

TITLE:

The Induction and Professional Socialisation of Beginner Teachers in Cape Town Schools

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DECLARATION

I declare that, **The Induction and Socialisation of Beginning Teachers in Cape Town schools** is my own work, and that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name

.....
Jeremy Cornelius Koeberg

Date

.....
10 December 1999

Signature

.....
J Koeberg



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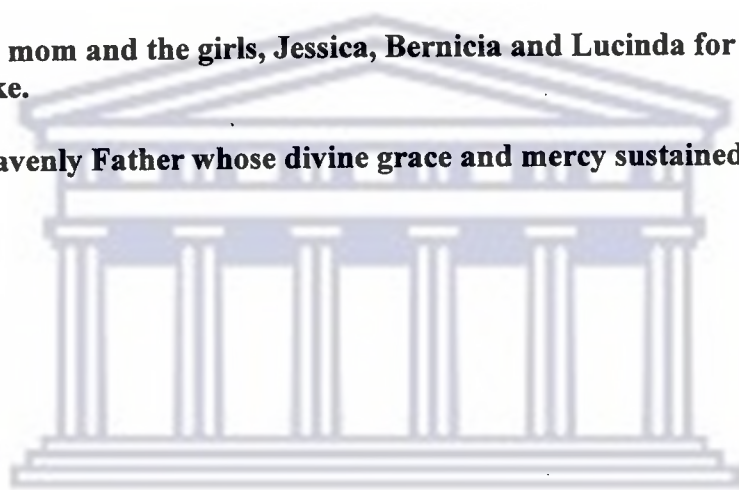
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ABSTRACT

This study has its roots in my striving to become a competent teacher. Despite being armed with a teaching qualification, I found that I was ill-prepared for the rigours of the classroom and the broader school environment. It was in trying to rectify this situation that I realised that as a beginner teacher it seemed that I would have to find my own way through the myriad of problems and concerns that faced me in everyday practice. Was I alone in experiencing all these difficulties or were school environments into which beginner teachers were being inducted simply not supportive of addressing the needs and concerns of the newest members of the profession?

Experience taught me that beginners received little or no support on entry to the profession. The research literature revealed a similar world-wide trend. The consequences of this situation was evident in the daily struggles within schools and together with a changing political arena in South Africa motivated this study into the induction and socialisation of beginner teachers in one district in Cape Town schools. A review of the literature revealed two major directions, a developmental tradition and a teacher socialisation tradition. Major trends internationally lean toward the development of induction programmes in line with the professional development/ effective schools philosophy to address the needs of beginners entering the profession. The emergence of professional development philosophy as the way forward in teacher education for beginning teachers is questioned in terms of its prescriptive nature and other shortcomings. These shortcomings include the strict research to policy formula as well as the deficit theory of beginning teacher problems and needs which fails to recognise the historical and contextual perspectives beginners bring with them into the profession. This is a direct result of the dominance of quantitative research in this field.

The South African context is investigated by studying the possibilities of emerging educational policy for beginning teacher support. An analysis of the educational policy proposal literature reveals that the professional development route is seen as the way forward in the South African context despite the emerging criticism from the teacher socialisation perspective.

The complex school environment in South Africa that is undergoing transformation required a research approach that broke the dominance of the quantitative research methods to ensure that new perspectives emerged to provide balance to the solutions being advocated for beginning teacher problems and needs. Therefore this study uses a qualitative technique in the form of a focus group interview to seek beginning teachers own meanings, views and interpretations of their problems and concerns. Their perspectives reveal a startling depth in terms of their understanding of the processes of induction and socialisation. This research study lays the basis for more qualitative research in the field to enhance resolution of poor and uncaring entry into the teaching profession and to assist in creating a teaching and learning culture in our schools.

ABSTRAK

Hierdie studie is gesetel in my strewe om 'n effektiewe onderwyser to word. Ten spyte van my formele onderwys kwalifikasie het ek nog steeds 'n leemte in my mondering ervaar om die uitdagings en eise van die klaskamer en breër skool omgewing te trotseer. Dit was tydens my pogings om hierdie realiteit aan te spreek dat ek besef het dat ek op myself aangewese is om 'n weg oop te baan deur al die uitdagings. Die vraag wat telke male na vore gekom het was of ek alleen met die situasie gekonfronteer was of was die skool opset en kultuur maar net nie ontvanklik en ondersteunend genoeg vir die beginner onderwyser was nie.

My ervaring het my geleer dat die beginner onderwyser min indien enige ondersteuning kry by die toetreding tot die onderwys. Hierdie ervaring word ondersteun deur die literatuur wat 'n soortgelyke internasionale tendens bevestig. Die gevolge van die situasie was duidelik identifiseerbaar in die problemewat in die skole ontstaan het. Dit, sowel as die veranderende politieke scenario in Suid Afrika het grootliks bygedra tot hierdie studie wat hoofsaaklik die induksie en sosialisering van die beginner onderwyser wil ondersoek in een distrik van die skole van Kaapstad. Die literatuurstudie het veral twee hoofrigtings aangedui. Die eerste is 'n tradisie wat op ontwikkelingemik is en tweedens 'n tradisie wat meer met sosialisering te make is. Die mees algemene internasionale tendense neig egter na die ontwikkeling van induksie programme wat in lyn is met 'n filosofie van professionele ontwikkeling van effektiewe skole wat dit ten doel het om die behoeftes van die beginner onderwyser aan te spreek. Hierdie filosofie wat geskoei is op die gedagte van professionele ontwikkeling as 'n moontlike oplossing om die probleme van die beginner onderwyser aan te spreek, word bevraagteken as 'n voorskriftelike benadering met etlike ander te kort komings. Hierdie te kort komings sluit onder meer die volgende in; navorsing vir beleidsbepaling asook die Gebreksteorie (deficit theory) ten opsigte van die probleme wat die beginner onderwyser ervaar. Hierdie teorie misken egter die historiese en konteksuele perspektiewe wat deel uitmaak van die beginner onderwyser se realiteit. Die dominante rol van kwantitatiewe navorsing in die veld beklee, het grotendeels tot die situasie bygedra.

Die Suid Afrikaanse konteks word ondersoek deur die moontlike ontluikende opvoedkundige beleidsrigtings rondom die ondersteuning van beginner onderwysers, te bestudeer. By nadere ondersoek van die literatuur oor opvoedkundige beleidsvoorstelle oor die beginner onderwyser, wil dit voorkom dat die professionele ontwikkelingsbenadering die pad vorentoe is vir Suid Afrika en dit ten spyte van die toenemende kritiek vanuit die sosialiseringsbenadering tot die beginner onderwyser.

Die komplekse en snel veranderende transformasionele konteks waarbinne die skole in Suid Afrika gebed is het 'n benadering tot navorsing vereis wat die dominasie van 'n kwantitatiewe paradigma kon aanspreek. Slegs dan sou nuwe perspektiewe oopgedek kon word wat 'n balans sou skep ten opsigte van die oplossings wat aangebied word om die behoeftes en probleme van die beginner onderwyser aan te spreek. Gevolglik word van 'n kwalitatiewe navorsings tegniek, fokus groepe, gebruik gemaak om beginner onderwysers in 'n posisie te stel om eie betekenis, opinies en interpretasies te formuleer ten opsigte van hulle probleme en kammernisse. Hulle uitsprake openbaar verstommende diepte ten opsigte van hulle begrip van induksie en sosialisering. Hierdie doel om traumatiese toetreding tot skole vir die beginner onderwyser te fasiliteer en ook om by te dra tot die daarstelling van 'n onderrig- en leer kultuur in die skole.

KEY WORDS

**BEGINNING TEACHERS
CULTURE OF TEACHING AND LEARNING
EFFECTIVE SCHOOLS
INDUCTION
INDUCTION PROGRAMMES
PROFESSIONAL DEVELOPMENT
PROFESSIONAL SOCILSATION
SCHOOL CULTURE
SCHOOL DEVELOPMENT
TEACHER PROFESSION
TEACHER EDUCATION**



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Chapter One

Beginning Teaching

1. A Personal History

In 1985 I was appointed as secondary Assistant (teacher) at an Afrikaans medium Secondary school as an English Second Language teacher. Having successfully completed a Higher Diploma in Education the previous year, I was proudly anticipating my entry into the teaching profession. My main concern was to establish myself as a competent teacher and to carry out any duties assigned to me to the best of my ability. Since my education diploma provided me with sound theoretical knowledge, I was quietly confident that I was in possession of the necessary tools to realize my goals. If all went according to plan, my transition from student to teacher would be relatively smooth sailing.

1.1 The First Day

The first day or two at the beginning of a new school year is used for administrative preparation in anticipation of the pupils' arrival a day or two later. It is normally characterized by lengthy meetings at which the principal emphasizes how the staff can best contribute to achieving the goals, objectives and mission the school has set for itself. Also the contentious and crucial logistics concerning division of labour, class and standard allocations are finalized in preparation for the pupils' arrival.

The first day of my teaching career was somewhat disappointing to me. The word of welcome to the five new teachers was brief and formal, and the principal expressed the hope that we (the new members of staff) would 'fit' in quickly. My personal disappointment stemmed from the fact that none of my new colleagues seemed overly pleased at the fact that we (the beginners) were now part of the teaching complement.

The next half an hour was taken up with a stern speech by the principal in which teachers were reminded of their duties as teachers, their responsibility toward the child, the parent body and the community in general. We were warned that frequent teacher absenteeism, not being prepared for lessons, etc, created an unhealthy educational climate and provided pupils with the space for undisciplined behaviour. This behaviour on the part of teachers was unacceptable and not in the interests of education. I was taken aback that such “unprofessional” behaviour took place or even that it was even implied that this behaviour took place. I immediately made a mental note that such behaviour could not be condoned and that it would definitely be contradictory to my ambition of becoming a competent teacher.

Subsequent meetings on the day related to extra-curricular activities and duties of the staff. These activities it was said were offered in the best interest of the pupils and contributed to the “total” education of the child. It was claimed that they played a vital role in the task of “getting to know your pupils” and eased disciplinary problems within the classroom context. Participation in sport coaching or cultural activities brought pupil and teacher closer together, providing each party with unique insights into each other’s background. I concluded that I would pursue any extra-curricular duties with vigour and enthusiasm in order to advance my ambition of becoming a competent teacher.

1.2 Division of Labour

The next day’s programme was dominated by subject committee meetings which determined each teacher’s academic obligations. The decision concerning standard group allocations and general division of labour was taken at management level and carried across to the subject group in these meetings. The large number of matriculation classes created a problem within the English Department. The subject head was allocated the majority of these classes (four out of six).

The remaining two classes had to be allocated to another senior (experienced) teacher in the department. All the other experienced teachers in the department refused to teach at that level, citing inexperience or not being qualified to teach at that level. It then emerged that I was the only person with a degree – an English major- at the school. The subject head possessed a college qualification in English and was pursuing a degree qualification on a part-time basis. I was approached by the principal (despite my inexperience) to resolve the issue by taking on the matriculant classes in addition to the three standard eight classes already allocated to me. I accepted on condition that I was given guidance and support from the principal and the subject head.

I was also fully aware of the heavy responsibility that accompanied the task. I reasoned that being thrown into the deep-end so to speak would confront me (immediately) with the challenges necessary to prove myself a competent teacher. Failure to produce the 'goods' could on the other hand seriously delay this ambition. However, armed with my theoretical knowledge and the arrogance of youth, I was sure that I was capable of performing this task without too much difficulty.

1.3 Pupils' Arrival

The third morning of the new school year witnessed the arrival of the pupils (1100 of them). The large numbers were overwhelming. The morning siren indicated the start of an assembly of all pupils and teachers. The siren and the herding together of the pupils brought some order to the excited chatter and initiation activities of the senior pupils. The assembly was held outside as the school does not have a hall or venue that can accommodate such large numbers. The raised passages served as a platform from which the principal could speak to the pupils. The new teachers were called up and introduced to the pupils. Each new teacher was greeted with a deafening roar on hearing their name and subject field. Whether this constituted approval or not, I was not very sure.

1.4 The School Environment

The school buildings were adequate, given the school's twenty years of existence. The absence of any tour of the premises left one with the task of finding one's own way around. Classroom shortages required that every available room or space be utilized for teaching purposes. Classrooms were allocated on the basis of workloads and, in some cases, the length of service one had at the school. Being an English teacher, subject logistics determined that I would be allocated a classroom.

Electricity and thus lighting was available but subject to breakdowns at certain times. Light bulbs were often removed in one's absence (after school) leaving one with inadequate lighting during the overcast winter months. Replacement globes were slow in arriving and had to be continually requested.

Textbooks, stationery and other teaching resources or aids were not in short supply. However, resources for teachers, such as OHP's, tape-recorders, television and video facilities were in short supply, in the possession of senior teachers, in need of repair or not available when needed. Teachers were required to make their own arrangements. Knowing where to find assistance and from whom, was a problem that immediately arose. The best prepared lessons often failed as a result of an oversight. For example not making sure that an OHP was available when needed or in working condition or that electrical faults in the building had been fixed.

Being situated in an area where Afrikaans is the mother-tongue of all the pupils, the school was exclusively Afrikaans medium. This presented particular problems to me as a second language English teacher. English was something of a novelty to most pupils, a necessary evil that needed to be endured for at least half an hour daily. The pupils were clearly not used to being communicated with in English all the time, i.e., both inside and outside the classroom. Very quickly I found out that communication with pupils would be difficult given the uncompromising stance I adopted with regard to only being addressed in English.

1.5 Classroom Practice

Classroom practices and teaching methodology required continued adjustment and innovation to deal with the mute silence that often met questions that required more than simple yes or no answers. Subject methodological guidance was not part of the general debate in the department. Changes within the outdated second language syllabus were not implemented at departmental level. Despite having a reasonable grasp of what the new syllabus required (gained from H.D.E. subject method class), I chose to conform to what the rest of the team were doing and seemed comfortable with. An immediate concern at the time was the effect this would have on the way I would be evaluated. The subject head visited my classroom once, without prior consultation or notification to evaluate my performance as teacher. No report or feedback was provided.

1.6 Meeting the Parents

The second quarter began with a series of parent-teacher meetings. Each standard group was allocated an evening and teachers were expected to attend on those nights on which the standard groups they taught were scheduled. The meetings were scheduled in the evenings and had the following format. The principal spoke to the parents first, outlining the school policy, problem areas (discipline, school fees, etc.) and the mission, goals and objectives of the school. Parents then had the opportunity of visiting subject teachers to enquire about the progress or non-progress of the children. Subject teachers were

required to produce test and assignment marks as evidence of the progress or non-progress being made by the pupil concerned. Meeting the parents provided me with a unique opportunity for understanding the pupils' background, but time constraints did not allow for more in-depth discussion.

A subsequent analysis revealed that less than 30 percent of parents attended these meetings. Unfortunately those parents one really wished to see did not attend. These included all parents of those who played truant frequently, ran away or absconded from the school premises, did not complete homework or show any interest in the work and generally provided disciplinary problems. The few that did attend made it clear that they sent their children to school to be disciplined and educated, in that order. Teachers and the principal were advised not to 'Spare the rod'. According to the parents, corporal punishment worked in the past and they see no reason why it should not be meted out in reasonable doses. The use of corporal punishment at the school was fairly widespread and I regret to say that I too fell into the 'hitting habit'. In the absence of advice to the contrary, I quickly began to believe that this was the solution to all disciplinary ills.

1.7 Evaluation

Half way through the second term the arrival of the subject adviser brought with it the dreaded evaluation of one's work. This revolved solely around classroom practice and the manner in which administrative records were compiled and kept. According to this method of evaluation, the subject adviser sat in on a lesson and during its presentation scrutinized one's planning book, record book and as many of the pupils' books as she could lay her hands on. The last few minutes of the period were spent listening to the lesson whilst furiously filling out her report.

The resultant report severely dented my ambitions of making any rapid progress to competency. I was commended for 'lively presentation' and 'engaging pupils in discussion', but slated for poor administrative competence. Competency I gauged from

this report would be achieved by continued and sustained marking/assessment /evaluation of the pupils' books, tests and other assignments. Marking, assessment and evaluation was used synonymously and interchangeably. Also I was responsible for making sure that pupils' books were neatly covered and available in class for scrutiny on request. Try as I might I could not achieve this level of efficiency. Being truly exhausted from long stretches of marking until late at night, I found that I began compromising on lesson preparation and the quality of my lessons declined. Lessons became less innovative and began to follow an all too familiar routine. Classroom practice suffered and disciplinary problems and incidents trebled.

1.8 The 1985 School Boycott

Simultaneously, the first stirring of political strife that led to the 1985 school boycott added additional stress to the situation. The third term brought with it full scale upheaval, turmoil, teargas, police and army invasions of the school. Normal schooling ceased, pupils took to the streets demanding political rights, stoning cars, and some were arrested under the draconian security laws for two weeks or longer. Nothing prepared me for the hours of idleness, the insecurity, the fear and the concern about when and how some semblance of normality would return to schooling. The emergence of slogans such as 'Freedom now, education later' and 'Liberation before education' took root and motivated pupils to make the 'supreme sacrifice'. Mercifully the uncertainty came to an end toward the end of the third quarter. Schools were shut or closed by government decree, weeks earlier than normal. When schools were re-opened, the police and military were deployed in classrooms and passages to ensure that lessons were free of politics. The year ended with large numbers of matriculants boycotting the final examination. The matriculation examination was written under military supervision at the Goodwood showgrounds to prevent victimization of candidates.

At the end of the year, I certainly felt that there remained much for me to learn. Theoretical knowledge had proved insufficient to cover the daily realities of teaching. I felt that I was personally to blame for the English matriculation results being below the national average for the subject.

Given that 1986 produced only three matriculation classes, I was allocated all five standard nine classes at the school, the majority of whom I had taught the previous year. The relief of working 'alone' with a standard group provided me with the space I needed to begin to re-examine the problems I had experienced the previous year. Thus I entered my second year in the profession concerned that the support I needed to improve my practice was not forthcoming from my colleagues. In the absence of planned support systems at institutional, regional, or departmental level, I resolved to follow trial and error methods, helping to limit the possible damage to the pupils by reassessing my classroom practices continually.

1.9 Summary: Choosing a Path

The disappointment and feelings of failure concerning what I had set out to achieve in terms of my teaching goals, started me thinking beyond the realm of my personal experience. Was this the way most beginners experienced their first year? Was I simply unlucky to have been appointed to this particular school? Would circumstances improve as I gained experience? Was this a necessary phase that all beginners had to pass through to 'make it' in the profession?

