	2
			4	5
		SSH	1	3
		EMS	2	4
		TECH	1	1,3
2	5,6,7	HL	4	2
			5	5
		MATHS	1	7
		A&C	2	6
3	1,2,3,4,5	A&C	1	4
			2	2,3
4	3,4	MATHS	1	11,12
		HL	3	3
			6	3 (f)
		NS	1	3
5	1,2,3,4	MATHS	4	6
			5	4

		SSG	1	2
		NS	1	1 (c)
6	3,4,6	MATHS	1	1,2
		SSH	1	2,3
			2	1,2
		HL	1	1
			2	4,5,6
GRADE THREE				
1	3,5,6	A&C	3	1,3
		SSH	1	
		TECH	1	4,5
		EMS	2	4,5
2	6,7,8	A&C	3	3
		TECH	1	1,3
		SSG	3	1,3
		SSG	1	4
			3	1,5
3	5	TECH	1	4,5,6
		EMS	1	1
			2	4
		HL	6	3,6
4	2,4,7	HL	3	3
		NS	1	3
5	4	SSG	1	1,2,3,4
		SSH	1	1
		MATHS	3	3,6,7
6	3,4,6,	A&C	1	8,9
		SSH	1	3
			2	1
		HL	1	1,4
			2	3,4,5,6

PHASE PLANNING – SECOND TERM: LEARNING PROGRAMME – NUMERACY
 BACKBONE LEARNING AREA – MATHEMATICS

Time: 8- 10 weeks

CONTEXTS:	SAFE LIVING, HEALTHY LIVING, COMMUNICATION, SEASONS, ANIMALS, THE ENVIRONMENT
RESOURCES:	Hundred number frames, flash cards, names and symbol cards, counters, beads, place value strips, 2 d shapes, 3 d shapes, clocks – analogue and digital, unifix cubes, graph paper, calendars, reference books, flard cards – thousands, hundreds, tens and units, boxes, string, tape measures, scales, ruler, tangrams, geometric shapes, litre/millilitre containers, cups, teaspoons, spoons, pictographs, bar graphs, coins, fraction cards,

ASSESSMENT STRATEGIES	<ol style="list-style-type: none"> 1. Learner – Teacher Discussion – use of questions, discussions around problems. 2. Learner explanations and demonstrations – assess level of understanding. 3. Samples of learners work: assess – particular concepts. 4. Assessment Tests: assess knowledge and skills. 5. Observation: group work, individual activities 6. Practical Investigations: Projects - contexts 7. Listening: tone of language, statements, reading and oral activities. 	
CRITICAL OUTCOMES	ACTIVITIES	KNOWLEDGE, SKILLS, ATTITUDES, VALUES
1	Problem solving, Problem posing, forming conclusions, graphical representations, games	Problem solving, following instructions, analyzing, predicting, comparing and contrasting, drawing conclusions, Classifying, observing,
2	Group work, pair work, Projects,	Number operations, counting, decomposition of numbers, place value, counting on, more, less, half of, doubling numbers, odd even numbers, hundreds, tens, units
3	Individual projects, independent activities, data collecting	Patterns – number, geometric shapes, cultural shapes, before, after, between,
4	Data handling, comparing, analyzing and interpreting graphs	Collect, compare data, discuss and interpreting

CRITICAL OUTCOMES	ACTIVITIES	KNOWLEDGE, SKILLS, ATTITUDES, VALUES
5	Explain problem solving strategies, use of mathematical language	Estimate, compare and contrast numbers, number operations, grid patterns, centimeter, direction
6	Building 2 d shapes and 3 d shapes	Shapes, patterns, differences and identification of 2 d shapes and 3 d shapes, making and building shapes and patterns
7	Problem solving strategies, use of standards of measurement – mass, length, capacity, area, perimeter	Units of measurement, concepts of area, perimeter, estimation and measuring of objects
8	Problem solving strategies, games	Linking information to maps, charts, graphs, decompose numbers, problem solving techniques, repeated addition and subtraction, multiplication, division
CRITICAL OUTCOMES	ACTIVITIES	KNOWLEDGE, SKILLS, ATTITUDES, VALUES
9	Games, graphical representations	Collect, compare data, discuss and interpreting, buying and selling, addition and subtraction of money, mass, length, capacity
10	Geometrical patterns in natural and cultural artifacts, Calendar Maths – public and religious holidays, counting in English, Afrikaans and Zulu	Making patterns, knowledge of time, problem solving of time, using the calendar, number