These questions were instrumental in motivating this study. The educational research literature revealed startling similarities between my own experiences and that of other beginning teachers in the United States of America, Canada, Great Britain and Australia. I mention these countries in particular because the available literature is dominated to a large extent by research undertaken in these countries. In the South African context, I found that several studies had been undertaken within the field of beginning teachers and their experiences on entry into the teaching profession. These studies were undertaken predominantly by researchers at Masters degree level, conducted mainly within 'whites only' schools in the formerly white education departments.

Despite the extensive research conducted in this area, dating as far back as the 1950s, relatively little has been done to address these concerns and there seemed to be little or no urgency within the profession to advocate change to the status quo. This concern shaped the research aim of this study. Given my own induction experience and motivation for this study as outlined later in the chapter, my research aim was to begin to address the problems and needs of beginning teachers by investigating how they are inducted and socialised into schools in a South African context.

1.10 Entering the Fray

Talking about teaching is analogous to describing a tapestry that has many threads of different colors woven into complicated textures and patterns. One can remove individual threads and examine them separately, but one cannot appreciate the complexity of the tapestry without seeing how the threads are interwoven to create the whole cloth (Barnes: 1989: 13).

This study talks about teachers and teaching. Like the tapestry in our metaphor, teaching has an infinite number of threads, all of equal importance in bringing out the beauty of the tapestry. It is in studying these threads and seeing how they fit together that we are able to remove from the tapestry those threads that cause disharmony. I will in the course of this study, unravel from the complex tapestry several threads of disharmony. This act will undoubtedly disturb the set pattern and texture of the tapestry. By the end of this study, I hope to have replaced the threads that I found disharmonious in such a manner

that the patterns and textures of the tapestry have been enhanced. A central thread, which falls under the realm of teacher education, concerns the issue of induction and socialisation of teachers. In my opinion this thread determines exactly the type of teacher you are and will be throughout your career. Knowing what teaching is about is no simple matter and it takes a lifetime of practice and learning to unravel the intricacies of the tapestry.

The 'threads' of induction and socialisation puts the focus of this study squarely on beginning teachers. Who are beginning teachers? At the risk of stating the obvious, I will define beginning teachers as those practitioners who have newly graduated and have been appointed into a teaching post for the first time or who are presently teaching in an appointed position for less than four years. This is a personal definition and one that may differ from definitions offered by other educational researchers in this field. I extend the definition to include teachers in their fourth year, since I feel it is only at this time that teachers generally come to grips with the full gamut of experiences that are needed to make sense of, and ultimately, transform or shape their practices. A stage in which the outer border of the tapestry has been surveyed and revealing, for the first time, the full extent of the complex inner patterns and textures.

Outlining the motivation for this study required intense reflection on myself as teacher and as student of education. These two separate positions provide different views of the same tapestry and also new insights into how the threads are interwoven to form the bigger picture. Essentially then, the motivation for this study will be revealed through the threads of my personal history as student of education and as teacher/researcher.

1.11 Motivation as Student of Education

On entering the Masters degree programme with a total lack of any previous research experience, the task of writing a mini-thesis seemed insurmountable. On obtaining a Bachelor of Education degree with the best academic results I had ever achieved in my life, it became inevitable that I take a stab at the next level of study open to me. This

could be read as, 'I was a late achiever' and 'I was under pressure to really prove new found intelligence'. A Masters degree represented a level of study that few teachers reached. If I was successful, I felt that I would be accorded a status and respect in line with this level of achievement. This was despite the perception I gained that amongst one's peers such acknowledgement was overshadowed by an attitude that this learning had very little purpose in the school environment. Studying all these grand theories were seen as useless and any attempt to close the theory-practice gap through suggestions or proposals for alternative actions in the day-to-day running of the school was met with negativity, aloofness or total rejection. Colleagues argued that 'these theories did not work in practice.'

I entered the programme determined to acquire skills of Educational Administration and Management. I had a total lack of confidence in the Educational Manager that presided over me at the school where I taught. His perceived weaknesses and incompetence could now be questioned with theoretical backing and not simply emotional ranting from my side. Besides, the course was directed at Educational Managers and gave me the perfect opportunity to engage in debate with them without the constraints of power relations of the formal school set up.

As a teacher, there existed a strong tension between myself and those in charge of managing the school. I was determined to remain critical of what I regarded as bad practice, and to try to enforce the adoption of practices that would improve teacher morale, teacher performance and consequently academic performance of the learners entrusted to our care.

1.12 Motivation as a Teacher

A personal history of my first year as a teacher provides an introduction to this mini-thesis. The years that followed reflect a constant struggle to improve my practices as a teacher. Was I giving the learners the best possible opportunity to learn and attain knowledge? It became apparent that improving my practice depended not only on my

own personal improvement, but also on removing structural and bureaucratic constraints that hampered effective teaching. In my view, it was the responsibility of management at departmental and institutional level to rectify this state of affairs. The fervour with which principals carried out departmental instructions without question and shifted responsibility away from themselves, combined to frustrate any attempts at providing the necessary conditions in which teachers could improve their practices. As already stated this study looks at teaching and the work of teachers. It is my assertion then that educational managers in general and school managers in particular have failed to provide new teachers with the support and assistance they need on entering the profession to ensure that they will become full, productive and competent members of the profession. This has serious implications for education and for the country as a whole.

Therefore this study seeks to focus attention on the plight of beginning teachers. The central aim of this study will be to begin to address the problems and needs of beginning teachers entering the profession in a South African context. The eradication of problems and needs will require induction and socialisation experiences that reflect greater professional concern for the beginner in order to facilitate the required competency for professional practice. A second aim, was to get beginners involved in contributing to their own induction and socialisation experiences in the absence of effective management strategies to deal with the induction and socialisation of new members of the profession. Prescriptive policy cannot cater for individual concerns and differing school contexts and therefore beginners own accounts of their problems and concerns are necessary to help shape new induction and socialisation practices. Against this background the following broad research questions took shape and were posed to direct this study as a whole. The questions are: -

1. How are beginning teachers inducted and socialised into the teaching profession?
2. Do they experience problems as reflected in experiences of beginners internationally?
3. How are these problems addressed in the research literature?
4. Do beginning teachers experience problems unique to the South African context?
5. Can the strategies utilised internationally assist us in the South African context?

6. What role do beginning teachers foresee themselves playing in resolving these problems?

1.13 Outline of the Mini-thesis

1.13.1 Chapter One

The first section of Chapter One sets out the motivation and outline of the mini-thesis. As an introduction to the study I have given a personal account of my first year as a teacher. In this section I try to encapsulate the gamut of emotions, hardships and joys (there were few) that I experienced as a beginning teacher. These experiences have to a large degree motivated this study as I have already pointed out. This chapter raises questions about whether my personal experience was unique or some sort of accident? Did all teachers experience similar problems? If so, what was being done to rectify matters or was it simply accepted as the norm that teachers would have a hard time coping initially but as they gained experience (learnt the ropes) they would overcome initial problems experienced? cursory reading of the research literature pointed to a tradition of beginning teacher neglect. My experience was in no way unique and now I could start addressing the research aims by beginning to frame the research questions that would guide this study. How are beginning teachers inducted and socialised into the profession? How are these problems addressed in the research literature?

1.13.2 Chapter Two

In answer to the above questions, Chapter Two provides a detailed review of the educational research literature on beginning teachers. Literature reviews should provide a clear history of any research topic or field of study. Veenman's excellent review *Perceived Problems of Beginning Teachers (1984)* fits the bill perfectly. The exhaustive detail and range of every aspect of beginning teacher research allowed for the judicious use of information in shaping this study.

If this study was only interested in how beginning teachers in South Africa were inducted and socialised into the teaching profession Veenman's review would have sufficed. However, this study will not simply seek to identify the problems and needs of beginning teachers in the South African context, but will strive to understand the complexities of the issues that could lead to making a positive contribution in resolving these problems and concerns. I also review a thematic study that looks at strategies that address beginning teachers' problems, for example the induction programs that were instituted mainly in the United States and Canada. In response to these strategies, I highlight studies that critique and expose shortcomings of the professional development approach to beginning teacher induction.

The two major traditions within which beginners' problems are defined and addressed, form the basis of a central debate within this study. This leads to a detailed review of both traditions as regards their strengths and weaknesses in addressing the beginning teacher 'problem.' The debate is influenced by studies that emerged in the post-Veenman era that is to say after 1984 and leads to an emerging tradition within which much of this study will be framed.

What about the South African situation? Do beginning teachers in South Africa experience similar problems to their counterparts internationally? If so, what is being done to address these problems? Chapter Three discusses the South African context and what has emerged in terms of beginning teacher problems and needs. In order to find out what is being done to address beginning teacher problems in South Africa I needed to analyse the evolving educational policy debate emerging under a new political dispensation in the country.

1.13.3 Chapter Three

Therefore Chapter Three discusses education policy in South Africa and its development in the past two decades. Closely linked to these discussions are the underlying paradigms that impact on teacher education in general and beginning teachers in particular. What is

being done about this state of affairs (about beginning teacher neglect) and what was the rationale underlying suggested policy? What emerges from the policy proposal documents in relation to beginning teachers is discussed in Chapter Three.

Chapter Three uses the *Educational Renewal Strategy* document (1992) as a starting point because it represents the first clear vision of proposed changes to the education system since the *De Lange Commission Report* of 1981. Special attention is given to the field of teacher education and the proposed changes that were envisaged in this field. The underlying assumption here, is that any change to an educational system would require concurrent change in what teachers are taught in both PRESET and INSET programs. In addition to this I strive to argue throughout this study that successful 'educational change and school improvement' ultimately lies in the hands of our teachers (Hargreaves: 1994).

The same strategy is applied to the *National Education Policy Initiative* (1993), the Teacher Education Document in particular, and the ANC's *A policy framework for Education and Training* (1994) and the *White Paper on Education and Training* (1995). This analysis does not only follow a chronological pattern, but also reflects the political 'changing of the guard.' A distinct feature sought within the field of teacher education, is the question of whether the absence of beginning teacher support is addressed. If so, to what extent and if not, why not? Overall the general direction of policy is ascertained in order to gauge whether the direction taken has the potential to speak to the needs and problems of beginning teachers. Chapter Three provides a critique of professional development (the direction that emanates from the policy proposals) as a strategy to address beginning teacher needs in South Africa given that professional development by its very nature has to include the development of new teachers. Professional development as a strategy goes beyond the improvement and development of teaching skills it has a broader aim of whole school development as an integral component.

Darling-Hammond sums it up admirably

...the professional development school. Such schools... are to be places where experts train novices, where research and theory are translated into practice, and where practical knowledge is translated into research and theory (Darling-Hammond: 1989: 59).

1.13.4 Chapter Four

The empirical research study will attempt to answer the following questions that have developed from the initial research questions. These questions are

- Do beginning teachers experience problems unique to the South African context?
- What can beginners contribute to their own induction and socialisation in the South African context?

Chapter Four discusses the research method utilised in this study and motivates how the research study fits into the parameters demanded by the 'new sociology of education' (Atkinson and Delamont: 310). The research method eventually decided on had to be qualitative in nature to counteract the strong tradition of quantitative research in this field. The focus-group interview was chosen over individual interviews and case studies and other ethnographic research strategies. This chapter sets out the reasons for this choice and links it to the significance of teacher voice in determining their socialisation needs and formulating solutions to problems. The research aims and questions guiding this study are discussed and analysed. Finally the research process outlines the factors that constrained or facilitated the recruitment of beginning teachers for the focus group interview.

1.13.5 Chapter Five

Chapter Five introduces the participants in the study. Their academic backgrounds and work experience provides a portrait of who they are and where they are coming from in

terms of the beginning teacher debate. This chapter also provides an in-depth description and analysis of the research data as interpreted from the transcripts of the taped interview of the focus-group interview session. Findings are summarised at the end of the chapter and serve to introduce the critical analysis that form part of the final chapter.

1.13.6 Chapter Six

Chapter Six looks critically at the chief findings of this research study. The implications these findings have for educational policy, beginning teachers and educational research are crucial areas in which the relevance and validity of this study will be debated. The recommendations cited here will serve to bring new life to a worn tapestry. Finally this study will conclude by raising more questions than it hoped to answer. This study cannot and should not be the last word on beginning teacher induction and socialisation. It will, I hope begin a discourse that will make the entry experiences of beginning teachers a stimulating and refreshing rite of passage into a dynamic profession.



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Chapter Two

A Review of the Literature on Beginning Teachers

2.1 Introduction

To fully appreciate the beauty of a tapestry, it is best viewed at a distance. To appreciate the complex design that went into creating this beauty one has to come up close and study the intricate designs that make up the whole. In the same manner a review of the educational literature on beginning teachers serves the purpose of providing intricate details of research conducted in this area so that we see the whole picture. This broader picture will then serve to inform us about how beginners have been inducted and socialised into teaching in the past. It will also play a significant role in informing this particular study on beginning teacher induction and socialisation in Cape Town schools.

This Chapter will begin with a summarised discussion of Veenman's review of the *Perceived Problems of Beginning teachers (1984)* which is widely regarded as one of the most comprehensive reviews conducted within this field of study. It is for this reason that I have chosen Veenman's review as a basis from which I can pose and develop my research questions. Veenman's review is of such a nature that it clarifies the complex debates that evolved in beginning teacher research and is not simply a chronological description of the research. In looking at the range of the studies Veenman reviewed, a clear picture emerges as to

- i. the most commonly perceived problems of beginning teachers and
- ii. trends adopted with regard to research methodology within this body of research.

The review then unveils trends that emerged in response to these initial studies into beginning teacher research. Two distinct approaches to beginning teacher research

emerge in the review. Firstly, a developmental approach, which is dominant in the research literature, in which support for beginning teachers is realised through the redefinition of the concept of induction and the introduction of induction programmes, especially in the United States, Canada and to a lesser degree the United Kingdom. Professional development is the current buzz-phrase that describes this approach. Secondly, a socialisation approach that shifts the emphasis away from the individual and focuses largely on the school or institution and the possible role that the organisation can play as socialising agent. The influence of both these approaches will be discussed to ascertain the utility of each in addressing the problems and needs of beginners.

The final section of this Chapter seeks to elucidate the South African context with regard to the experiences of beginning teachers. In the light of educational transformation in South Africa, are new ways being sought to rectify the uncaring and detached manner in which beginners are introduced to the profession? Therefore South African research studies on beginning teachers are reviewed and the impact of the latest beginning teacher research is discussed in terms of its possible implications for beginning teachers in South Africa. This speculation regarding the possible implications for beginning teachers in South Africa could only gain credence if emerging education policy proposals concerning teacher education in general and beginning teachers in particular, were analysed and established. Chapter Three takes up the challenge of breaking down the educational policy proposal literature into a comprehensible portrait of South Africa's future educational system.

2.2. The Veenman Review (1984)

Veenman's review of 83 studies conducted since the 1960s and covering three continents and a total of nine countries, justifies the assertion that the study can be deemed international in nature. The results of this study have provided specific areas in which problems and needs were identified. A major assumption underlying most of these studies is the notion that the identification of these problems and needs is the logical first

step in finding solutions for beginners' problems or fulfilling these needs. From the 83 studies Veenman produced an exhaustive list of 24 most often perceived problems of beginning teachers. The list of problems, in rank order of the frequency in which they were reported, provides insight into the extent of the problems experienced by beginners. The table that appears below is an adapted version of the list and provides clarity on the nature and type of problem extracted from the reviewed studies. The problems have been placed into categories to further illustrate generic areas in which beginning teachers experience problems. The four categories identified are as follows:

- i. Orientation – refers to all problems relating to the environment of the school for example, where classrooms are situated, administrative processes, getting to know colleagues, where to get assistance etc. Problems experienced in this regard are temporary in nature and are usually overcome within a short period of time.
- ii. Classroom Management – refers to all issues relating to practice from a teaching and learning perspective experienced by the beginner, for example, the discipline of learners, using the appropriate methodology, assessment of learners, motivation of learners, etc. The majority of problems fall into this category since factors both inside and outside the school may play a role in impacting on events within the classroom.
- iii. Professional Issues – refers to relationships with the various persons or interest groups and the norms and values that guide the interaction between the beginner and these groups for example the parents, the principal, deputy principal, education department etc. Problems in this area may arise largely from the 'culture' that exists in the school.
- iv. Political Issues - refers to specific conditions that give rise to problems that beginners experience that have their origins in political decision making and education policy making, for example, insufficient funding that results in shortages of resources, overcrowded classrooms, rationalisation or retrenchment of teachers, etc. Educational

policy impacts on all stakeholders in schools and as long as educational provision lies in the hands of politicians there are bound to be problems emerging in this regard.

2.2.1 The 24 Most Often Perceived Problems of Beginning Teachers

CATEGORY	PERCEIVED PROBLEMS OF BEGINNING TEACHERS
ORIENTATION	<ul style="list-style-type: none"> • Awareness of school policy and rules [13] • Inadequate guidance and support [23]
CLASSROOM MANAGEMENT	<p>TEACHING ISSUES</p> <ul style="list-style-type: none"> • Classroom discipline [1] • Assessing students' work [4] • Organisation of classwork [6] • Heavy teaching load [9] • Planning of lessons and school days [11] • Burden of clerical work [16] • Effective use of different teaching methods [12] • Knowledge of subject matter [15] • Effective use of textbooks and curriculum guides [21] <p>LEARNING ISSUES</p> <ul style="list-style-type: none"> • Motivating students [2] • Dealing with individual differences [3] • Dealing with the problems of individual students [8] • Determining learning levels of students [14] • Dealing with slow learners [20] • Large class size [24] ✓
PROFESSIONAL ISSUES	<ul style="list-style-type: none"> • Relations with parents [5] • Relations with colleagues [10] • Relations with principals and administrators [17] • Lack of spare time [22]
POLITICAL ISSUES	<ul style="list-style-type: none"> • Insufficient material and supplies [7] • Inadequate school equipment [18] • Large class size [24] ✓

2.2.2 The Rank Order of Perceived Problems of Beginning Teachers

While the table has collapsed the perceived problems into categories, the rank order in which these problems were reported, both in quantity and importance, is reflected by the

number in brackets. The problem of 'large class size' appears twice, once as a classroom management issue and once as a political issue, the rationale being that the problem comfortably fits into both categories. This adapted list reveals the extent and scope of the problems experienced by beginning teachers and at the same time reveals that the perceived problems of beginning teachers have not changed or shown any major differences since the 1930s (Veenman:1984: 160). This is a crucial point in that it indicates to some degree the history of the problem. Research and researchers have revealed the problems of beginning teachers for over seven decades now and it is perhaps disconcerting that in the 1990s it remains an area of contestation in educational research. As a result, despite widespread knowledge of the types of problems beginning teachers face, little seems to have been achieved in eradicating these problems. Veenman's rationale for this inconsistency emerges from the view that

...it appears that these findings are too general in that they do not consider the various teacher characteristics or individual differences which may influence teachers' perceptions and performance. Nor do they identify and describe the context so that we can understand how environments with varying supports and challenges affect the beginning teacher (1984:160).

This concern cited by Veenman will be a central thread of this study of how beginning teachers are inducted and socialised into the profession in Cape Town schools.

2.3 The Development of the Research Question

The research question needs to be extended beyond simply how beginners are inducted into the profession to include the role beginners see themselves playing in addressing the problems encountered during the process of induction and socialisation. Also addressing beginning teacher problems and needs will require an in-depth understanding of teachers themselves as well as the environment in which they work, namely the school and the classroom. However, prior to taking this step we need to give priority to the overall trends that emerged in terms of the Veenman review (1984).

From the listed problems of the Veenman review (1984), three approaches or frameworks for beginning teacher problems and needs are identified:-

- A. Developmental Stages of Concerns
- B. The Cognitive Development Framework
- C. The Teacher Socialisation Framework

Each of these threads will be discussed briefly in order to utilise these frameworks as a basis for developing the research questions. It would be impossible to consider all three frameworks individually or separately since the distinctions between the frameworks are not always clear-cut. For the purpose of this study the two developmental frameworks [A and B above] will be treated as one approach since both

...try to explain changes in individuals from some end state. They provide a description of changes the individual must go through and the mechanisms by which change occurs. Problems at one stage of development may be overcome by progression to the next stage (Veenman: 1984:164).

As is evident from the title of this study, the teacher socialisation framework will play a significant role in posing an alternative view to the popular developmental approach. Let us then look briefly at the three frameworks as outlined by Veenman (1984).

2.3.1 The Developmental Stages of Concern

The 'developmental stages of concern' framework stipulates that beginning teachers' problems emerge in different stages of concern. A developmental pattern of concerns seems to emerge from the research studies on beginning teachers. Firstly, 'survival' concerns feature strongly. These concerns have to do with aspects regarding their competence and adequacy as teachers.

Secondly, a teaching situation concern develops wherein the beginners are trying to come to terms with the complexities, limitations and frustrations of the teaching and learning situation. The development of appropriate teaching methods and strategies are some of the aspects that relate to this phase. Veenman (1984) refers to studies that suggest later concerns cannot emerge until earlier concerns are resolved. The experience of becoming a teacher involves coping with all three of these stages.

2.3.2. The Cognitive Developmental Framework

As is evident from the title, this framework borrows from the cognitive development theories of Piaget, Kohlberg, Loevinger and Hunt, all of which 'posit a sequence of cognitive structures, or stages' (Veenman:1984:161). Crucially, their theories support the relationship between stages and patterns of behaviour. Essentially these theorists are saying that 'persons judged at higher stages of development function more complexly possess a wider repertoire of behavioral skills, perceive problems more broadly, and can respond more accurately and empathetically to the needs of others.' (Veenman: 1984: 162). There are a number of studies that support this view specifically with regard to teachers and more relevant to our purpose, beginning teachers. Veenman illustrates this point with reference to Glassberg's study (1980) in which he found that beginners at differing developmental levels had differing perceptions of problems confronting them within the classroom. Those at lower stages of development viewed their roles and tasks in a negative light and themselves as not competent. Those beginners at higher stages of development were more positive with regard to their roles and tasks, with the spin-offs of greater degrees of competence and autonomy being exhibited. In summary, Veenman feels that

Glassberg's study is important because it indicates that a better understanding of developmental differences among teachers may help us better understand the structure and content of teachers' problems (1984:162)

2.3.3 The Teacher Socialization Framework

This framework mirrors the most significant concerns that this study wishes to address with regard to beginning teachers. The socialisation framework has to do with social processes that a person undergoes in becoming a teacher. These social processes that result in changes within the person, form the arena of investigation in this study. For example, how does the beginner adapt to the particular environment of the school? The socialisation framework presents two scenarios. Firstly, that beginners will conform to demands placed on them by the institution or 'the system'. This appears to be a dominant trend. Secondly, there is growing evidence within the research literature that beginners do not necessarily allow themselves to be socialised in this manner (Zeichner and Tabachnick: 1983) and actively give 'some direction to the strength and quality of their socialization into teaching' (Veenman: 1984:164).

2.3.4 Bridging the Divide

In conclusion, how do these frameworks inform our view on the beginning teacher problem? Whilst these approaches draw on different ideas and sources, they need to complement one another to provide researchers and educationists with new insights into an area of educational research that is in dire need of redress. In addition understanding these problems and needs can provide researchers and teacher educators with crucial information for the improvement of teacher education programmes, both PRESET and INSET. According to Veenman (1984) some synthesis between the two, developmental approaches and the socialisation framework, needs to take place since

Teacher education programs, virtually since their inception, have been dominated by psychological considerations emphasizing human development, learning, and teaching methods; they have slighted sociological, anthropological, and cultural phenomena, and especially the actual functioning of the school as a social system within a larger cultural context...(Goodlad:1983:44)

No one framework provides the solution to beginning teacher problems and needs and the whole idea of a synthesis makes sense. Therefore this study will discuss each framework extensively to ascertain its potential and relevance in addressing particular categories of concerns raised by beginners in the research literature as well as in this study's empirical research component. The issue at stake is to find the route that exhibits the greatest possibility of achieving this study's research aims.

2.4 The Developmental Tradition

While research within the field of teacher socialisation is lacking, the developmental framework seemed to be the arena within which most research took place. Why did the developmental framework seem to take prominence with regard to educational research on beginning teachers? Two views emerge from the literature. Firstly, the reason why beginners were targeted for special attention came as a result of research conducted in this field during the 1960s and 1970s (Mc Donald: 1980; Veenman: 1984). Secondly, a number of researchers have subsequently pointed to public demands for improved schooling outcomes especially in the United States where 'teaching, as a profession is in the midst of a dramatic reform movement. The impetus for this movement comes from widespread public discontent over the quality of education in the nation's schools' (Hoffman et al: 1986: 16). Calls for an improvement in schooling outcomes resulted in a wealth of research into effective schooling. Much of this research focussed on the teacher and teacher education. With the teacher being considered as central in the effective schools equation, teacher education came under the spotlight. And, it is logical to assume that if teacher quality is at issue, the quality of education provided to teachers will also be at issue (Griffin: 1985: 42). This resulted in the now popular concept of professional development. Hoyle defines professional development as 'the process by which teachers acquired the knowledge and skills essential to good professional practice at each stage of a teaching career' (1980: 42).

Given that beginners are at a stage where they require specific knowledge and skills, the next phase or stage which seemed a logical focus area for research was

...the beginning teacher, that person who is making the transition from “student of teaching” in a college or university to full-time teacher in an elementary or secondary classroom. The catch-word for the period during which this transition occurs is induction (Griffin:1985: 42).

Induction

2.5 The Developmental Framework and the Concept ‘Induction’

The perceived problems of beginning teachers identified in research studies, justified ‘the need of a specialised form of in-service training’ (Veenman: 1984:165). This form of specialised training directed essentially at beginners has become known as ‘induction’. Since the concept is not new, we need to trace its history to clarify definitions and meanings ascribed to it in different contexts.

2.5.1 The Concept ‘Induction’

Lawson (1992: 163) in tracing the changing conception of the term ‘induction’ takes us back to the early definition of the term, which goes a long way in explaining the lack of support given to new teachers.

***Induction** refers to the influence exerted on recruits by a profession’s admission, preparation, and initiation systems, usually involving special status passages that mark the path to full acceptance and membership (Hughes: 1958).*

Although Hughes’ definition applied to professions in general, one can see the implications for the beginning teacher. Induction is clearly an educative period in which beginning teachers are ‘induced to accept as their own the profession’s dominant definitions of appropriate language, norms, missions, knowledge, technology, and ideology’ (Lawson:1992:163).

The recruits or, in our case, the beginning teachers have knowledge ‘exerted on’ them and are ‘induced to accept as their own’ this knowledge which then ensures their

membership of the profession. Finally, induction results from recruits' interaction and learning, a social process called *professional socialization* (Lawson:1992:163)

We have established that the period of induction is a period in which beginning teachers are expected to learn aspects of the profession in order to perform their duties to the best of their ability. What is now evident from the commonly accepted definitions, is that this knowledge resides with other more experienced professionals. It is their task then as representatives of the profession to pass on this knowledge to the beginning teacher. This fits neatly into the developmental framework or approach outlined earlier by Veenman (1984). Beginners develop into full members of the profession from the learning offered in interaction with more experienced professionals. Professional knowledge and skills are drawn from the profession's distinct body of knowledge and passed on formally and informally to new members. Formal processes of knowledge transmission occurred through the introduction or establishment of induction programmes.

2.5.2 The Establishment of Induction Programmes

The research literature abounds with examples of induction programs which have been instituted in the U.S.A., Canada and the United Kingdom (Hoffman et al.: 1986; Cole and Watson:1993). Studies have proposed a range of goals for induction programs (Cole and McNay: 1989; Huling-Austin:1990). These may typically be summarised to include :

- improvement of teacher performance
- retention of promising teachers
- promote personal well-being of beginners
- transmit the culture of the system to beginners
- orientation - integration of beginning teachers into the social fabric of the school
- development of a philosophy of education - reflective practice and a commitment to continued professional growth.

A thorough study of these goals reveal that they are linked to improvement of practice and collectively reflect the capacity to improve schooling. The goals are connected

closely to specific contexts and programs will develop to speak to a schools' particular needs. As evidenced in Cole and Watson's (1993) study in Ontario, Canada, various circumstances can give rise to specific conditions that necessitate the introduction of an induction program. In the Ontario study,

A high retirement rate among teachers, an increase in student enrolments, an increasingly diverse student population, a demand for expansion of the school's role in the community and, of course, continuing demands for higher quality and more relevant education, ...
(Cole and Watson: 1993: 241)

were some of the factors that necessitated the introduction of induction programs. Goals are thus set in order to address the specific needs of beginning teachers that have arisen within a particular context. Overall, the Ontario induction programmes were established on the professional development principles of 'professional growth' and 'career-long learning' which in essence is in line with what was occurring in the United States of America (Cole and Watson: 1993).

2.5.3 The Nature and Content of Induction Programmes

What knowledge and skills were beginners taught within these programmes? In other words, how were these goals realised? How did the programme content relate to the goals outlined in the educational research literature? Veenman describes a wide-ranging group of practices and activities documented from the research studies within his review. These typically include the

...provision of printed materials about employment conditions and school regulations, orientation visits to the school before the start of the first year, released time, group meetings between beginning teachers for emotional support, consultations with experienced teachers, the assignment of an experienced teacher as a helping teacher, conferences/workshops on specific topics, reduction in teaching load, conferences with supervisors, opportunities to observe, and team teaching(1984:165).

What is not clear is the extent to which the practices outlined above were successful in achieving the desired goals as stipulated. At the time, Veenman complained about the lack of research into the effects of induction programmes, but subsequently much has been done to determine the impact that these programmes have had on teacher education in general and beginning teachers in particular. The question that remains unanswered concerns the extent to which induction programmes have been successful in the U.S.A., Canada, Great Britain and in countries where they have been implemented. Reports reflect that beginners seem satisfied about the formal induction programmes. However in the United Kingdom, an economic crisis caused the postponement of a 'national scheme' for induction in schools, thereby thwarting any real opportunity for intensive research into induction programme effectiveness in that country.

Before induction programmes can be evaluated for their effectiveness one has to have some sort of yardstick against which to measure the relative strengths and weaknesses of the different programmes. Schlechty (1985) appears to be the first to answer Veenman's call for research to focus on the effects of induction programmes. His study, *A Framework for Evaluating Induction into Teaching* immediately recognises that 'there are no generally agreed upon criteria for an exemplary program' (1985:37). Schlechty's attempt at describing effective induction systems provides researchers with a framework within which programmes of induction can be measured. He outlines eight characteristics of effective induction systems. These characteristics will be briefly summarised to expose their significance to the debate as to whether these programmes are effective and worthwhile in addressing beginning teachers problems and needs. I will not debate these characteristics at this stage since our purpose is not to debate induction programme effectiveness. However, these characteristics may be extremely useful in informing this study as to how beginners are inducted and socialised into the profession generally.

2.5.4 Characteristics of Effective Induction Systems

Schlechy says that any effective induction system will be based on clearly articulated and accepted norms without which 'a systematic induction process is nearly impossible' (1985:38). The second and third characteristics require induction systems to take into account the recruitment and selection procedures as well as providing for distinct 'stages and statuses' during the entry phase, clearly fitting into the developmental approach discussed earlier. The fourth characteristic calls for mutual support between beginners to create 'social bonds' that help them in overcoming some of the '*shared ordeals*' beginners have to experience.

The fifth characteristic speaks to beginners learning the language of their profession, while characteristics six to eight deal with admission, supervision and evaluation as built-in features of successful induction programmes. These criteria are important in setting out the first framework against which induction programmes could be evaluated as well as providing the space for debate into what would constitute good induction practices. Let us now look at how effective induction programmes were and how they were evaluated.

2.5.5 An Assessment of Induction Programmes

A clearer indication of the success and weaknesses of induction programs in the United States emerged in a thematic study published in the *Journal of Teacher Education* (1986: 2- 41). These papers cover numerous issues and can be regarded as an assessment of induction practices in the United States. A number of these papers are cited in this study since they provide crucial information that informs our understanding of the induction debate. Again, I will discuss some these papers in order to provide a glimpse of the diverse nature of the research conducted in the field of induction, some of which may or may not be directly relevant to this study.

goals of induction

Huling-Austin (1986:2) starts the study with a paper that speaks to the expectations and limitations of induction programmes. Her main contention is that induction programmes should have realistic goals. In the process, she outlines four important goals that she believes should be included in programmes of induction. These goals include the improvement of teaching performance, the retention of promising beginners, the promotion of their personal and professional wellbeing and finally the fulfilling of certification requirements. These goals can only be achieved if there is unanimity with regard to what constitutes effective teaching. This in itself is problematic since 'research is quite clear on the point that there is no one right way to teach' (Rauth and Bowers: 1986:38). Without going into a detailed debate on how teaching contexts differ and that effective teaching in one school might not equate with effective teaching in another context, Rauth, in commenting on Huling-Austin's paper, concludes that as far as provision of induction programmes go 'something is likely to be better than nothing' (Rauth and Bowers: 1986:38).

The second paper looks at the mentoring phenomena within induction programmes. The history of mentor relationships can be traced back to

Homer's Odyssey 'wherein Athene took the image of Mentor, Odysseus' loyal friend and was given responsibility of nurturing Telemachus (Odysseus' son) when his father ventured off to fight in the Trojan War. Therefore the term mentor historically denotes guide or counselor,...(Galvez-Hjornevik:1986:6).

And more recently, Edgar and Warren (1969) define the mentor as the 'significant other' a term that denotes the person or persons acting as a role model to the beginning teacher. This relationship is an educative one wherein formal knowledge is taught to the beginner by the mentor. But what of the informal knowledge or the mentor's personal opinions and views about the profession, that are passed on as the gospel truth, the culture into which he/she was inducted and socialised? The roots of this type of learning lies firmly in the old conception of induction since mentor relationships will involve 'pressures to change', to influence neophytes in socially 'desirable' directions, to drop previous patterns of behavior and accept new norms held by the socializing agent or 'significant

Ward

other' (Edgar and Warren: 1969:387). Galvez-Hjornevik looked specifically at the extent to which mentoring occurs in the teaching profession by reviewing the research literature of the past decade. Mentoring and mentoring relationships are complex and therefore any application of this concept to induction programs should be carefully considered so that beginners benefit from the experience. In stressing the importance of mentoring Galvez-Hjornevik emphasises the fact that

The vital role allocated the “mentor teacher” in the induction process necessitates a greater understanding of the potential for this association and its subsequent impact on the education of beginning teachers in our elementary and secondary schools (1986: 10).

Fox and Singletary in their paper *Deductions about Supportive Induction*, propose a set of goals for induction programmes. The four goals they set out concern

- the development of a psychological support system for the teacher
- the development of acceptable methods to address problems related to classroom management and discipline
- assist once in a development of skills that will promote the transfer of pre-service theory into effective teaching practices
- exposure of beginners to experiences that will help develop professional attitudes, analytic and evaluative skills to promote a high level of proficiency in an ever-changing profession

These goals must be incorporated into the program design, an example of which is provided in their study. The development approach is crucial to the goals of induction programmes as envisaged by the authors and goes a long way in reiterating the dominance of this approach. An extremely important component is peer support, as well as cooperation among 'concerned groups' which includes 'school districts, university educators, regional service centers and state agencies who must work together to provide the information and support both instructionally and financially, to create a successful and ongoing program' (1986:15). The one-way or linear fashion in which induction is to

occur is illustrated by the marked absence of any contribution from the beginning teacher in the developmental approach.

Hoffman, J.V., Edwards, S.A., O'Neal, S., Barnes, S., Paulissen, M.,'s *Study of State - Mandated Beginning Teacher Programs* (1986) concentrates on beginning teacher programs and their effects on new teachers' transition from student to fully fledged teacher. This study reports on beginning teacher programs in two states in America. The large scale study focusses on induction program implementation and program effects on beginning teachers.

Huffman and Leak (1986) continue with the mentor theme in *Beginning Teachers' Perceptions of Mentors*. They looked specifically at the factors that would maximise the effectiveness of the mentor relationship. Arising from their study was the favourable response they received from beginners in terms of the important and beneficial role mentors played in the induction process. A specific finding to emerge was that beginners desired mentors to be teaching the same grade or subject level so that assistance became more relevant.

Odell (1986) in her paper, *Induction Support for New Teachers: A Functional Approach*, analyses the actual forms of assistance given to beginning teachers and 'experienced teachers new to the system' in an induction program. An important finding of her study was that experienced teachers moving to new schools had remarkably similar needs to beginning teachers despite their experience. I experienced similar problems in moving to a new school due to promotion. This is discussed later in the research process section in Chapter Four. Odell identifies two primary needs of both beginners and new to the system teachers.

These are listed as follows

... (a) to obtain fundamental information about the school district and (b) to obtain resources and materials pertinent to the information to be taught. As experience in the schools increases, and the need for system information decreases, the new teachers appear to demand more help around teaching strategies and the instructional process (1986:29).