CRITICAL OUTCOMES	ACTIVITIES	KNOWLEDGE, SKILLS, ATTITUDES, VALUES
11	Role playing – customer and shopkeeper, shopping games	Draws up shopping lists, value of money, addition and subtraction of money, making posters and sale bills,
12	Value of money, calculating change, making and selling things made, market day	Addition and subtraction of coins, rands, working as a team, techniques of buying and selling

GRADE R

MATHEMATICS		INTEGRATION		
L.O.	A.S	L.A	L.O	A.S
1	5,6	A & C.	4	5
		TECH.	1	1
		MATHS	1	1,2
			5	1,2
		H.L.	2	4,5,9,10
3	3,4,5,6	HL	5	1
			6	2,4,5
		A. & C.	1	9
		TECH.	1	2,3
		EMS	2	3,4
		NS	1	2
4	4	MATHS	1	4
		HL	5	2
		A. & C.	1	11
		EMS	2	4
5	3,4	HL	1	1
			2	6
			1	10,11
		A & C	2	6
		A. & C.	3	5
GRADE ONE				
1	4,6,7,8,9,10,11	N.S.	1	2
		H.L.	1	1
			2	2,8
		TECH.	1	2,4
2	2,5	H.L.	1	1
			2	8

		L.O.	2	2
		A. & C.	1	2,9,10
4	5	MATHS	3	3,4,5
		HL	5	1,2
		A. & C.	2	5
			4	2
5	4,5,6	HL	1	1
			2	2,8
			4	3
			5	3
		EMS	2	6
		A. & C.	1	10

GRADE TWO

1	4,5,7,8,9,10,11,12	HL	1	1
			2	4
			4	3
			5	2
		NS	1	1,2,3
2	3	LO	1	4
			4	3
		A. & C.	1	8,9
			2	6
		HL	2	4
3	4,5,6,7	HL	1	1
			5	2 c.d.
		SSG	1	2
			2	3
			3	4
		A. & C.	1	8,9
			4	5
4	4,5,6	HL	1	1
			2	2,3,4
			4	4
			5	23,4
			6	3
5	1,2,3,4,5	SSH	1	1,2,3
		A. & C.	1	10
			2	5,7
			3	6
		MATHS	3	1-7
		L.O.	2	4,5

GRADE THREE

L.O.	A.S.	L.A.	L.O.	A.S.
1	5,7,8,9,10,11,12	HL	1	1
			2	5
			4	3

			5	2
		NS	1	1-3
2	5	L.O.	4	2,3
		A & C.	1	8
			2	6
			3	6
		HL	2	5
3	6,7	HL	1	1
			5	2,10
		SSG	1	2,3,4
		A. & C.	1	8
			4	5
4	3,4,5,6,	HL	1	2,3,5
			4	4
			5	2,3,4
			6	3
5	1,2,3,4,5,	SSH	1	1-3
		A. & C.	1	8
		MATHS	3	1-7
		L.O.	2	4,5

**APPENDIX C
GRADE PLANNING**

**WORK SCHEDULE: GRADE 3
LEARNING PROGRAMME: NUMERACY
CONTEXT: MY COUNTRY**

**SPRINGS PRIMARY SCHOOL
BACKBONE LEARNING AREA: MATHEMATICS
DURATION: 3 WEEKS**

**CRITICAL OUTCOMES: 1. COMMUNICATION SKILLS. 2. THINKING SKILLS. 3. TEAM WORK. 4. INDEPENDENT WORK
5. RESEARCH SKILLS 6. ENVIRONMENT AWARENESS. 7. LIFE SKILLS**