Varah, Theune and Parker (1986) discuss the need for induction programs in their paper *Beginning Teachers: Sink or Swim?* In a play on Lortie's concept, they discuss beginners' need of assistance and also describe how induction teams consisting of mentor teachers, school administrators and university educators collaborated within the program to identify areas of achievement, need and subsequent improvement of beginning teacher performance.

They find that a collaborative teacher induction program realises benefits for all participating parties. Beginners improve their teaching performance and confidence. There is also value in it for university educators who now are presented with the opportunity of direct involvement in the transition from "preservice teacher education to inservice teacher development"(1986:33). Combined with the efforts of mentors and school administrators to assist beginners with their problems and needs, the induction experience

...may be viewed as an effort to improve the teaching profession by retaining the most effective teachers and ultimately to improve the quality of education in the nation's schools. (Odell: 1986: 33)

In concluding this thematic study, *Reactions to Induction Articles*, Rauth and Bowers (1986) provide separate views on the induction debate in the United States and specifically the induction studies cited in the previous section.

The first is illustrated in the work of Rauth. In evaluating the importance and contribution of induction programs to teacher education, Rauth comments that

Induction programs are long overdue. If we take advantage of the knowledge about teaching and learning available to us and invest in the future of the teaching profession both excellence and equity in education can be achieved (1986:41).

This represents explicit support for induction programs in the American context. A crucial point here is her view that 'proper investment' in teacher education has the potential for achieving 'excellence' and 'equity'. Both these concepts are crucial objectives in the transformation of the South African education system as a whole. This point will be crucial in evaluating the developing policy path discussed and analysed in the next Chapter.

A second view represented by Bowers is more modest about the possible contribution of induction programmes.

The case has been made for induction as an important component in comprehensive staff development program - nothing more, nothing less. The purpose of an induction program should be, simply, to assure the success of the beginning teacher. All else is incidental (1986:41).

A crucial point in Bowers' analysis is the contention that induction has a place and a purpose within broader professional development strategies. Ensuring that beginning teachers develop into competent practitioners is the crucial underlying theme of the contextual issues that motivate the establishment of induction programs. In other words, the goal of assuring beginning teacher success is reason enough for the establishment of induction programs.

An important caveat is sounded by both these scholars, in that induction programs should not be viewed as the panacea for all ills within teacher education (Rauth and Bowers: 1986). How helpful are these points to us in a South African context? Are they sufficient

in guiding us to better assisting our beginning teachers? Should we simply invest in induction programs based on the evidence that emerged from the American experience?

In answer to the first question, clearly the research has been helpful providing us with a good idea as to why and, to a lesser extent, how induction programs have been implemented in the United States. The answers to the remaining two questions are not as clearcut. Clarity can only come about through an analysis of the South African situation, which is presented in the final section of this Chapter. In the interim let us examine the shortcomings that have been highlighted in the educational research literature in the 1990s, in response to induction and induction programmes.

2.6 The Teacher Socialisation Tradition

What does the teacher socialisation tradition have to offer? Why has it been viewed as less important or less significant than the developmental tradition? Have researchers been justified in treating this tradition in this manner? Can we utilise the socialisation tradition to bring us closer to possible solutions to the problems of beginning teachers?

In attempting to answer these questions, the socialisation framework will be given greater priority in this study. I would therefore attempt to investigate how beginners' problems and needs can be addressed in a context where the focus is shifted away from highlighting deficiencies in the beginner alone, as in the developmental framework, to studying the effects of institutional constraints on the beginner as in the socialisation framework. Let us begin then with a brief history of the roots of the socialisation approach. Despite its less popular status, the socialisation approach is not new and has preceded much of the latest developmental approaches.

2.6.1 The 'sink or swim' Phenomenon

In tracing back the history of teacher socialisation research to the mid 1970s, the works of Lortie (1975) and Lacey (1977) feature prominently. Both researchers contributed

significantly to debates in the field of teacher socialisation and have paved the way to extensive research in the field of professional socialisation of teachers. Lortie (1975) highlighted the 'sink or swim' phenomenon which at the time was identified as a concern synonymous with the experiences of the majority of beginning teachers. This phenomenon simply referred to an attitude within the profession that beginners were expected to cope on their own within the school and classroom environment with little or no assistance from their more experienced colleagues. It was something 'we' all went through and experience served as your taskmaster. This clearly coincided with my own personal experience as highlighted in Chapter One.

Lacey (1977) confirmed that beginners are forced to 'undergo dramatic change' in coming to terms with their new roles as professionals. They were expected to adopt and adapt to the 'prescribed' manner in which things were done at schools. This involved being 'induced to accept as their own the profession's dominant definitions of appropriate language, norms, missions, knowledge technology, and ideology' (Lawson: 1986:163). Here again, my experience of conforming to what was 'expected' of me, left me uncritical and actively trying to emulate what I perceived to be accepted behaviour and norms. Clearly, Lacey's research regarding the transition from student to professional is crucial and played a major role in the direction that research on beginners took in trying to rectify the situation. The early research highlighted some very important findings namely that little was known about how beginning teachers "survived" their transition into the profession or why some beginners failed to cope (Mc Donald: 1980: 44). From a British perspective, Atkinson and Delamont (1985) voiced similar sentiments, lamenting the lack of empirical research on occupational socialisation of teachers.

In the Australian context, Martinez (1993) has proven a particularly significant voice in the 1990s and has called into question the effectivity of induction programmes as practiced predominantly in America. At the same time, she called for the term 'induction' to be redefined. Martinez identified several limitations in the research literature on induction programmes, chief among which is its prescriptive nature. For example, if we can identify the problems of beginners, then we simply need to draw up

programmes that address these problems. If these programmes are acceptable (become policy) and implemented, then the problems of beginners can be resolved. This straightforward research to policy approach is flawed, in that solutions are fashioned from central tendencies that emerged from the mainly quantitative research studies and prescribed induction programmes as the solution for almost all school contexts. Martinez (1993) highlights four shortcomings or limitations with regards to induction programmes and the manner in which they have been implemented. Given the dominance and popularity of the research to policy phenomenon and the developmental tradition, it would be wise to be circumspect in our approach to policy development. These shortcomings will be discussed at length once we have revisited the term induction from a teacher socialisation perspective.

2.7 Revisiting Induction

The term induction has been defined as being 'deliberate support programs for beginning teachers' in the developmental tradition (Fullan: 1991). It proposed to address through programs, the problems beginners experienced in terms of practice. The socialisation framework, which shifts the attention away from the individual, looks to factors beyond the control of the beginner that may influence the entry experience. The school as institution itself becomes the focus and issues like the school culture become an important part of the equation concerning induction.

According to Hargreaves, those researchers that developed induction programmes believed that improving practice is simply a matter of 'developing better teaching methods, of improving skills' (1994: vii). While accepting the importance of these factors he emphasises that the manner in which teachers teach and learn to teach is directly influenced by factors outside the classroom.

The ways they teach are also grounded in their backgrounds, their biographies in the kinds of teachers they have become. Their careers - their hopes and dreams, their opportunities and aspirations ... (1994: vii).

It is now slightly clearer why Martinez (1993) and Hargreaves (1994) have begun to argue that these programs are flawed in that they address mainly issues of practice. They understand induction as a much wider concept, requiring an in-depth look at all factors that influence the way beginners teach or learn to teach. Being inducted into teaching as a profession requires the acquisition of knowledge beyond the confines of practice alone, and

neither teacher education nor induction could be viewed as a linear, one-way process of socialization where in recruits are “induced” into the profession’s way of defining and performing work (Lawson: 1992:164).

At this point I wish to return to Lawson’s definition of induction. He states that ‘induction results from recruits’ interaction and learning, a social process called professional socialization’ (1992:163).

2.8 What is Professional Socialisation?

What is professional socialisation? A logical first step in answering this question would be to take a closer look at the term ‘profession’ and what it means in an education or teaching context. It has long been argued about whether teaching as an occupation can be considered to be a profession. However that is another debate altogether and will not be pursued here. Medicine and law have always been regarded as true professions or the “traditionally designated professions” (Hoyle: 1980). All other occupations aspiring to professional status were judged on whether they fit the criteria and characteristics ascribed to the “ideal type professions” like medicine and law. So, one view of the term ‘profession’ refers to occupations that fit or subscribe to a set of criteria or characteristics. This conception of the term ‘profession’ is dominant in society and has been around for the greater part of this century (Hoyle: 1980).

A second and opposing view considers 'profession' to be a "... value-laden term and ... that profession is a term which is a symbol for a desired conception one's work and hence of one's self"(Hoyle: 1980: 43). Furthermore, the concept 'profession' is seen as "an ideological term" designed to serve the interests of the occupation in terms of improving 'its status, rewards and conditions of work'(Hoyle: 1980: 43). Atkinson and Delamont describe these opposing views on professions as 'contrasting traditions - structural-functionalism and symbolic interactionism'(1985: 309). The term professional would then indicate all that relates to the specific profession, in our case teaching.

Structural-functionalism relates to the first view presented above, that which defines professions in terms of lists of characteristics, criteria or 'traits'. For structural-functionalists, professional socialisation is 'the process whereby the relevant competences and values were acquired and internalised by the novice' (Atkinson and Delamont: 1985: 310). This presents a relatively unproblematic view of occupational entry into the profession and as such it would be a simple matter of beginners 'learning the ropes,' thus fitting neatly into the developmental framework where support programmes are developed specifically to enable beginners to adjust to and begin 'learning the ropes'.

Symbolic interactionism reflects the second view, which sees professions as 'value-laden' and largely serving the interests of the occupation itself. The symbolic interaction viewpoint however conceives of the profession and socialization into it as a far more complex process. The point the interactionists make is that the process of socialization is much more problematic in that they view and emphasise the discontinuous nature of the process. The assumption that novices and experienced professionals 'subscribed to common values' as taken for granted by the structural-functionalists, is unfounded. Conflict of interest is more than just a remote possibility between novices and experienced teachers. The support programmes developed for beginners are often as stated earlier, prescriptive and do not make allowances for beginners to contribute to their own learning.

Too often, in considering what beginning teachers need to know, we have failed to consider what novices think they already know (Barnes: 1989:13).

This reference echoes Martinez's concern about the deficit model that pervades beginning teacher induction. An investigation that only looks at the problems and fails to look at or investigate what beginners already know or understand, could lead to flawed programmes of assistance. An assumption that all beginners have or experience similar problems and that support programmes can cover all these problems in all contexts is simply far-fetched. It is not simply a matter of 'learning the ropes'.

2.9 What Are the Limitations of These Viewpoints?

Structural-functionalists point to lists of characteristics or criteria to define professions. What is pertinent to teaching as a profession is that these characteristics and/or criteria are not simply descriptive, but reflect certain assumptions about the nature of the profession. From Hoyle's list (1980) of 10 assumptions on the nature of professions I wish to draw on two of the assumptions, listed as number 4 and 6.

4. *Thus, although knowledge gained through experience is important, this recipe-type knowledge is insufficient to meet professional demands and the practitioner has to draw on a body of systematic knowledge.*
6. *This period of education and training also involves the process of socialization into professional values (Hoyle: 1980: 45).*

If these assumptions are applied to teaching, one will then have to accept that there exists a 'body of systematic knowledge' about the profession and that there exists certain core values into which new members have to be socialized. However, there is an emerging trend in the education research literature which poses a different view. As Barnes so eloquently phrases it, 'there is no unitary, bounded knowledge base for teaching on which everyone agrees' (1989:13). Gilroy amplifies this point in accepting 'that there is such a

thing as teachers' professional knowledge,' but recognises that there is some difficulty in identifying quite what that knowledge might be (1989: 102).

Defining knowledge as it relates to education or teaching can be difficult if one does not wholly agree with the positivistic notion that 'by its very nature knowledge is in some sense fixed, objective and absolute' (1984: 104). Gilroy describes this view of knowledge as 'autocratic' in that teachers and teacher educators who subscribe to this view consciously or otherwise see their tasks as

either importing or passively receiving what they would see as the 'correct' body of knowledge, with any alternative being seen as at best being derived from the correct body of knowledge or at worst, simply false (1984:104).

Two problems arise from this viewpoint. Firstly, if professional knowledge is fixed, objective and absolute, those who possess such knowledge fully determine the manner in which this knowledge is passed on to new members. Early definitions spoke of 'the influence exerted on recruits' and the passive acceptance of 'the professions' dominant definitions of appropriate language, norms, missions, knowledge, technology, and ideology' (Lawson: 1992: 163). The deficit-model to which Martinez (1993: 36) refers in her evaluation of the assumptions underlying beginning teacher research is based on this viewpoint of professional knowledge.

Secondly, there is an assumption that new recruits willingly accept these 'norms' and 'values' of the profession as their own during this socialization period and sacrifice their own ideas about the profession in the process.

The only way apparently open to probationers was to conform to the conventional wisdom and recipe knowledge of those around them (Hanson and Herrington: 1976: 61).

However, an increasing number of studies are beginning to emerge that show a growing 'resilience and firmness' among beginners (Zeichner and Tabachnick: 1985: 2). This

unproblematic conception of socialisation hides the very real possibility of a conflict of interest between beginners and more experienced members of the profession (Atkinson and Delamont: 1985). Very often, as expressed in the study by Zeichner and Tabachnick, (1985) beginners resist conforming to the values being enforced upon them and maintain the values they see as important to the profession. It is at this level that interactionists have focussed their attention.

How did beginners become socialised in the contexts in which they work? Their concern was for 'situational learning' and their emphasis on studying the educational experience in its own right. By 'situational learning' is meant the activities of daily 'coping' encapsulated by the phrase 'learning the ropes' (Atkinson and Delamont: 1985: 312).

This raises the interesting question of the purpose of pre-service institutions if most occupational learning takes place within the institutional context (school). Rejecting or dismissing the work done in pre-service institutions is ridiculous and absurd but it must be recognised 'that it is widely believed that teaching cannot be learnt or taught in training institutions, but can only be mastered on the job' (Atkinson and Delamont: 1985: 313). However, the overemphasis on 'situational learning' by the interactionists leaves them open to criticism that they fail to recognise the fact that students do learn and bring into the profession, knowledge acquired during training. As with the functionalists, this view seems to imply a deficit theory of beginning teachers. Atkinson and Delamont (1985:310) are adamant that both directions have lost track and have not taken cognisance of the 'new sociology of education'. This approach is characterised as possessing

... a focus on teacher and pupil experience as revealed in teachers' and pupils' own accounts, their interpretations and feelings emerging, changing, developing, converging, blurring, clarifying and so on in the course of everyday life in schools (Woods and Hammersley: 1977:14).

This view has critical importance for the socialisation of teachers. For the first time a view was propagated which aspires to learn about the socialisation of teachers from their own understandings of how they are socialised into the profession. It represents a rejection of the deficit theory on beginning teacher socialisation. It breaks the stereotypical view of the profession and an educational system 'which is based on the imposition of meanings and definitions such that the real relations of power and interest are hidden' (Atkinson and Delamont: 1985:315).

This breaks down the dominant functionalist view and opens the way to addressing the shortcomings of their quantitative based research. Now we can address the conceptual and practical shortcomings outlined by Martinez (1993) concerning support programmes. The next section will address each concern individually in the light of the 'new sociology of education.'

2.10 Addressing Martinez's Concerns

2.10.1 A Deficit Model

The primary focus of researchers on problems and needs within induction programmes 'assumes a deficit model of them' (Martinez: 1993: 36). Viewing 'problems and needs' of beginners as a shortcoming might seem contradictory but it is important to realise that beginners do not enter the profession as proverbial 'empty vessels'. If we accept this point, what do new teachers bring with them into the profession? As individuals they bring with them their own history and unique experiences that are bound to shape their practices. Martinez goes further:

The best beginning teachers bring energy and enthusiasm, less enculturated views of schooling, a willingness to try new ideas, genuine concern for students and recent engagement with theory and current research about teaching and learning (1993: 36).

If induction or support programs are structured in such a manner that they continue to treat beginners as empty vessels, they are less likely to fulfill their roles as 'potential system reformers and rejuvenators' (1993: 36). Clearly any view which seeks 'own understanding' and own meanings and interpretations recognises that those participants have important views and actively seek those interpretations for a balanced and informed perspective. Martinez points out

I am not suggesting that beginning teachers are finished products, complete in theoretical, philosophical and practical knowledge. However neither are they hapless recruits waiting to be marshalled in to fill predetermined positions in the front line (1994: 174).

The views of beginners are invariably less rigid than their more experienced counterparts. They are prepared to attempt new and creative practices and are in essence still idealistic and adventurous. This is what makes them potential 'system reformers and rejuvenators'.

2.10.2 Quantitative Research Methods

The second shortcoming or concern revolves around the issue of research methods utilised in exploring beginning teacher needs.

Much of the research was quantitative, depending on fairly large samples, using written questionnaires as data collection and interpreting data in terms of central tendencies (1993 : 36).

This concern too appears to be contradictory. Surely, if 'large samples' of beginners are canvassed, researchers could reliably attain data that reflect their views? Veenman's review (1983) provides ample evidence that the larger majority of research studies used quantitative techniques of data collection. Sixty five (65) out of the eighty three (83) studies utilised questionnaires as a means of data collection. Of the sixty five studies, only thirteen used interviews as additional means of data collection. Veenman's diverse selection of international studies selected for the review was not coincidental in

identifying so many studies utilising similar research methods. An acceptable inference can be made, which is in agreement with Martinez's claim that the majority of induction programme research is quantitative in nature.

What then, are the limitations of using this method? Quantitative research is limited in terms of the type of data that can be obtained from questionnaires. In other words, researchers only get what they ask for, meanings and understandings are not or cannot be followed up and thus data interpretation in terms of 'central tendencies' have to suffice. In relying on 'central tendencies', specific information on school context, personal experiences and perspectives are lost. The nature of the questionnaire does not allow the researcher to probe for 'own meanings' and perceptions of the participants. Methods used to gain 'own meanings' and understanding will essentially be qualitative in nature, for example interviews (individual and group), case studies, diary and journal accounts among others.

'Own accounts' will illuminate 'many personal, theoretical, and philosophical problems which did not emerge in earlier quantitative surveys' (Martinez:1993: 36). The various dimensions of problems that may emerge illuminate the debate far beyond what is capable of being achieved by quantitative methods, begins to address the 'technicist' view of beginner problems and increases "the knowledge base of beginners' problems" (Martinez: 1993).

2.10.3 Beginning in Isolation

Martinez relates the point that researchers take as given the fact that the structure of the school encourages the 'beginning in isolation' phenomenon (Gehrke: 1991; Sparkes: 1991).