L.O.	ASSESS. STDS	ACTIVITIES	KNOWLEDGE	SKILLS	DATE
MATHS 1	5,12	Place Value	Grouping Into Hundreds, Tens and units	Value Of Numbers	
	3	Hundreds, Tens And Units	Number Identification		
	3	Spelling Numbers 0-999	Number Identification, Spelling	Word Skills	
	8	Addition ± 999	Numbers Addition	Adding On	
	8	Subtraction ± 999	Numbers Subtraction	Taking Away	
	4	Comparison Of Numbers $><=$	More Than Less Than Equal To	Problem Solving	
	6,11,12	South African Currency	Identification Of Coins, Value Of Money	Working With Coins	
3	6,7	Route Mapping – Positional Relationships	Left, Right	Direction	
1	8	Word Problems – Problem Solving	Word Identification, Addition, Subtraction	Problem Solving	
1	3,7	Counting Blocks On S.A. Flag	Counting, Whole Blocks, $\frac{1}{2}$ + $\frac{1}{2}$ = 1 Block	Adding On	
1	8	Hundreds, Tens And Units – Vertical Addition	Addition Of Numbers, Counting On, More Than	Setting Out Of Work	
1	8	Hundreds, Tens And Units – Vertical Subtraction	Subtraction, Taking Away, Less Than	Setting Out Of Work	

ASSESSMENT STRATEGIES

METHODS	TECHNIQUES	TOOLS	RESOURCES	INTEGRATION
SELF ASSESSMENT	WRITTEN WORK/ORAL WORK	WORKSHEETS	SOUTH AFRICAN MAP	LANG. 4:1- NATIONAL SYMBOLS – POSITIONAL RELATIONSHIPS.
OBSERVATION	PROBLEM SOLVING	OBSERVATION SHEET	SOUTH AFRICAN FLAG	SSG.1:3 – POSITIONAL RELATIONSHIPS
PEER ASSESSMENT	PLAN/DESIGN	WORKSHEETS/ CHARTS		L.O. 2:2 NATIONAL SYMBOLS – SOUTH AFRICAN FLAG
GROUP ASSESSMENT	PRESENTATIONS	PROJECTS/ PLAN/DESIGN	WORKSHEETS	LANG. 4:1 WORKING WITH WORDS
ORAL QUESTIONING	SONG/DANCE	PORTFOLIOS	PICTURES	TECH 1:3,5 – SOUTH AFRICAN FLAG – SHAPE AND COLOUR
WRITTEN WORK	GRAPHS/MAPS	PICTURES	CHARTS	
INTERVIEWS	PRACTICAL WORK	WORKSHEETS		

**WORK SCHEDULE: GRADE 3
LEARNING PROGRAMME: LITERACY
CONTEXT: MY COUNTRY**

**SPRINGS PRIMARY SCHOOL
BACKBONE LEARNING AREA: LANGUAGES
DURATION: 3 WEEKS**

**CRITICAL OUTCOMES: 1. COMMUNICATION SKILLS. 2. THINKING SKILLS. 3. TEAM WORK. 4. INDEPENDENT WORK
5. RESEARCH SKILLS 6. ENVIRONMENT AWARENESS. 7. LIFE SKILLS**

LEARNING OUTCOMES	ASSESSMENT STANDARDS	ACTIVITIES	KNOWLEDGE	SKILLS	DATE
LANG: 1,2,3	2,3	Reading – Ugogo’s Fireside Story	Word Recognition, Reading, Listening For Clarification	Answering Questions, Clarification	
1, 2, 3	1,4 3,4 2,3	Fill In The Blanks – National Symbols	Word Recognition, Sight Recognition	Using Visual Cues To Identify Context.	
5	2	Currency – S.A Money	Word Recognition Answering Questions	Problem Solving	
2	1,2,3	Mind map of Ugogo’s Fireside Story. Illustrate And Write Down Ideas	Paragraph Writing, Identifying Main Ideas	Interpreting, Reporting, Organising Information	
4	1,2	Writing A Text	Identify Specific Details	Making Sense Of Words.	
4	5	Languages In South Africa – Alphabetical Order	Alphabet, Language	Putting Words In Order	
4	2	Comprehension – Provinces Of South Africa	Word Recognition	Answering Questions	
4	4,5	Provinces And Cities	Phonic Sounds, Alphabetical Order	Dictionary Skills, Breaking Down Words	
5	1,2	Provinces And Cities	Drawing Conclusions	Identifying Main Ideas	
5	4,5	South African Flag	Researching Information	Higher Order Thinking, Hypothesizing, Research Skills	
6	5,6	Public Holidays	Antonyms Prepositions	Identify Prepositions And Antonyms	

ASSESSMENT STRATEGIES

METHODS	TECHNIQUES	TOOLS	RESOURCES	INTEGRATION
Self Assessment	Written Work	Worksheets	South African Map	Ssg. 1:3 Provinces In South Africa Ssh 2:1 National Anthem – History
Observation	Problem Solving	Observation Sheet	South African Flag	N.S 3:3 Weather Patterns Maths 1:6 Currency
Oral Questioning	Song/Dance	Portfolios	Pictures	L.O 2:2 National Symbols
Written Work	Stories, Comprehension	Pictures	Charts	L.O.2:4 Different Cultural Groups In South Africa And Their Languages.

APPENDIX D
LESSON PLANNING

CONTEXT: My Country

DAY: 13: 06: 05 Monday

DATE: 13: 06: 05

	LITERACY	NUMERACY	LIFE SKILLS
L.O.'S	6: Language structure 3: Reading and View.	1: No's, Op, Relations.	A/C.: L.O.: ASS. STD.: ACTIVITY:
ASSESS STDS.	3,4: Verbs, Adjectives 2: Reads text alone	1: Counting 2: Id No (HTU)	S/S.: Geography L.O.: 1: Geog Eng. ASS. STD.: 1: Features of ACTIVITY: places.
ORAL ACTIVITIES	CALENDAR/WEATHER/NEWS L.O. 4 A.S. 2	ORAL: Counting on L.O. 1 A.S. 1	ASS. STD.: 1: Features of ACTIVITY: places.
	CREATIVE WRITING L.O. A.S.	PROBLEM SOLVING: Word Prbs. L.O. 1 A.S. 8	Provinces of S.A. Capital cities.
	STORY/POEM: Ugogo's story L.O. 3 A.S. 2		TECH.: L.O.:
	PHONIC: ar L.O. 4 A.S. 7	1. Decomposition (H T U)	ASS. STD.: ACTIVITY:
WRITTEN/ ORAL ACTIVITIES	LANGUAGE: Verbs L.O. 6 A.S. 3	2. Filling in Missing No's (+ 999)	N.S.: L.O.:
	COMPREHENSION L.O. A.S.		ASS. STD.: ACTIVITY:
	1. PH: or FLASH: S22 READ: 1st Orange book (1-)	3.	ASS. STD.: ACTIVITY:
L.O. 3	2. PH: FLASH: READ:	ASSESSMENT: HTU - Place Value	EMS: L.O.:
A.S. 2, 7	3. PH: oo FLASH: S17, 18 READ: 2 Yellow bk (12-)		ASS. STD.: ACTIVITY:
WRITING	ye yo		ASS. STD.: ACTIVITY:
RESOURCES		Worksheet, No Cards	ASS. STD.: ACTIVITY:
	ASSESSMENT: Indiv. Reading alone with fluency Answers Questions.		L.O.: L.O.: ASS. STD.: ACTIVITY:

APPENDIX E
LETTERS OF CONSENT FROM THE CHAIRPERSON OF THE
SCHOOL GOVERNING BODY AND THE PRINCIPAL

Consent – School Governing Body /School Principal
 The Governing Body: Chairperson
 Springs Primary School
 Pietermaritzburg
 3201
 22 April 2005

Dear Sir/Madam

At present, I am studying towards a Masters Degree in Curriculum Development. Part of the research project entails observing learners in the transmission-acquisition process. My research topic involves trying to define and understand predominant pedagogic practices evident within specific contexts. The intention is to come to an understanding of how learners master educational knowledge.

This would involve observing learners and educators within the classrooms. I need the permission of both the principal and governing body to complete my research at the school, using Grade 3 learners. As chairperson of the School Governing Body, it becomes incumbent to try to access your permission as you stand in 'loco parentis' and you stand as a representative of the school community. The choice of the school as research site and choice of participants is based on easy access. During the research process, personal teaching contact time will not be lost and if this does occur I shall attempt to make up the time lost.

I wish to make it known that participation in this project is voluntary. Therefore, participants are free to exit the project at any time should they wish to. At all times, I will try to protect the anonymity of the children participating in the project.

This project is being done with the knowledge of my lecturer and supervisor – Professor. K. Harley. I look forward to your favourable response.

Yours in education

 Miss C.D. Martin

CONSENT

I _____ chairperson of the School Governing Body/Principal of Springs Primary School grant permission for Miss C. D. Martin to conduct her research project with Grade 3 learners as participants. I understand that learners may exit the project at any time and endeavour to ensure that the rights of all participants are upheld during the course of this project.