This view of teaching as an individual, personal endeavour is strongly supported in media representations such as "To Sir with Love", "The Prime of Miss Jean Brodie" and "Dead Poet's Society" (Martinez: 1993: 34).

Beginners are generally left to their own devices and many simply proceed on a trial and error basis (as in my case) until such time that assessment and evaluation procedures expose serious deficiencies with regard to classroom practice.

In the classroom teachers fail or succeed alone: they are thrown upon their own resources and must provide self-stimulation, develop their own solutions and pedagogical problems when assistance is needed, and assess their own successes and failures (Sparkes: 1991: 8).

Induction programmes need to take cognizance that there are factors both 'institutional and social' that affect how new teachers learn and their ability to overcome the problems and needs experienced. Failure to recognise the influence of these conditions is certain to nullify any attempts at resolving the problems of beginners. Constraints imposed by schools and their structures will obviously frustrate and create problems for beginners. But in line with the socialisation approach, these constraints will surely be called into question. The problem of teacher isolation can be addressed if it emerges as a problem. The lack of collegial support is in essence what motivated this study, and therefore likely to feature as a primary concern in teacher accounts of their problems.

2.10.4 'Fitting in'

Induction and induction support programmes have become synonymous with 'fitting in' to the relevant structures of the school. Schools and schooling structures are seen as unchangeable, immutable. Therefore, it is the responsibility of induction programmes to facilitate this 'fitting in' process. The school and its given structure is not questioned and in this way beginners are forced 'to accept the prevailing conditions within classrooms and schools as *given*, especially unalterable and beyond criticism. Therefore, the dominant culture of teaching is reinforced and maintained' (Sparkes: 1991:12).

Martinez intimates that the term 'induction' itself points to a 'fitting in' and this in and of itself has shaped the research and design of induction programs that are widely in use across the United States. This necessitated another look at the definition of induction in

order to begin to address the shortcomings arising out of the 'fitting in' conception of the term. What lies behind her claim? Atkinson and Delamont return us to Bourdieu's argument

Education promotes a consensual view of the legitimacy of certain varieties of knowledge, while masking the social differences it serves to promote and reproduce. For Bourdieu's 'cultural reproduction' does not refer simply to say, the functionalists' copying of the taken for granted social order. Cultural reproduction serves to preserve the appearance of neutrality while legitimating sectional interests (1985:315).

Since induction is an educative process it is understandable why Martinez is critical of the term 'induction' itself, which she describes as promoting the 'fitting in' of beginning teachers into both institutional structures and practices. Mentoring as a crucial component in many support programmes is heavily criticized as implying 'cyclic reproduction, of practice and acritical occupational perpetuation' (Martinez: 1993: 37).

2.11 The Road Ahead

What about the South African perspective with regard to beginning teachers? Which tradition does it reflect, developmental or teacher socialisation? The absence of a review on the South African perspective was not an oversight, rather a deliberate strategy to enable me to present the South African perspective as a unified component rather than a disjointed portrait of the multifaceted issues at stake. Chapter Three will incorporate a review on the South African perspective, in conjunction with a review of the educational policy proposal literature that emerged during the 1980s and 90s. Special emphasis will be given to the possible impact that educational policy would have on the manner in which beginning teachers are inducted and socialised into teaching. Before I proceed I wish to pull together the threads that were infused into the tapestry in this chapter.

Chapter Two started by reviewing the educational research literature relating to beginning teachers. From Veenman's review, we ascertained that beginning teachers worldwide experience problems in adapting in their first years in the profession. Two distinct conceptual frameworks were identified, namely a developmental framework and a teacher socialisation framework. The developmental framework dominated research in the field of beginning teacher research. Within this framework, studies in the review identified, quantified, categorised many of these problems and recommended the establishment of support programmes to address these problems (mainly in the United States of America). Also under this framework, we identified a thematic study which assessed induction and support programmes to gauge the degree to which they have been helpful in addressing beginning teacher problems and needs. Numerous issues in regard to induction programmes are raised, for example approaches to induction, mentoring, research issues, goals and objectives among others. The thematic study is concluded with an assessment of induction programmes by two independent researchers, both of whom acknowledge the importance of induction programmes but warn that they are not the panacea for all problems faced by beginners.

Under the teacher development framework, the concept of induction is revisited and its link to professional socialisation is investigated, both in terms of the developmental framework's structural-functional viewpoint and the symbolic-interactionist viewpoint of the teacher socialisation framework. Limitations relating to each tradition are highlighted and a new way forward is proposed, namely 'a new sociology of education'. Finally the shortcomings and limitations of 'old' frameworks in terms of beginning teacher research are discussed in relation to the 'new sociology of education'. Chapter Three will now look at how the South African context fits into the complex tapestry of beginning teacher research.

Chapter Three

The Beginning Teacher and Educational Policy in South Africa

3.1 Introduction

The policy proposal phase in terms of our tapestry metaphor, is the stage where all the yarns of different colours and textures are chosen and patterns are worked out in order to bring about a conception of the final product. Crucially, one can never be certain about what the final product will look like since the tapestry requires inputs from a variety of participants, all of whom share a critical interest in the final product.

What has emerged in the South African perspective in terms of studies concerning the problems of beginning teacher? This chapter will begin with a brief review of the literature on beginning teachers in the South African context in order to locate it within the broader conceptual frameworks outlined in Chapter Two. At the same time, the review needs to be placed in juxtaposition to educational policy proposals that emerged in South Africa in the 1980s and 1990s in response to the crisis in education and the challenges to transform the education system in this country.

The most significant documents that will come under the spotlight are (in chronological order), the *Education Renewal Strategy* (1992), the *National Education Policy Initiative* (NEPI) (1993), the ANC's *A policy framework for Education and Training* (1994), the *White Paper on Education and Training* (1995) and finally the Committee for Teacher Education Policy's (COTEP) *Norms and Standards for Teacher Education, Training and Development* (1997).

The general focus will be to identify the proposals in each document that relate to teacher education. The reason for this is that induction and socialisation are concepts that relate to an educative process. In this case I am referring to the education of teachers at

the initial or entry stage of their careers. It is an attempt to ascertain the extent to which educational researchers' concerns are shared by policy-makers. The assumption is that policy-makers will, in the course of developing policy, be guided by current research trends in the relevant field. Any deficiencies in this regard will provide researchers with the space to highlight pitfalls and possible consequences for teacher education. In addition one of the crucial tasks would be to make recommendations to policy-makers that can impact on future policy. In the South African context, it is important that educational policy be guided by a wide array of viewpoints so as to maximise the potential of redress and equity in terms of educational provision. Anything less will be a waste of scarce resources and a postponement of educational opportunity for the majority of our country's people.

The specific focus of this chapter will be to identify proposals that recognise beginning teacher needs and problems and any attempt through policy to provide solutions that would address these concerns. Where clear policy proposals on beginning teachers are absent or do not emerge, the significance of this apparent oversight will be debated. But first the South African perspective.

3.2 South African Studies on Beginning Teachers

There have been numerous doctoral and masters theses on this subject (Lochner: 1993), many referring indirectly to the problem as part of broader school managerial or staff development problems. No fewer than seven M.Ed studies on beginning teachers have been conducted in South Africa between 1977 and 1993 (Algie: 1983, Basson: 1977, Du Plooy: 1987, Lochner: 1993, Lottering: 1983, Van Vuuren: 1989, Vorster: 1988).

Basson's study is one of the earliest and deals with the challenges faced by beginning teachers in primary schools through what he calls a 'didaktiese-pedagogiese' [didactical-pedagogic investigation]. Lottering deals with the professional development of beginning teachers as far back as 1983 along with Algie whose study leads to the development of an induction programme. Lochner, Van Vuuren and Vorster represent the studies conducted in the late 1980s and early 90s, all of which deal with induction and orientation

processes. Even without an in-depth analysis the developmental tradition is evident in all these studies, which verifies the evidence of the dominant role of this tradition in the study of beginning teachers.

The two studies I wish to highlight deal directly with the problems of beginning teachers and the establishment of programmes of assistance to address these problems. Algie's thesis (1983) *An investigation into the problems relating to the adjustment of beginning teachers leading to the development of an induction programme* and Lochner's (1993) *Die problematiek van die nuutaangestelde onderwyser in die Hoërskole*, closely mirror research studies undertaken in the developmental tradition. Algie utilised both personal interviews and postal questionnaires while Lochner utilised the questionnaire exclusively to gather data. Both scholars produce programmes that can speak to the problems and needs of beginners entering the school system. However, both these studies were conducted among participants based solely within the old Cape Education department and thereby produced categories of problems experienced by beginning teachers belonging to one sector of South African society. This reflects but one aspect of the complex nature and difficulty of conducting educational research in the South African context. In order to gain clarity on these issues an analysis of educational policy in South Africa is necessary. I will then return to these research studies to analyse their contribution to the beginning teacher debate.

3.3 Educational Policy Proposals

3.3.1 The Educational Renewal Strategy

The policy proposal literature on the transformation of the education system in South Africa will be traced back to the *Education Renewal Strategy Document (1992)*. The ERS, a product of the Department of National Education, reflected the first signs of the results of pressure for change since the De Lange Commission Report was released in 1981. What was the reason for the Education Renewal Strategy? Generally, it was viewed as an attempt to review the existing education policies of the Nationalist Party

government in the light of the '...worst outbreak of student and pupil unrest South Africa had yet experienced' (Engelbrecht: 1992:496). The pressures exerted on the Department of National Education resulted from the nationwide crisis that continued to exist in education during the 1980s. This crisis was characterised by protracted class boycotts, destruction of schools, the banning of departmental officials from schools and in some cases the total breakdown in the culture of teaching and learning.

Chapter 6 of the ERS document (1992: 41) deals specifically with Teacher Education. Entitled "Education Programmes for Teacher Education," the thrust of the Chapter concentrates on the suggestions for changes to pre-service education programs, necessitated by the changing circumstances within the country.

Given the assumption by ERS policy proponents that changes in teacher education have implications for the quality of teachers the system produces, it is important to consider the motivations presented as justification for changes in pre-service teacher education programs. The ERS specifically cites 'rapid social changes' in developing countries and 'a drastic constitutional rearrangement' (ERS: 41) as reasons for the revision of teacher education programs. 'Rapid social change' is defined as urbanisation and industrialisation while the changing political scenario in South Africa is referred to as 'a drastic constitutional rearrangement.' No indication is given as to how a 'fundamental' revision of teacher education programmes proposes to address the impact of social and political transformation.

The absence of details of the investigation by the 'working group considering this issue' makes it difficult to assess the degree to which an aspect like the role of in-service education actually proposes to address problems experienced by beginning teachers. The scant details presented within this document create the impression that pre-service programmes, if adjusted accordingly, will result in teachers being able to address challenges that arise from social and political change. This view is shortsighted since it fails to recognise that preservice teacher education institutions and schools are not homogeneous institutions. The view is borne out by the educational research literature

that addresses the transitional phase from student to professional. Simply stated, there is no guarantee that values acquired during teacher training will be sustained into the profession. For example, after intensive research, Lacey concluded that 'The major findings of this research underline the importance of discontinuity between training and the reality of teaching' (Lacey: 1977:48).

3.3.2 The National Education Policy Initiative

The ERS initiated a debate over future education policy and was soon followed by the National Education Policy Initiative (NEPI: 1993), a major research undertaking involving the most experienced and diversified group of educationalists in the country. The educationalists involved in the NEPI undertaking could be described as people committed to redressing the inequities of the education system in place at the time. The principles of non-racism, non-sexism, democracy, unity and redress governed all aspects of the policy investigation process.

In contrast to the ERS report on Teacher Education, the NEPI report contains significant discussion on numerous educational policy options that justify the need for change within the teacher education sphere. In the introduction to the debate, countering the legacy of Apartheid based education is used as motivation to drive change within teacher education. A central aim for a future teacher education development policy is identified as the improvement of the overall quality of the South African teaching corps. Does this mean a greater understanding of beginning teachers' problems and needs? If so, what then would the implications of this aim be for beginning teachers?

My personal view is that any move toward improvement in the quality of the teaching corps should be directed firstly at the newest members of the profession. There is a widely held view in educational research that beginning teachers are 'vulnerable and unformed' (Zeichner and Tabachnick: 1985, Hoffman et al.: 1986). Secondly, in-service teachers need to constantly adapt their practices in response to changes taking place in education and society 'since the situation in teacher education reflects what is happening

in schools, and since conditions in schools mirror what is taking place in society,' (Bush: 1980: 350). The assumption is that beginning teachers would be able to adapt and respond to change more easily than the seasoned or more experienced teacher.

The aim of improving the overall quality of the South African teaching corps cannot exclude the beginning teacher since it seems to have implications for the pre-service student on the one hand and the in-service (novice or experienced) practitioner on the other. The NEPI document defines a quality teaching corps as being 'competent, confident, resilient and reflective practitioners, capable of revitalising schools and responding to the changing demands of practice' (1993:67). With such a clear aim the question arises as to how this aim will be met. What does NEPI propose in terms of a vehicle to realise this aim?

3.3.2.1 The Professional Development Option

The proposals of the NEPI report must be understood against the following background

The central assumptions about teaching underpin the presentation and analysis of options which follow. The first is that teacher education is a career-long proposition; in other words, PRESET and INSET are seen as part of a continuum. The second is that teacher development and institutional development must go hand-in-hand. (NEPI: Teacher Education Report: 69)

These assumptions define the generic term 'professional development' as outlined by Fullan (1991). An important factor here is the recognition that teacher education is not confined to a preservice institute but must be continued at the institution where the teacher practices. What is not clearly stated is that we need to recognise two distinctive features on the continuum in relation to beginning teachers i.e.

- (i) there is a transfer from one institution to another (preservice institution to school)
- (ii) there is a change of status from student to professional (teacher).

If these features are not recognised one may assume that the professional development philosophy considers these features unproblematic and inevitable steps in the process of 'career-long' learning. Hoyle (1980) defines professional development as 'the process by which teachers acquired the knowledge and skills essential to good professional practice at each stage of a teaching career' (1980: 42).

Given the above definition, one has to conclude that the manner in which professional development is envisaged within the NEPI document is flawed. There are numerous reasons for this claim. Firstly the research literature is fairly unanimous in the claim that the beginning years of teaching are a problem for the education profession (Bush: 1980). There exists a lack of support in addressing problems experienced by beginning teachers as pointed out in the literature review in Chapter Two. In the nature of the teaching task beginners are treated no differently from their more experienced colleagues in the profession in terms of duties allocated to them (Lortie: 1975, Gibbon: 1987, Schlecty and Whitford: 1989). However, as Gehrke asserts 'the spatial, temporal, and organizational structures of schools combine to cut teachers off from each other and with astounding regularity, force beginners to find their own ways' (1991:238).

Bush (1980) and Gibbon (1986) allude to the fact that there are deliberate attempts to make the tasks of beginners as difficult as possible by assigning to them tasks that more senior teachers dislike or find unpleasant. These are some of the reasons offered as to why beginners have or experience difficulties on entering the profession. Other complex reasons emerged in the evaluation and review of the literature on beginning teachers in Chapter Two.

Secondly, while clearly advocating INSET as the focus of further teacher education provision, the NEPI document fails to recognise beginners as a unique group in need of specified training which would provide them with 'knowledge and skills to assist them on

the path to becoming competent teachers' (NEPI: 1993). Whilst the policy options that emerge from the research papers by the Teacher Education group are in line with the general aim of developing a quality teaching corps, this aim cannot be achieved without recognising and addressing the needs and problems of beginners entering the profession. Prioritizing the upgrading of under qualified and unqualified teachers and providing INSET to prepare teachers for institutional reconstruction and curriculum change (NEPI: 1993: 72) are two suggested areas of a renewal policy. Neither of the above refer specifically to beginners although they do not wholly exclude them. NEPI comes close to addressing beginners problems and needs when acknowledging that 'a quality teaching corps, depends not only on the pedagogical competence and sound subject knowledge of the teachers, but also on their working conditions' (NEPI: 1993:73).

What emerges from the study of the research literature on beginning teachers is that despite being qualified as teachers and having the necessary theoretical knowledge, circumstances within schools or the working conditions make it difficult for beginners to adapt. Barnes (1989: 13) states 'it is no longer reasonable to regard successful completion of an aggregate of courses as sufficient evidence of teaching understanding.' This is why it is essential that those involved in policy making recognise the particular needs of beginning teachers within the South African context.

We cannot hope to embark on the path of professional development unless we simultaneously recognise the need for professional socialization of beginners entering the profession. There is absolutely no possibility of attaining the aims that NEPI sets out, if our new teachers are socialized and inducted into the circumstances that exist presently in our schools, as NEPI report highlights.

Poor physical conditions, under-resourced schools, a dearth of support services, and the mass of unqualified and under qualified teachers, especially in rural areas, are all impediments to competent work and professional development (NEPI: 1993:84).

Whereas NEPI fails to explicitly advocate beginning teacher support, it justifies through its analysis of teacher education the need for such support. In terms of the policy debate, both the ERS and NEPI propose essential changes to teacher education programmes in terms of their focus on preparing teachers for a changing social and political environment. The absence or silence on issues concerning beginning teachers within the teacher education policy debate in these documents can be viewed as a weakness. This weakness exposes certain limitations in regard to the depth of research conducted within the broader field of teacher education. If the overall aim of revising teacher education programmes is to improve the quality of teachers entering the profession and to assist them to cope with the changing demands of practice, then surely the logical point at which learning must take place is at the point where students become practitioners. Theoretical knowledge alone is insufficient and is no guarantee of competence with regard to practice. Schlechty and Whitford (1989: 442) assert 'teachers learn to teach in schools, not in teachers' colleges.'

Therefore the overemphasis on revising pre-service teacher education programmes may be viewed as having potentially serious consequences for teacher education in general and beginning teachers in particular.

3.3.3 A Policy Framework for Education and Training

Let us now proceed to investigate the next phase of the education policy process in South Africa. January 1994 saw the release of the ANC's *A Policy Framework for Education and Training* (1994). This draft document 'sets out proposals for ANC policy on education and training.' Of particular importance to our purpose would be to investigate the proposed changes to the teacher education scenario.

Part Four of the document entitled 'A new policy for teachers' deals specifically with the preparation and professional development of teachers and trainers as well as teacher management and support. These chapters echo many of the principles expressed in the NEPI initiative especially as concerns the concepts of professional development and

INSET. Once more, the principles guiding teacher preparation proposed in the document highlight the development of a competent, critical and reflective corps of teachers (1994: 51).