APPENDIX F

OBSERVATION TOOL USED IN THE STUDY

OBSERVATION INDICATORS

DISCURSIVE RULE – SELECTION (F+ -)

The extent to which teacher or learner have control over the selection of instructional knowledge

	F ++	F +	F -	F --
1. In the introduction/discussion to a task.	Learners have very little or no control	Learners have a little control	Learners have some control	Learners have substantial control.
	Teacher almost always determines selection of knowledge. Learners rarely able to disrupt the selection to suit own needs. Their interjections are generally dismissed or ignored.	Teacher determines selection of knowledge most of the time. On very few occasions is selection varied according to learner intervention or production.	Learners have an opportunity to vary the selection of knowledge some of the time. Some learner suggestions are accepted, or teacher alters selection, the course of discussion according to learners' productions.	Learners often make decisions around the selection of focus and discussion in the classroom. They are usually given the opportunity to determine the discussion and activity of lessons.
2. In doing an activity.	Learners have very little or no control	Learners have a little control	Learners have some control	Learners have substantial control.
	The teacher always or almost always determines selection of tasks, activities and knowledge in the classroom. Learners are rarely able to disrupt selection to suit their own needs. Their interjections are generally dismissed or ignored.	The teacher determines the selection of tasks, activities and knowledge most of the time. On very few occasions is selection varied according to learner intervention or production.	Learners have an opportunity to vary the selection of tasks, activities and knowledge some of the time. Some learner suggestions are accepted, or teacher alters selection, according to learners productions	Learners often make decisions around the selection of tasks and activities in the classroom. They are given opportunities to determine the knowledge content of lessons.
3. When learners have concluded an activity.	F ++	F +	F -	F --
	Learners have very little or no control	Learners have a little control	Learners have some control	Learners have substantial control.

	Learners rarely or never make decisions around the selection of tasks and activities once they have concluded set work. Choices on how to continue are generally dictated by the teacher.	Learners seldom make decisions around the selection of tasks and activities once they have concluded set work. They have a narrow range of choices on how to continue and the teacher makes most of the decisions on what should be done.	Learners make decisions around the selection of tasks and activities once they have concluded set work. They have a wide range of choices on how to continue; however the teacher makes quite a few of the suggestions on what they should do.	Learners often make decisions around the selection of tasks and activities once they have concluded set work. They have a wide range of choices on how to continue, and the teacher makes few if any suggestions on what they should do.
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DISCURSIVE RULE – SEQUENCING (F + -)

The extent to which teacher or learner have control over the sequencing of instructional knowledge.

4. In the course of the lesson.	F ++	F +	F -	F - -
	Learners have very little control Sequence of transmission of knowledge is always/almost always determined by teacher. Interjections potentially disturbing the order of learning are dismissed /ignored	Learners have a little control More than half the time teacher determines the sequence of transmission of knowledge. She mostly determines the order in which learning should take place.	Learners have some control Some of the time learners have the opportunity to vary the sequence of the transmission of knowledge. The teacher responds to learners' interventions by varying the sequence of learning.	Learners have substantial control. Learners often make decisions around the sequence of tasks and activities. They are regularly given options regarding the order in which to do things.

DISCURSIVE RULE – PACING (F + -)

The extent to which teacher or learner have control over the pacing of instructional knowledge.

5. In the introduction/ discussion / question and answer	F ++	F +	F -	F - -
	Learners have very little control over the pace. The teacher always or mostly defers/ ignores learners' questions/interjections. Exposition is conducted without any debate/discussion rarely allowing learners to vary the pace. Learners make no interjections.	Learners have a little control over the pace The teacher accepts few learners' interventions and questions. She answers questions briefly and moves on. Time is mentioned quite often.	Learners have some control over the pace. The teacher accepts some learners' interventions and questions. She pauses lessons briefly so as to ensure that all learners are ready to move on before doing so.	Learners have substantial control over the pace. The teacher accepts most/all learner interventions and questions. She makes sure that all learners are ready to move on before doing so. No particular time frame for the movement through contents is set-discussion moves slowly and may deviate from the topic.
6. In the learners doing	F ++	F +	F -	F - -

activities / tasks.	Learners have very little control over the pace.	Learners have a little control over the pace	Learners have some control over the pace.	Learners have substantial control over the pace.
	The teacher always strictly controls the pace at which the learners work through tasks. Mention of time is frequent (hurry up/work slowly) Learners unable to disrupt the pace set by the teacher. Strict adherence to time frames is evident.	The teacher mostly determines the pace at which learners work through tasks. Time is mentioned quite often/the length of an activity is stipulated beforehand.	Learners work at their own pace. The teacher exercises some control over pace, but remains open to its variation.	Learners work at their own pace with no pressure to finish in a stipulated time period-she generally waits for all to finish. Interruptions/disturbances are tolerated. At times the teacher ensure that all learner productions are marked in the course of the lesson. The beginning and end of an activity may not be discernible.

DISCURSIVE RULE – EVALUATION CRITERIA (F + -)

The extent to which teacher or learner have control over the evaluative rules of the instructional knowledge pertaining to the meaning of concepts and principles and their appropriate realisation.

7. In the introduction / explanation/ exposition to a topic / task.	F ++	F +	F -	F --
	Evaluative rules very clear and explicit. Teacher always or almost always makes evaluative rules available through exposition. Explicitly defines and explains the meaning of concepts, addresses key aspects of the knowledge under discussion through questioning and explication. She makes clear exactly how a task should be completed.	Evaluative rules quite clear and explicit. Most of the time the teacher makes the evaluative rules available in an explicit and clear manner through explication and discussion. The requirements for the successful completion of a task are generally clear, although there may be some aspects that remain implicit.	Evaluative rules quite unclear and implicit. The concepts and principles being addressed in the exposition are sometimes unclear. Attempts are made to make the requirements for the successful production of a text available to learners, but these are often unclear or not articulated. Some ambiguity as to what should be done and how it should be done exists.	Evaluative rules quite unclear and implicit. Generally the teacher does not draw out the knowledge principles in her exposition. Very little or no attempt is made to make the requirements for the successful production of a text available to learners. Learners are unclear as to how to proceed, or proceed in any manner they choose.
8. In the course of learners conducting an activity or task.	F ++	F +	F -	F --
	Evaluative rules very clear and explicit	Evaluative rules quite clear and explicit.	Evaluative rules quite unclear and implicit.	Evaluative rules very unclear and implicit.

	The teacher constantly moves around monitoring what learners are doing and makes comments. She repeatedly goes over what constitutes an appropriate performance.	The teacher makes some clarification points as to what is expected of learners in a task.	The teacher makes a few comments during the course of the tasks and looks at some of the learners work. However this is not sustained and the criteria for a successful production are not made explicit at all.	The teacher looks at a few learners work when it is brought to her attention. She rarely makes comments to learners. Evaluation rules are not extended to the whole class.
9. In the kinds of verbal answers required of learners. The teacher makes specific comments around what constitutes an appropriate production.	F ++	F +	F -	F --
	Evaluative rules very clear and explicit	Evaluative rules quite clear and explicit.	Evaluative rules quite unclear and implicit.	Evaluative rules very unclear and implicit.
	Learners are almost always /always required to give reasons for their answers. They may be asked to draw out a more general principle to support, clarify or modify their answer. Teacher shows why the responses are incorrect. The teacher often elaborates on the correct answer.	Learners required to give reasons for their answers. They are sometimes asked to clarify or modify their answer. Teacher often shows why the answers are incorrect. The teacher often elaborates on the correct answer.	Learners are sometimes required to give reasons for their answers. Teacher sometimes shows why the answers are incorrect. The teacher does not elaborate on the correct answer.	The teacher only looks for yes/no answers. Incorrect answers are generally ignored or reasons for them are not sought. Correct answers are accepted and may be praised but are not elaborated on.
10. At the conclusion of the task/activity.	F ++	F +	F -	F --
	Evaluative rules very clear and explicit	Evaluative rules quite clear and explicit.	Evaluative rules quite unclear and implicit.	Evaluative rules quite unclear and implicit.
	The teacher makes specific comments around what constitutes an appropriate production. There is rigorous evaluation of learners' productions. She gives examples of both success and failure in the task and may point to individual performance. Marking of work with comments on individual items in the activity may occur.	The teacher makes specific comments around what constitutes an appropriate production but this is directed more at the class as a whole and on general points.	Learners work is ticked/signed/ corrections are written up on the board but with little or no comments as to what constitutes an appropriate production.	The teacher looks at, ticks and signs learners work making little or no comments on it. Students are not given access to the criteria for success or failure in their productions.