The policy framework document emphasises that a professional development philosophy is not based on the improvement and continued education of teachers alone. It is tied to improvement of schooling outcomes as a whole. All facets of schooling must be addressed in conjunction with continuous improvement of teacher knowledge and skills. School improvement is not a natural consequence of continuous learning or professional development of teachers. Staff development through INSET is proposed to address the concept of 'whole school review' (1994: 52) or 'institutional development' (NEPI: 1993:69). INSET thus serves to address both basic assumptions upon which professional development is based. However, it is once more apparent that beginning teachers as a distinct group warrant no special attention within this policy document. Again one is forced to assume that professional development would serve all teachers' needs at the same time. No indication is given as to the direction INSET will take save to emphasise the addressing of needs of unqualified and under qualified teachers. Precise information on the nature of INSET, programme content, resources, implementation and ownership is absent. This is a major weakness within the document as it leaves open to speculation the degree to which policy based on this document can be successful in addressing teacher education needs in general and beginning teacher needs in particular.

Chapter 10 entitled '*Teacher Management and Support*' deals essentially with correcting the negative image of the past management system in which inspectors and subject advisors and even principals used power vested in them to keep strict administrative control over teachers. Evaluation of teachers was largely summative in nature and support was non-existent, giving credit to compliance and conformity to departmental regulations.

The guiding principle of a new management system has as its central aim the support and professional development of teachers. Given that 'support' would most likely be needed by beginning teachers, one has to assume that (in the absence of evidence to the contrary) their needs would be addressed separately from the general needs of other teachers.

However disconcerting it may seem that this is not spelt out clearly in this chapter, the following policy proposal indicates preparation and development (PRESET and INSET), allowing personnel who perform supervisory roles to perform developmental and mentoring roles (1994: 55).

The mentoring phenomenon as envisaged here has strong links to the educational research literature on beginning teachers. Mentoring has been widely utilised as a strategy within the American context to provide beginning teachers 'with greater support and guidance' (Galvez-Hjornevik: 1986: 6). It would then be safe to assume that educational managers would need to provide specialised support to new teachers as a specific group given their role as mentors. This signified the clearest indication of specialised support for beginners as the mentoring phenomenon implies a relationship between an experienced practitioner and one who is less experienced in which guidance and support is given.

3.3.4 Draft White Paper on Education and Training (1994)

The next significant policy contribution arrived in the form of the *Draft White Paper on Education and Training, September 1994*. The release of the White Paper under the ANC dominated government of National Unity was seen as the first major step away from the Apartheid based education system of the past. Transformation and redress of the past system are key values characterising the document. In 'Part Two: Development Initiatives,' proposals on Teacher Education are spelt out. The most significant point of concern to our purpose is contained in point 30 under the heading 'Teachers, Trainers and Educators'.

It states that

The Ministry of Education agrees to the establishment of a National Council for Teacher Education (NCTE) as a statutory body representing all higher education and other stakeholders in this field, whose role will be to advise the Minister on all aspects of teacher education policy. This encompasses initial teacher education, induction, in-service education and further education, whether based institutionally or provided by distance education methods (1994:16).

This marks a significant shift in the policy proposal debate until this stage. The term 'induction' refers to and is associated with new, beginner or novice teachers. The recognition of induction as a distinct phase in teacher education marks the recognition of the needs of beginners on entering the profession. Induction can be seen as a link between PRESET and INSET and the bridge that maintains the professional development assumption of a continuum of learning. This recognition demands that induction processes in general and socialization practices in particular come under the spotlight to highlight the needs and problems experienced by new teachers.

The *White Paper on Education and Training* was released six months later in March 1995. It does not significantly advance the point quoted above save to say that the advisory function falls under the jurisdiction of the Committee for Teacher Education Policy (COTEP) a sub-committee of the Heads of Education Departments Committee (HEDCOM).

3.3.5 Committee for Teacher Education Policy (COTEP)

What has COTEP's contribution been in terms of policy proposals on teacher education?

COTEP sees its role as providing an interim set of norms and standards (COTEP, 1996) to regulate teacher education during the interregnum between apartheid education and the emergence of new policy and legislation. COTEP has responsibility for the generation of norms and standards and for the accreditation of qualifications (COTEP: 1997: 14).

Thus COTEP's discussion document, *Norms and Standards for Teacher Education, Training and Development (November 1997)* provides for the clearest picture of the proposed policy direction for teacher education to emerge in the post-Apartheid era. This comprehensive document discusses wide-ranging elements pertinent to a changing teacher education context. This ranges from the rationale for change, the manner in which teacher education programmes will change, the introduction of an Outcomes Based Education Approach within teacher education learning programmes; teacher development and quality assurance. Our focus comes to rest on Chapter Seven of the document which is entitled, *Teacher Development: Lifelong Professional Education for Teachers*.

This chapter reveals consistency of policy-makers as regards the intention to adopt professional development as the way forward in teacher education. The chapter focuses on four issues under the following headings:-

1. A new understanding of in-service teacher education
2. Key shifts in thinking about teacher development
3. Formal professional programmes
4. Informal professional programmes

The first two sections motivate the rationale behind the 'new' approach and its relevance in the South African context especially in the light of the transformation imperative within education. The last two sections explain how the new approach can be implemented, formally as in pre-service and in-service programmes offered by higher education institutions and informally within the schools. Once more the absence of any specifics regarding beginning teachers is disconcerting. A section entitled 'Kinds of informal professional development activity' lists several proposed activities, none of which speak to the addressing of beginning teacher problems and needs, induction and socialisation processes. This trend within educational policy proposals, from NEPI to

COTEP, of remaining silent on the beginning teacher issue whilst advocating professional development, remains a concern. This might be defended on the grounds that beginning teacher concerns are implicit in broader professional development issues and that

... schools will be encouraged to coordinate their own professional development programmes, while teachers will be encouraged to develop a new ethos of professionalism by actively seeking out new learning experiences (COTEP: 1997: 133)

3.4 Policy for Beginning Teachers

What then, in summary, has the education policy debate revealed to us in terms of the support proposed for beginning teachers? Firstly it is abundantly clear that teacher education in South Africa is in need of review. Secondly, the professional development concept has been adopted as the way forward. The twin assumptions on which this philosophy is based will be achieved in the following manner. Teacher education as a career-long proposition will be achieved through PRESET and INSET. Thirdly, whole school development (improvement) must go 'hand-in-hand' (NEPI: 1993: 69) with teacher development. The aim of reviewing teacher education is to create competent teachers who would be continually reflecting on their practices in order to improve schooling outcomes, i.e. students who can think independently and critically and make a significant contribution to the reconstruction and development of our country.

3.4.1 Professional Development and the Beginning Teacher

The education policy proposals recognise the need of all teachers for support in terms of professional development, but significantly omit specific reference to beginning teachers. No specific indication of the type of support is mooted beside the generic INSET, which seems to represent a panacea for all ills in the teacher education scenario. Chapter Three has argued that educational policy literature in the 1990s has proposed a professional development initiative for teacher education. I have used Hoyle's definition of

professional development (1980) as the benchmark for further analysis. It is 'the process by which teachers acquired the knowledge and skills essential to good professional practice at each stage of a teaching career' (1980:42). Three concerns arise from Hoyle's definition and critical questions will be raised to answer these concerns.

3.4.1 What Knowledge and Skills does the Definition refer to?

The obvious answer would be the knowledge and skills of the teaching profession. However, we have already discussed the fact that professional knowledge and skills in the field of teaching is not fixed and while there is no denying that this knowledge exists there is no unanimity on what it is (Barnes: 1989; Gilroy: 1989). If our conception of knowledge and skills is contestable terrain, a number of difficulties arise. Whose knowledge of the profession is more legitimate? Or whose definitions, meanings and interpretations will best address the concerns of beginning teachers and lead them on the path to becoming competent practitioners?

3.4.2 What are the Stages in a Teaching Career Path?

Hoyle's definition recognises stages within the teaching career path. Contemporary teacher education policy proposals speak of two stages or phases in the educative process namely PRESET and INSET (ERS: 1992, NEPI: 1993). The first stage is PRESET, the initial or pre-service training of the teacher where theoretical knowledge and skills of the profession are acquired in a tertiary or other institution of higher learning. This period or stage lasts between three to four years and results in a teaching qualification that allows or provides a rite of passage into the profession. This in essence provides for the transition in status from pre-service student to qualified teacher. The second stage is INSET. As an in-service practitioner, the beginning teacher will acquire knowledge and skills both formally and informally in the environment of the school (COTEP:1997). Presently in the South African context, inservice teachers acquire knowledge and skills mainly on an informal or ad-hoc basis.

This suggests that rather than there being an homogeneous culture in which there is uniformity of values, beliefs, orientations, and practices within teaching as an occupational group, that there can be many cultures and sub-cultures (Sparkes: 1995:5).

It is thus argued that these two stages on the professional career path need to be further sub-divided. INSET especially has become a generic term for all learning in the post certification phase. It was argued in this Chapter that current policy proposals fail to distinguish between teachers who have just entered the profession and those who are more experienced. Professional development and programs developed for teachers need to recognise and take cognisance of the needs of those educators. Therefore, INSET can be further sub-divided into

an initial learning phase or (an induction / professional socialisation phase)

- a career long learning phase.

Induction and socialisation processes are also educative processes wherein knowledge and skills are passed on to beginning teachers both formally and informally. Bullough sums it up appropriately

When a beginning teacher enters a school for the first time, she enters more than a building; she enters a culture of teaching that has evolved in response to school structure and wider cultural values that establishes what is the appropriate teacher role (1987:83).

This indicates that what beginners learn on entering a particular school, is dependent largely on the schools itself. Again this reiterates the point that professional knowledge is not fixed since schools differ markedly:

Anyone who visits schools will be struck by the range of “atmospheres” or “climates” they provide, ranging from schools in the economically deprived inner cities to the affluence of many private schools (Sparkes: 1991:5).

In summary, the acquisition of knowledge by beginning teachers might occur formally (through specific programs) or informally through daily interaction with other professionals within a given school or institution. Specific problems concerning professional development (both formal and informal) will emerge as we take the debate forward in the beginning teacher context.

3.4.3 What is Good Practice?

The two traditions guiding beginning teacher research will present differing views but the arguments presented below should summarise their points of view on what should constitute good practice. The developmental tradition advocates good practice through professional development programmes. These programmes should be motivated by the assumption that education is a dynamic and ever changing field. Given this fact educators have a responsibility to keep abreast of developments within the field of education. Professional development programmes will ensure that educators gain access to new knowledge, so that what they practice remains relevant, useful and beneficial to their learners. All teachers should be involved in continuous professional improvement since, 'the teacher is the ultimate key to educational change and school improvement' (Hargreaves: 1994: vii).

The teacher socialisation tradition is motivated distinctly by the needs of beginning teachers entering a new context. The adherents of this tradition recognise that the practices of beginning teachers are constrained by numerous factors. They have just undergone a transfer from a pre-service institution to a school. Although schools are not foreign to beginning teachers (having spent twelve years there as pupils and at least six to ten weeks there as student teachers), the structures, culture and context of the school that they have been appointed to require 'acclimatisation' (Lortie: 1975; Cuban: 1987). This phase is motivated by the assumption that beginning teachers require assistance and support in their new roles and new context (Huling-Austin: 1986). However instead of programmes teacher socialisation would concentrate on assisting the beginning teacher to come to terms with the context of the school as institution. This would entail recognising

the constraints of the 'situation' and its impact on their practices. Good practice would arise from adapting to and overcoming the constraints of the school environment.

Chapter Two highlighted shortcomings and weaknesses of both these traditions and pointed us in a new direction that would take into consideration the beginning teachers view of induction and socialisation. Their views, interpretations and meanings will be taken into account to address the problems that they experience (Woods and Hammersley: 1976). No longer should they be viewed as helpless and incompetent in this process but potential rejuvenators of the schooling system (Martinez: 1994). Good practice now emerges from changing the relationship between experienced professional and beginning teacher from one in which learning is imposed to one where there is reciprocal learning. Both traditions would be enhanced, the developmental tradition in terms of life-long learning and whole school development and the teacher socialisation tradition in terms of establishing a new culture within the school as a socialising agent.

If beginning teachers are to contribute 'own meanings' and 'own views' to the field of induction and socialisation research, researchers would now have to find alternatives to the quantitative studies that so dominated this field of research (Martinez: 1993). This is because quantitative studies have consistently failed to resolve the complex issues involved in addressing the needs of beginning teachers worldwide. Chapter Four presents an attempt at a wholly qualitative attempt at addressing the induction and socialisation needs of a small group of beginning teachers in one school district in Cape Town schools.

Chapter Four

A Qualitative Approach to Beginning Teacher Research in Western Cape Schools

4.1 Introduction

The empirical research component will serve the purpose of rearranging the patterns and textures of the tapestry. We will now start the process of creating new patterns and images in a piece-meal fashion in the hope that the overall image of the tapestry is improved. The process utilised in this empirical study is a unique one in that it moves away from the dominant practices and methods utilised within this field of educational research. Why is this move away from the conventional practices necessary?

Chapter Two exposed a strong bias toward quantitative research methods, namely the questionnaire. This led to a strict research to policy syndrome that resulted in a whole school development/ effective schools body of knowledge with professional development as a central pillar. Subsequent research raises questions about the nature of research conducted in this field. It is argued that the almost exclusive use of quantitative research methods to address beginning teacher problems and needs have not produced the desired results and serious shortcomings are being raised into the validity of their findings for all teaching contexts.

Chapter Three traced the development of educational policy proposal literature in South Africa. It emerges from policy proposal documents that professional development is seen as the way forward in the teacher education context. With regards to beginning teachers this policy might have dire consequences, since it has already become apparent that little sense emerges from the policy proposal documents that professional development practices would address their specific needs as beginners. As a group they warrant no special attention and given this serious and glaring omission, research within this field needs to begin take cognisance of the fact that

Most teachers are divorced from the research community and its work. This discontinuity of researchers and practitioners is a persistent dilemma. One hears repeated criticism of the “research into practice” void, usually as expressions of dismay that what the research community has discovered or invented has not found its way into schools. Conversely, one also hears criticism from practicing teachers that research has little or no meaning for better understanding and improving teaching and learning in “real” schools (Griffin: 1990:10).

This indictment can only be addressed through studies that reflect detailed accounts of beginning teachers’ socialisation experiences in ‘real’ schools. Thus the translation from theory [research] into practice [policy] should reveal the complexity and understanding of the issues involved as well as the rigour that goes into achieving this objective. A shift in thinking is necessary away from prescriptive policy to policy that recognises the need for beginners to contribute to policy that would begin to take seriously their problems and needs. On this basis a qualitative methodology that would attempt to rectify many of these shortcomings, was adopted.

This chapter will outline research aims and the research questions before an extensive discussion on the research method is given. The research methods section investigated issues ranging from the reason for adopting the focus group interview method to the process of data analysis. The research process sheds light on the factors that constrained and/or facilitated the empirical study and deals specifically with difficulties in conducting research as a teacher, in conducting research amongst teachers and in schools. Chapter Five follows with an introduction of the participants and the analysis of the data.

4.2 Research Aims

The major aim of this study is to begin to address the problems and needs of beginning teachers by investigating how they are inducted and socialised into the schooling system in a range of schools in one Cape Town school district. A second aim was to get beginners involved in contributing to how they should be inducted and socialised into the

school system. This aim is tied to new directions in the educational research literature on beginning teachers which emphasises that beginners 'own accounts' of their entry experiences will shed more light on the whole process of teacher socialisation.

4.3 Research Questions

The research questions will of necessity be framed to reflect the aims I wish to achieve in this study. The literature review in Chapter Two covers many aspects of these research questions and it has assisted in framing these questions. The empirical research thus focuses attention on gaining a perspective relevant to the Western Cape/ Cape Town context. These questions are: -

1. How are beginning teachers inducted and socialised into the teaching profession?
2. Do they experience problems as reflected in experiences of beginners internationally?
3. Do beginning teachers experience problems unique to the South African context?
4. How are these problems addressed in the research literature?
5. Can the strategies utilised internationally assist us in the South African context?
6. What role do beginning teachers foresee themselves playing in resolving these problems?

It is argued in this chapter that the focus group interview method would best suit the aims of this study and provide answers to the research questions and therefore, the focus group interview method will be used to gather data from beginning teachers.

4.4 The Research Method

The research method adopted for the study was the focus-group interview of a group of teachers. Why did I choose the focus-group interview method? As a qualitative research technique it helped to break away from the preponderance of quantitative research techniques used in this field both internationally (Veenman: 1984) and locally.

Lochner's study (1993) is one example of where the exclusive use of questionnaires in

data collection is evident. However, it goes beyond simply breaking away from 'tradition'. The shift toward qualitative research techniques is also intricately linked to the conceptual argument that drives the research study as a whole. The argument developed in Chapter Two points to a new conception of induction and socialisation. If we are to address problems beginners experience in making a smooth transition into the profession, we need to take cognizance of this changing conception of induction and socialisation and how it impacts on research being carried out in this field.

Woods and Hammersley state that 'teachers ... own accounts, their interpretations and feelings' are crucial to understanding the process of socialisation (1977: 14). The research process would therefore involve getting beginning teachers to provide their 'own accounts' of their induction experiences. This could have been achieved in numerous ways; but the interview method was chosen.

4.5 Why the Interview Method?

The interview method offers several advantages over other qualitative techniques for example participant observation. Basch (1987) refers to several advantages for the researcher choosing interview methods. It offers researchers an opportunity to

...deal with complicated subject matter; gather a great deal of in-depth information ...in a relatively short time, obtain reactions from respondents ... clarify responses; and improvise to pursue unexpected but potentially valuable lines of questioning (Basch: 1987).

These advantages were crucial for my project/study given the need to obtain teachers 'own accounts' of their experiences. Being in a position to probe respondents for deeper meanings and understanding would yield more precise data. Also the possibility of issues being raised outside the planned interview questions opened avenues of greater insight into the debate.

4.5.1 Individual versus Group Interview

Choosing between interview methods provided another dilemma in the research process as I was partial to a group interview since it resembled the ‘workshop’ idea, which always seemed to raise interesting and diverse viewpoints. I felt less sure about my ability to conduct individual interviews. However, a decision could not be made on sentiment alone and thus a final decision was taken after a thorough comparison and weighing of the relative strengths and weaknesses of both strategies.