HIERARCHICAL RULE TEACHER – LEARNER (F + -)

The extent to which teacher or learner have control over the order, character and manner of the conduct of learners in the relation between teacher and learner.

11. When the teacher leaves the class or another teacher enters the class.	F ++	F +	F -	F --
	Positional	Mostly positional	Mostly personal	Personal
	The teacher rarely/never gives the learners reasons for why she is leaving/left the classroom. She does not explain the presence of another teacher/adult. The class never greets the visiting teacher/adult by name.	The teacher gives the learners some indication for why she is leaving/left the classroom. The presence of another adult is explained if it pertains directly to a member of the class. The class does not generally greet the visiting teacher/adult by name.	The teacher often gives the learners some indication for why she is leaving/left the classroom. The presence of another adult is explained if it pertains directly to a member of the class. The class generally greets the visiting teacher/adult by name.	The teacher always gives the learners some indication for why she is leaving/left the classroom. The presence of another adult is explained. The class always greets the visiting teacher/adult by name or is introduced to them.
12. When the learners do routine activities in the classroom.	F ++	F +	F -	F --
	Learners are never/very rarely self-regulating.	Learners seldom rarely self-regulating.	Learners are often self-regulating.	Learners are predominantly self-regulating.
	Almost all routine activities are as a result of explicit instruction from the teacher. Learner reception is passive and the teacher controls discipline. When the teacher is absent from the class activity mostly ceases.	The learners largely do things in the classrooms in response to instructions from the teacher. They seldom indicate the habituating of certain routines and discipline.	The learners are sometimes self-regulating. There is some didactic instruction from the teacher regarding learning and disciplinary routines.	The learners to a large extent are self-regulating and active with respect to learning. They manage their own books, and have internalized certain routines and disciplinary norms.
13. In the physical interaction between teacher and learners.	F ++	F +	F -	F --
	Positional or Imperative	Positional	Mostly personal	Personal
	The teacher does not interact physically affectionately with learners. She may pinch/hit threaten learners with a ruler or other implement.	The teacher seldom interacts with learners in a physically affectionate manner. The teacher and learners are physically distant.	The teacher will at times embrace learners when the learner is distressed. The teacher is generally affectionate with the learners.	The teacher frequently embraces or gently touches the learner. Learners will often hug the teacher when they are saying goodbye.
14. In the physical interaction between teacher and learners.	F ++	F +	F -	F --
	Positional or Imperative	Mostly Positional	Mostly personal	Personal

	The teacher becomes angry and admonishes the learner based on positional control and threatens further action (physical or non). The teacher does not provide rationales for actions.	The teacher admonishes learners using positional control. Rules and control are generally based on formal teacher-pupil relations/sex/age attributes of the child.	The teacher listens to learners' reasons for their actions and reproves them based on personal or positional control.	The teacher mostly listens to learners' reasons for their argument using personal control. Teacher provides a personalized rationale for her actions.
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HIERARCHICAL RULE LEARNER- LEARNER (F + -)

The extent to which teacher or learner have control over the order, character and manner of the conduct of learners in the relation between learners.

	F ++	F +	F -	F --
15. In the way in which learners are seated and change seating in the classroom.	Regulated by teacher	Mostly regulated by the teacher	Sometimes regulated by the learner.	Regulated by the learner.
	Learners sit in seats or groups assigned by the teacher. Learners may not change the composition of their groups or change their seating place.	Learners sit in seats/groups, which have been negotiated between the teacher and learners. Learners may request to change the composition of their groups or their seating places at times.	Learners sit in seats chosen by themselves. The seating arrangements are at times altered by the teacher or at the request of the learner.	Learners sit in seats chosen by themselves. The learners may alter the seating arrangements.
16. In the way in which learners interact with one another.	Mostly regulated by teacher	Sometimes regulated by the teacher	Seldom regulated by the learner.	Never or almost never regulated by the learner.
	The teacher often tells learners how they should behave towards one another. She gives a short lecture on how to treat one another. She always intervenes in disputes between learners.	Now and then the teacher will comment on how learners should behave towards one another. On occasion she may intervene in a dispute between learners.	The teacher seldom comments on the kind of behaviour expected between learners. The teacher seldom intervenes in their behaviour towards one another.	The learners are rarely or never given any direction from the teacher on how to behave towards one another. The teacher mostly ignores disputes between learners or leaves learners to sort them out.