Since I settled for the focus-group interview I will briefly discuss the strengths of this method over the individual interview. Firstly, in the group interview the interaction is not restricted to an individual and the interviewer. Group interviews should elicit much more interaction between respondents and interviewer. Secondly, the group interview provides for the possibility of a more relaxed atmosphere as individuals are not expected to answer all questions and this could lead to ‘greater serendipity in responses’ (Basch: 1987: 434). Finally, Basch contends that group pressures can curb individuals within the group from providing false or misleading information. Obviously there are no guarantees in this regard but Basch claims that

Focus group interviews are particularly well suited to collecting in-depth, qualitative data about individuals’ definitions of problems, opinions and feelings, and meanings associated with various phenomena (1987:434).

This is exactly what I needed in terms of the study of beginning teachers. I wanted to seek their ‘definitions of problems, opinions and feelings, and meanings associated with’ their experiences during their first years of teaching.

4.5.2 Features of the Focus Group Interview

Basch places responsibility for the success of the interview on the shoulders of the moderator. I wish to highlight four features of the focus group interview which are crucial to the 'validity' of the findings of my research study. Although these features are separated for the purposes of clarity they are in many respects inter-linked and not mutually exclusive.

4.5.3 The Role of the Moderator

As stated in the introduction to this section, the success of the interview is the moderator's responsibility. The moderator should create an environment that is conducive to interaction among participants. She/he should have a prepared outline of questions and topics relevant to the debate. The moderator should follow up interesting and serendipitous points made and not rely strictly on the prepared outline. She/he should also pay careful attention to their own verbal (voice intonations) and non-verbal behaviours. Encouraging all group members to participate and paying careful attention to group dynamics is a crucial feature. In cases where the moderator is not the researcher, an accurate report will normally be required for utilisation in a final report.

4.5.4 The Physical Setting and Psychological Climate

The physical setting and psychological climate is seen to play an important role in encouraging participants to express freely their views and opinions. Since the session is normally audio-taped, one has to be sensitive to the participants who may find this threatening and therefore it is advisable to seek their permission as well as making clear the reasons for audio-taping the session. The location should be free of any unnecessary interruption, seating arrangements (sitting around a table) should reflect careful consideration allowing participants to feel as comfortable as possible. Serving of refreshments may also ease tensions amongst participants.

4.5.5 Selection of Subjects

The rule of thumb here according to Basch is that 'subject recruitment should also be tailored to the research aims' (1987: 416). With focus groups the nature of the technique often demands that homogeneous groups of individuals are chosen as subjects precisely because the researcher requires specific information or data on the views of that particular group. In this case beginning teachers views are required and as such beginning teachers are required as subjects. In this study beginning teachers are defined as teachers with four or less years of work experience as teachers.

4.5.6 Instrumentation

The primary instrument in the focus group is the discussion outline and questions that the moderator will be pursuing in order to elicit the data required. This requires careful planning with all items having a specific purpose and should 'relate to the research aims'. Initial items should be structured in such a way that they enhance sharing of experiences. Unlike quantitative instruments discussion outlines should be used as 'a flexible guide rather than a highly structured protocol'(1987: 417).

4.5.7 Data Collection and Analysis

It is recommended that full and accurate transcripts of the audio-tapes be made and ideas emerging from the data are categorised and then to look at 'subtopics' which need to be backed up by quotations. These 'subtopics' and quotations are then categorised into themes that will become 'the major headings' when the report is written up.

Zemke and Kramlinger recommend being flexible and willing to modify ideas and categories, and drawing heavily on direct quotes to make points. They also emphasize the need to a summary outlining the most important ideas and conclusions (Basch:1987:417).

4.6 The Research Process

The process was constrained by numerous personal and professional factors. What follows is a brief synopsis of what transpired during the period January 1995 and the completion date.

4.6.1 Breaking New Ground

In January 1995 I returned to teaching after a full year's study leave. Readjustment to the classroom situation was not difficult. The realignment of staff after a rationalisation process in Department of Education and Culture: House of Representatives' schools, led to promotion posts being advertised in 1994. I applied for positions as Head of Department at four different schools including the school I was teaching at.

I was appointed as head of Department at another school from 1 April 1995. The emotional and psychological effects of having to depart from the school where I had started my teaching career had a profound influence on the research process. I now found myself facing similar problems that beginning teachers experience on entering the profession. I was faced with the task of coming to terms with the problems of a new environment. Orientation to this new environment was my own responsibility. My previous experience as teacher and also as acting Head of Department was what I had to rely on to facilitate my own socialization within the school. Certain factors about the new context enhanced but at the same time constrained the induction process. My task as Head of Department required the provision of instructional leadership in my subject field. At the same time my experience as teacher in another school was required in debates surrounding the development of school policy which was still emerging. The extent of the school workload relegated the research project to the lower echelons of my priority list.

4.6.2 Getting Started

The start of the June examination settled much of the frenzied activities within the school day. This allowed me to take the first tentative steps toward starting the research process. Having settled on the focus-group interview method, the first task was to recruit the ten to fifteen beginning teachers I required for the interview. Given the profile of many of the teachers at this school in terms of experience, there were many possible candidates for my research project. I was given an opportunity by the principal to speak to the staff about the objective of my research project. Two female teachers immediately volunteered to be of assistance whenever the project / interview date was finalised.

The next step was to draft a letter [Appendix A] to schools within the greater Tygerberg municipal sub-structure, explaining the purpose of my research and requesting volunteers. Forty letters were posted to the principals of schools in the area, along with the proposed programme for teachers who would be interested.

The schools covered reflected both secondary and primary phases as well as ex-DET, HOA and H.O.R. schools. The response was disappointing in that no positive responses were received. Follow up enquiries revealed that teachers were unavailable due to heavy workloads, not having sufficient time at their disposal and various other personal factors too numerous to mention here. Clearly another approach was necessary to counteract what I perceived as being a negative, disinterested attitude towards educational research.

Another problem that emerged was to find an independent person capable of monitoring the whole process in order to triangulate and record aspects like group dynamics and group interaction during the interview. Persons approached found it difficult to commit to fixed dates and could not provide confirmation that they would be available when required. The issue of remuneration was discussed but did not radically change the situation. It did not prove to be a motivating factor. Issues in the broader education sphere resulted in many academics being committed to attending workshops, seminars, conferences and personal research in the light of numerous changes occurring as a result

of transformation. Once more the research project had to be put on hold until conditions changed sufficiently to make the research project a reality.

4.6.3 Rationalisation and Uncertainty

By the end of the year 1995 little had been done to make another attempt at recruiting beginning teachers for the study. Conditions within the teaching profession had begun to deteriorate as a direct result of the rumours concerning rationalisation. Staff establishments for January 1996 had not been confirmed. At the school, the large number of temporarily appointed teachers felt insecure about their job prospects. Many of these teachers could be classified as beginning teachers. The thought of making a contribution to research was probably the last thing in the minds of beginners who faced termination of their services at the end of their contract periods. Many were appointed on quarterly, six month or temporary indefinite periods. The negotiation process on rationalisation and redeployment proved to be long and drawn out. Information was sparse and often contradictory. Teacher morale was and remained low.

During the second quarter of the 1996 academic year, the first indications that the negotiations within the Education Labour Relations Council were nearing a conclusion began to emerge. Sparse information was beginning to emerge in a piece-meal fashion. The clearest information to emerge was that consensus was about to be reached on two levels namely that voluntary severance packages would be offered to teachers wishing to leave the profession. Secondly, that teachers identified as being in excess of staff establishments would be redeployed to schools where their services were required.

Six thousand posts in the Western Cape had to be eliminated in the first phase of the rationalisation process. Reaction to these pronouncements within the profession ranged from extreme anger and disgust to resignation to the inevitable. June 1996 was the date set for the first phase of the rationalisation process. Under these circumstances, my research came to a virtual standstill.

4.6.4 Opting Out

An advertisement in the Sunday newspaper for a contract post as lecturer for a two-year period at a Technikon started off my thinking in the direction of opting out of the profession. The position within the School of Education seemed ideal. Teaching preservice teachers seemed imminently more attractive than waging a constant battle with demoralised and demotivated teachers, and the continuing battles with pupils whose behaviour had deteriorated along with the absence of corporal punishment. Many openly challenged my authority; the standard of their work dropped markedly, absenteeism reached epidemic proportions. Was I going to remain in the profession or should I opt out? I decided to apply for the position. My application was successful and I was appointed as lecturer in the education department. I immediately informed the principal about my position and started the ball rolling with regards to my own exit from the profession, 11 years and 6 months after entering the profession full of romantic dreams of a lifetime of commitment to the noble ideal of teaching.

4.6.5 Starting Over

Perhaps now, in a different environment, I would be able to complete this research project. Induction into a new system was brief and consisted essentially of setting oneself up to be able to teach. The Technikon has an induction programme in place to speak to the needs of new staff members. However, assuming duties on 1 August 1996 precluded me once more from an official programme. Access to information was forthcoming from the Head of Department who made sure that I had a reasonable grasp of the way things worked. An immediate crisis was setting examination papers which differed markedly from the way things were done at school. It was a difficult period but was overcome through determination and a commitment to succeed in what I was required to do.

It did however put me in contact with colleagues who were research-orientated. Revival of my research project became a reality given the positive support I received from colleagues and students. The Technikon provided the necessary space and infrastructure

to get things going again. The early completion of exam papers and other administrative tasks paved the way to getting things organised.

4.6.6 A Plan Comes Together

All of a sudden a venue, taping equipment and moral support provided the space to relaunch my recruitment of beginning teachers. The approach utilised this time was direct. I telephoned schools personally and arranged appointments with beginning teachers at the school. The principals identified these teachers and in most cases appointments could be arranged without any difficulty.

The motivation and purpose was explained and most volunteered almost immediately. Problems concerning dates were the only hindrance but within a two-week period I was able to recruit up to twenty beginning teachers; twelve of whom were certain and made a firm commitment to the research project.

7 November 1996 materialised as the date that most suited all the participants. The Technikon library Media Center would serve as the venue. A colleague from the Languages and Communication department agreed to serve as triangulator and a lecturer from a university - psychology department agreed to attend to observe and provide an independent report on the project.

The duration of the focus interview was expected to run from 09h00 to 15h00. This required replacements for the teachers in their positions at their respective schools. For this purpose I recruited final year Higher Diploma in Education student to fill in, in the absence of these teachers. This met the approval of the majority of principals. Only one principal objected, citing misinformation on my part for not spelling out clearly that the project interview would be conducted during school hours. After some negotiation with the teachers concerned he finally agreed (albeit grudgingly) to allow the teachers to attend.

The beginning teachers were all sent biographical data forms [APPENDIX B] and letters of reminder [APPENDIX C] including a program for the day. They were also requested to inform me timeously in the event of not being able to meet their commitment.

Chapter Four has pieced together a process to look at beginning teachers in a different way. Within the new process mechanisms were discussed to ensure rigour and validity of the study. At the same time this new path has presented us with some difficulties. These difficulties relate to conducting of research amongst teachers and beginning teachers in particular. Also the issue of conducting research as a teacher presented a range of problems that had to be worked through. Chapter Five now introduces the participants and provides a detailed analysis of the data obtained during the approximately six hours of audio taped responses to a series of questions on problems identified in the research literature. Detailed extracts appear in APPENDIX D.



Chapter Five

Analysis of Beginning Teacher Focus Group Interview in Tygerberg Schools

5.1 Introduction

The various threads have been identified and are ready to be woven into the tapestry. This practical process is arduous and extremely difficult since the tapestry cannot assume any value until the process is complete. This chapter begins with a brief introduction of the beginning teachers who were the research participants. This chapter will bring together the research design and the analysis of the research findings. The research design has been placed in this chapter so that the links made between the research questions and the analysis can be put across in a logical order. Also it will give a clearer picture of what was planned in the research design and what transpired during the focus group interview.

5.2 The Participants in the Focus-group Interview

At this point I wish to introduce the teachers / respondents who finally participated in the study. The participants in the focus-group interview were in alphabetical order (all are assumed names, to preserve anonymity of the participants).

PARTICIPANT	PROFILE
LADY DI	<ul style="list-style-type: none">• is a 28 year old temporary teacher at an Afrikaans-medium ex - H.O.R. school. She teaches Geography and Guidance to Standards 7 - 9. She has a B.A. (Hons) and a Higher Diploma in Education. She is presently in her fourth year of teaching. She spent her first two years of teaching at a different school, so comes into the project with the experience of two different induction and socialization experiences.

<p>EVAN</p>	<ul style="list-style-type: none"> • is a 23 year old temporary teacher at a dual medium ex-House of Assembly (Model C) School. He teaches Mathematics to Standards 6 - 10. This is his first year of teaching. He has a B.A. (Hons) and a Higher Diploma in Education. He comes into the project having undergone an in-service orientation programme at the school where he presently teaches.
<p>JOE</p>	<ul style="list-style-type: none"> • is a 27 year old, temporary teacher at an Afrikaans - Medium, ex- House of Representative school He teaches Mathematics to Standards 6 - 9. He is in his second year of teaching. He has a B.Sc. and a B.Ed. degree. He comes into the project with a post-graduate degree in Education.
<p>MARK</p>	<ul style="list-style-type: none"> • is a 26 year old, permanently appointed teacher at an English -medium ex - Department of Education and Training school . He teaches Motor Mechanics to Standards 6 - 10. He has a B.A. degree and an N3 (Technical qualification). He is presently completing a teaching qualification. He is in his third year of teaching and comes into the project as a teacher without a formal teaching qualification.
<p>NANA</p>	<ul style="list-style-type: none"> • is a 26 year old temporary teacher at an English - medium ex-Dept of Education and Training school. He teaches Accountancy and Economics to Standards 6-8.He has a B.Comm. and Higher Diploma in

	<p>Education. He is presently in his third year of teaching.</p>
NICOLA	<ul style="list-style-type: none"> • is a 22 year old temporary teacher at a ex-dual-medium House of Assembly (Model C). She teaches Physical Education and Biology to Standards 6 - 10. She has a B.Sc and Higher Diploma in Education. She is in her first year of teaching.
VEE	<ul style="list-style-type: none"> • is a 26 year old permanently appointed teacher at an Afrikaans-Medium ex House of Representatives school. She teaches Needlework to standards 6 - 10. She has a B.A. in Human Ecology and Higher Diploma in Education. She is in her third year of teaching.
WILBUR	<ul style="list-style-type: none"> • is a 29 year old temporary teacher at an English - Medium ex Department of Education and Training school. He teaches Business Economics and Mathematics to Standards 7 - 9. He has a B. Comm. and a Higher Diploma in Education. He is currently in his first year of teaching. He comes into the project having been appointed in a temporary capacity twice at the same school.
XOLA	<ul style="list-style-type: none"> • is a 27 year old permanently appointed teacher at an English-Medium, ex Department of Education and Training school. She teaches Accountancy and

	<p>Business Economics to Standards 7 - 9. She has a B.A. and B.Ed qualification. She comes into the project having taught in a rural setting for almost two years. She is currently in her fourth year of teaching.</p>
<p>ZOLA</p>	<ul style="list-style-type: none"> • is a 31 year old temporary teacher at an English-Medium, ex Department of Education and Training school. He teaches History and Xhosa to Standards 7 and 8. He has a B.A. degree and a Higher Diploma in Education. He is in his first year of teaching and comes into the project with only 6 months of experience having only been appointed in April.

5.2.1 Summary of Participant Data

- Four other participants failed to arrive and the project proceeded with the above-mentioned ten participants.
- There were six male and four female participants
- Five of the participants taught at ex –Department of Education and Training (DET) schools, three taught at ex – House of Representatives (HOR) schools and two taught at ex – House of Assembly (HOA) schools.
- The ages of the participants ranged from 22 - 31 years of age.
- In terms of experience, participants had between six months and four years' experience; four were in their first year of teaching, one was in his second year of teaching, three were in their third year of teaching and two were in their fourth year of teaching.

5.3 Research Design

These broad questions should not be confused with the interview questions discussed below. I wish to deal firstly with the dynamics or features of focus groups that need to be taken into consideration in order to maximise input by the participants and facilitate discussion and research data that is relevant and informative to the research study.

5.4 Focus Group Outline and Questions

Basch (1987) recommends that in focus group data collection the researcher first analyses participant responses for ideas which can then be categorised into themes. In this study I have categorised broad issues up front. I structured the outline and questions into specific categories in order to facilitate discussion and to prevent problems from being raised in an unstructured manner. Some measure of control was necessary to ensure that very little data is lost by not allowing participants carte blanche within the discussion. The sheer volume of potential discussion within the arena of beginning teacher problems and needs formed the basis of this decision. The categories were extracted from reported problems identified in the research literature. This section will list the categories and motivate the inclusion of each briefly.

5.4.1 Orientation

This category was included to get the participants to reflect on their first experiences with the school and was used as a strategy to get all participants relaxed and sharing their experiences. What I particularly wanted to reflect on was the extent to which they were given support or assistance in settling into the school environment. If the support was lacking, how did they survive the period of transition? If they did receive support, what was the nature of this support and to what extent did it ease or facilitate their entry into the profession? I also needed to establish the extent to which schools who provided support actually had orientation or induction programmes in place and whether they were deemed desirable or necessary from the beginners' perspective.

5.4.2 Classroom Management

Classroom management is crucial in the sense that beginning teachers need to acquire a large range of skills as well as information on the day-to-day activities to be effective in the classroom. Here I wanted to find out what factors played a role in enhancing or inhibiting the acquiring of the requisite skills to become a more effective and competent teacher.

5.4.3 Professional Issues

Under this category I intended to explore the relationship between beginners and their colleagues, specifically the senior staff and the principal in particular. As instructional leader, what type of assistance did she/he provide and how did their leadership styles enhance or impede the induction and socialisation of the beginner? Issues also included evaluation and assessment practices and its effects on beginners.

5.4.4 Political Issues

The political transition in our country is changing the nature of schools. I wanted to elicit from beginners how they saw this change, and also how it affected their views about teaching and their every day practices in the classroom. Their status as probationary or temporary teachers would also be raised as political decisions have essentially contributed to this state of affairs. Seven out of the 10 participants held temporary status (Lady Di was still temporary in her fourth year as teacher).

5.4.5 Solutions

From their own meanings and understandings I hoped to extract some concrete suggestions for a way forward to better assisting beginners on entry to the profession. This ties up with the notion that socialisation is not and should not be prescriptive and that beginners themselves must be recognised as having a definite role to play and

contribution to make in shaping the manner in which they are inducted and socialised into the profession.

5.5 Focus Group Analysis

The analysis of the focus group interview will follow the categories discussed in the previous section. Full and accurate transcripts of the audio taped session, approximately 240 minutes, were made from which the data was analysed (see APPENDIX D). The nature of the contributions by participants blurred the fixed categories I set out for myself in that I followed up unexpected and serendipitous revelations. However, the analysis could still follow the structure as laid out in the confines of my own categorisation. As recommended by Zemke and Kramlinger (1985) I decided to be 'flexible and willing to modify ideas and categories' in order to do justice to this task.

5.5.1 Orientation and Induction Experiences

The first phase of the interview concerned the participants' orientation into their first teaching position and the degree to which they felt that they had been supported during this phase. I attempted to delve into the type of support given as well as the effects this support or absence thereof had on their tasks or role as teacher.

Only two of the ten participants reported being part of a planned orientation programme that actively attempted to ease their entry into the profession. Both participants taught at the same school and were appointed in the same year. Both Evan and Nicola reported finding the programme extremely useful, especially the accompanying guide book that contained all the answers to questions beginners might need in coming to terms with the administration and the school's bureaucracy. The initial programme was supplemented by meetings which were used to provide additional information to the beginners as well as to serve as a forum for problems being experienced.

The question that immediately came to mind was, 'What is different about the school that they were appointed to?' Both were attached to what was commonly known as a Model C High School, a formerly whites only school that is situated in a formerly white group area. The school is regarded generally as a one that was advantaged under the previous dispensation. Did this have anything to with the fact that their entry into teaching was clearly less traumatic than the other participants within the group? As Evan put it,

... compared to the others here, mine (induction/orientation) seemed to be a breeze. I started at the start of this year, but already in November in the previous year I was called in for an interview, at that stage the maths H.O.D had been there and greeted me, took me around the school (Appendix D:146).

Also in addition to the orientation programme a staff workbook is made available to all members of staff and for the new teacher it supplements the programme since it contains

...maps, the telephone numbers of all the staff, it contains a diary so you can do your planning if you want, it contains a mark book, space for your marks at the back of the book, the school rules, everything is in this book, how far it is from the nearest school if you want to claim for petrol, petrol forms everything, it is all in this book (Appendix D:146).

Lady Di and Nana reported less traumatic entry experiences than the other participants. Essentially, the schools to which they were appointed were not foreign to them. Nana knew the school well as he had completed his practice teaching sessions at the school whilst Lady Di was personally acquainted with members of staff. Although neither clarified the degree to which these circumstances eased their entry into the profession, both recognized the difficulties other beginners faced on entry.

The rest of the participants received little or no assistance on entry. Many of the others did not begin their teaching careers by being appointed at the very beginning of the year. Joe began a week after the official start of the school year. Mark started in March, Nana in August and Zola in May. All were appointed in a temporary capacity. The academic year was in full swing with most of their arrivals. Even if there had been a support

programme in place, was there time available to properly orientate a temporarily appointed beginning teacher, who might be out of a post in three or six months? This was a direct result of a moratorium on advertised posts for permanent appointment in the Western Cape. The fears and concerns of imminent dismissal did nothing to ease the burden of first year reality shock (Veenman: 1984).

5.5.1.1 The Status of Beginning Teachers

The 'normal' appointment of a teacher would be into a vacant post at a particular school. The beginner would have applied for this position from a bulletin of advertised posts and been successful. Under these circumstances the beginner is immediately on probation and begins the path to permanent appointment 15 months later if satisfactory progress has been made.

The abnormal conditions prevailing in the Western Cape described above see most beginners start their careers in a temporary or substitute capacity. Where teachers are on leave, be it study, sick or accouchement leave, these conditions provide the major opportunity for beginners to get into a teaching position despite the moratorium. These short periods of contract give the beginner little time to adapt to a position or school before having to move on to another school, or if retained at the school, into another position and perhaps a different subject field. The uncertainty about one's position can simply not be conducive to creating a stable environment in which to learn and gain confidence in one's chosen profession.

5.5.1.2 Beginning in 'Isolation'

The pursuit of a teaching position, given the moratorium in the Western Cape, has forced many beginners to seek employment in rural areas far away from their homes. This provides an often traumatic start to a teaching career. Not only is there isolation within the teaching context (Sparkes: 1991) but also the absence of family and friends could

deepen the despair of having to leave home and start a career in a 'foreign' environment, as Xola's experience shows. Xola's experience differed markedly from the rest of the participants in that all indications pointed to a relatively easy passage into her new position. She was required to introduce Accountancy for the first time at the school and as such received a workload that was very generous. In her own words, she was received wonderfully by the teachers. However the school was situated in a rural area and her main complaint emanated from the fact that she had to leave home, prompting the comment

so they received me well and my H.O.D was the most kind person.. you know, I was like an H.O.D myself ...I had only 21 periods, you wouldn't believe it ... and I enjoyed it but it was just that I could not enjoy staying at the place (Appendix D:147).

The promised accommodation of teachers' cottages did not materialise. She had to arrange her own accommodation which 'disorientated' her. This problem is one that has not generally emerged in the literature, and as such puts a new angle on the orientation debate. Most problems regarding orientation concern the school itself but little is known about beginners who have to adapt to new areas, towns or cities that are foreign to the beginner. The absence of family and friends can give new meaning to the phrase 'beginning in isolation'. The prospect of redeployment of teachers in excess of staff establishments brings with it the fear and concerns that Xola is expressing here. Whilst the school itself presented no threat to Xola, her dissatisfaction with the context or setting of the school affected her entry into the profession. Xola's teaching was directly affected by the way she was perceived in the community. She felt that the community regarded her as being someone from the outside, and not wholly welcome in their environment. This was supported by her views on the governing body and the control they exercised within the school.

...they had a rule stating that any time of the day, without any prior arrangements, the parents might walk into your classroom and sit in, so we felt that it was a bit rude and... you know ... it was as if they are trying to prove something (Appendix D:148).

She was clearly intimidated by these actions and this affected the manner in which she related to the pupils, taking the stance that she would not reprimand them for fear of being confronted by a parent.

5.5.1.3 Medium of Instruction

Mark, as a coloured teacher, was appointed to a black school and he specifically highlights a language problem that further complicated his task. Mark was employed at a school in Khayelitsha where the children's mother tongue was Xhosa, whilst he was English speaking. His task of teaching English to pupils whose '... English wasn't very good and my Xhosa was very, very poor ...' was totally unenviable and a real baptism of fire. He described what transpired in the first few months as 'chaos.' Besides not being provided with a syllabus, English second language teaching was not his field of expertise. This problem was also reported among other beginners in the group as being a problem area.

5.5.1.4 Managing Pupil Behaviour

All the participants relate experiencing difficulties within the first few weeks with coming to grips with the tasks of teaching. The pupils figure prominently within this and especially where the participants perceive pupil behaviour as a lack of respect. Pupils used the fact that the beginning teachers were young and inexperienced to attempt to see what they could get away with. This took on various forms with the various participants. In Wilbur's case he had to deal with squabbles and fighting in the class, Nicola had to deal with matric girls who 'thought that they now could get away with everything' (Appendix D:149).

In addition to the need to know one's way around the school, the administrative tasks, etc, participants agreed that they needed some sort of assistance when it came to dealing with the pupil behaviour and the classroom situations that emerged as a result of these behaviours. Negative responses from pupils put a damper on their confidence and affected what they did in the classroom. Most found that to counteract this one had to take control of the situation. As Nicola put it:

I could not actually be nice to the pupils as they would take complete advantage, I had to be in control and be quite horrible in some cases (Appendix D:149).

The problem relating to poor pupil behaviour was classroom based. Issues relating to problems experienced in the classroom are taken up and discussed under the classroom management category.

5.5.1.5 Division of Labour

Teacher problems

In order to judge the extent of classroom related problems, the question of work allocation, in terms of numbers (class size), number of classes or standard groups had to be considered. As expected from the legacy within ex-Dept of Education and Training schools, class sizes were large, with an average of fifty pupils per class whilst the other participants from other departments spoke in terms of thirty-six learners being the norm.

Typical problems experienced among all participants concerned:

- **teaching at different standard levels-** beginners are often allocated different standard levels for example, Standard six and seven
- **teaching different subjects-** they may also be required to teach different subjects which means a lot of time spent preparing lessons
- **teaching subjects not qualified to teach-** many beginners may be allocated subjects that they are not adequately qualified to teach

- **no say in what was allocated to teach-** beginners invariably have their work allocations thrust on them by the senior staff and are not consulted in this regard
- **control of pupils' books was impossible because of large numbers-** assessment of pupils' work that is crucial in understanding pupils' learning difficulties is severely constrained by the large numbers teachers had to contend with in their classes.

The profile of the participants gives a clear indication of their workloads. All taught five or six standard groups and all taught two or more subjects across standard groupings. While all beginners were not equally subjected to the same conditions or circumstances these issues were relevant in the sense that circumstances for all schools were likely to become worse rather than better, given the reality of financial cutbacks in the Western Cape. How did these problems affect their teaching?

Zola had to teach History to Standard 7 and 8 as well as Xhosa to Standard 7 and 8. His main problem stemmed from the amount of preparation that was necessary in order to do his work properly. By his admission there was no time for anything else. He admits to occasionally stopping to ask whether or not pupils understood the work but generally speaking he says... 'I don't have time for asking them questions. Because I have to finish the syllabus' (Appendix D:149). Also none of the beginners had any say in the allocation of subjects and classes. The senior teachers in the Department took these decisions. It was only in the second year or later that teachers were drawn into discussions on allocation.

But a new teacher simply had to take what they got or as Zola aptly put it, 'the question of the department is you just comply, you don't complain...' (Appendix D:150).

In a similar vein, Mark was required to teach Motor Mechanics and English. At the time, Mark had no teaching qualification and had to teach English for which he was not qualified, as well as 53 and 55 pupils in each of these classes who were not very familiar with the language. He describes the experience as being 'terribly traumatic to say the least'(Appendix D:151).

Whilst he did actively seek assistance, the problem was ‘in the classroom where they can’t be there to help you with every little thing’ ... (Appendix D: 151).

Lady Di had problems in the sense that her initial allocation was not considered sufficient and was supplemented with Music, for which she was not qualified. Her inability to teach the subject or play the piano created problems of a disciplinary nature among the pupils.

Evan’s problem was that in the light of a fair allocation and comfortable numbers, an average of 30 pupils per class, he was unhappy with having received only Standard Grade classes and the same allocation has been made for next year. His frustration emanates from wanting to progress to more challenging work. In his case, this would mean being offered higher grade students. The fact that in some cases allocations remained the preserve of senior teachers remains a bone of contention especially where it is abused to disadvantage the new teacher.

5.5.2 Classroom Management

The next category investigates problems around classroom management and the degree to which this aspect affected their task of teaching. Before we entered this phase, Joe raised a question concerning classroom allocation.

5.5.2.1 Classroom Allocation

Was each new teacher allocated a classroom? This is a common problem in schools not ‘privileged’ in the past. Essentially it boils down to the fact that each teacher is not allocated a classroom because there just are not enough classrooms available for each teacher. Thus a certain number of teachers have to ‘travel’ i.e. meet their classes in rooms that are vacant during a particular period. So on any given day classes might be allocated to four or five different rooms. You, as teacher, would have to follow your time-table very carefully in order to meet those pupils at particular venues. In addition,

lesson continuity is severely disrupted because chalkboard explanations or notes have to be rewritten in every venue where that standard group is taught.

Lady Di experienced the same difficulty, having to 'travel' for two years. Her problem was that colleagues with fixed venues, teaching the same subject and standard group, normally progressed at a faster rate and had covered much more of the syllabus come examination or test time. This created problems for the person setting up the test or examination. Mark saw the allocation of a classroom by the 'authorities' as a form of recognition that, according to Lady Di, only came in the second year. Mark received a classroom because he was responsible for teaching Motor Mechanics that had to be taught in a workshop. I received a classroom because as a language teacher the structured nature of the subject called for a number of different books and physically carrying these around was an impossible task. In Nana's case the senior teachers or Heads of Department who had lower teaching loads traveled, leaving classrooms to be allocated to the teachers of lower rank. His main concern was related to having to teach different standard levels, and that time tabling did not allow him to see a certain standard group consecutively. For example, he would prefer seeing all his standard sixes before receiving his standard eight class.

In summary, the task of teaching is made doubly difficult for the traveling teacher by the following factors: -

- Access to these classrooms was problematic (they are normally locked if teachers arrived a minute late, with the previous teacher having left for the staffroom).
- Chalkboard work had to be written over and over again in each different venue.
- Teachers may be requested not to erase work already on the chalkboard, leaving one the task of trying to fit ones' chalkboard work into pieces of blank space.
- Having to deal with complaints from teachers about the condition of the class.
- The destruction of classroom material like posters, teaching aids, notice boards, desks and the like that may have taken place whilst using that classroom.
- The theft of equipment from the classroom.

- The difficulty of carting books, teaching/learning aids between venues e.g. O.H.P's, charts, posters and also pupil's books;
- Creating a class/subject atmosphere.

The problems that this might cause for a new teacher is tremendous, especially where the beginning teacher has not been given a full tour of the school. The final point here concerned the actual destruction and theft of equipment especially in the cases where laboratories or workshops were used as ordinary class venues. The teacher to whom the classroom is allocated was held responsible, and often had to effect repairs and replace articles from their own pockets.

5.5.2.2 Classroom Infrastructure

This discussion led to the question of the actual material conditions within the classes that affect classroom management. Furniture such as cupboards are non existent or broken, doors are unable to lock, which forces teachers to carry all equipment around with them. It frustrates to such an extent that Zola comments,

You know the situation I'm having there is that of going to deliver, I just go there and deliver and then bring my things back to the staffroom. So I can't leave...I can't leave anything there in the class (Appendix D: 154).

Evan and Nicola admitted to experiencing some problems of a similar nature but in their case the infrastructure and resources existed to address these problems. Evan recognised that these aspects were bound to have an effect on what one did in the classroom and what became possible in the light of the circumstances;

He's(Zola) talking about delivery, that is talk and chalk, chalk and talk instead of offering them something more (Appendix D:156).

Added to this is the problem of access to the available resources. Equipment that was not broken or in a state of disrepair, according to Joe was 'owned' by some teacher and not

readily accessible to other teachers. The problems associated with this tended to leave the teacher with no other option in Xola's view but to 'stick to the book instead' (Appendix D:156). The difficulties associated with accessing teaching and learning aids or audio-visual equipment made it easier for beginners to simply adopt chalk 'n talk methods or rely solely on the textbook where that is available. The scarcity of these resources meant that they were normally controlled by senior staff or kept under lock and key to ensure that they remained in pristine condition.

Another factor adding to the difficulty of classroom conditions is that they are utilised by the community over weekends by churches, halls are used for social events, weddings, etc. Little control is exercised since caretakers are not on duty. A lot is left up to the goodwill of the occupant to see that damage to property and theft does not occur. Evan and Xola suggest that these problems are of a managerial nature and that all parties need information on what is happening, as sort of 'forewarned is forearmed' strategy. Xola's belief was that

... If the school management, the workers ... the one's who comprise the ... the staff ... taking into consideration the non-academic staff as well ... you know ... if they co-operate we wouldn't be in such a problem. ...

And Evan reiterated this point,

... If we all realise that what we do impacts on those around us then we could as staff ... we might increase our own stress by a millimetre ... and decrease someone else's by a couple of inches and they are doing the same for us means that overall stresses would go down ... you make space for one another to do our jobs more effectively (Appendix D: 156).

From what Evan says it is clear that prevailing conditions at school need proper management otherwise teachers are hamstrung in what they need to do. Beginning teachers in particular are worse off since their limited understanding of how things work leaves them feeling 'demoralised and demotivated' (Appendix D:156). If the material conditions within the school are poor and lack of resources are not assisting beginners in

settling down to effective teaching, it is clear that beginners are going to find teaching extremely challenging.

5.5.2.3 Classroom Management Tasks

Given this scenario I focused my concern on the actual tasks of classroom management i.e. the administrative tasks, discipline, absenteeism, pupil motivation and fundraising , to find out how these beginners coped with these important tasks.

The task of filling in an attendance register, a relatively easy one, one might assume, forms part of a serious concern for some beginners. Lady Di alluded to the fact that university graduates, doing a one year Higher Diploma were not taught these basics and she personally had to seek help from new teachers who graduated from the Colleges of Education. They were or seemed more equipped to handle these tasks, which formed part of their pre-service training. The net effect was that she felt inferior to the others, given a blanket acceptance that she was expected to know how to do these things.

Nana experienced serious problems that led him to discarding his register totally. He was appointed class teacher to a class that he did not teach. The problems he encountered in completing administrative tasks are obvious. Not knowing the students and not necessarily seeing them daily made tracking absenteeism in the class extremely difficult as he put it,

... you know I have to run around and check where are those students so by the time I go to this class, you know students sometimes they don't go to a certain teachers class, they'd rather run to the toilet. You tick that student absent but during the day you see, there is that student (Appendix D: 157).

He added that collecting funds created the same problem and the gripe he had was that he was held accountable without others taking note of this problem. Joe and Nicola found that the system in place in their respective schools counted in their favour. In Joe's case

teachers were coupled and took joint responsibility as class teacher. Joe was partnered with someone that did all the administrative tasks absolving him from the responsibility.

In Nicola's case register is taken in every period and was coordinated by one person which eased the task for everybody else. Joe raised the issue that there is a general malaise of pupils arriving late as well as pupils leaving early without permission. The task of coordinating who is present or absent lies in the hands of a class monitor who is invariably threatened into not entering names on to the list for fear of victimisation.

5.5.2.4 Management Support

Classroom management can only be successful where there are structures within the general management of the school that can address problems that arise within the classroom situation. Two scenarios became evident from the debate. Nicola and Evan particularly expressed how fortunate they were to be in position where the management structures addressed problems on the ground quite effectively through having the necessary structure in place. They expressed disbelief at what occurred in the schools of the other participants and viewed as apathy or incompetence the management's incapacity to deal effectively with these problems. Nicola's comment on pupils arriving late was

But surely ... where does the headmaster come in to these situations ... you can't ... can you have something like that where the children just rock up any time they want? Can't the headmaster do something about it? (Appendix D: 157).

Mark sketched the other scenario in which he saw no 'infra-structure' in place. He echoed Joe's point concerning the fact that pupils were not punctual and added that this applied to some teachers as well and in some cases even the headmaster or principal. There was no combined effort to address the problem. As he put it 'as a teacher there are many things that you can do, but you can only do it for so long or so' ... 'You get flustered before you start as a teacher so ...so...' (Appendix D: 157). There is this

implied admission on his part that as beginner he was fighting a losing battle. Beginners were not coping, not because of incompetence but 'in large part by institutional and social conditions of the teaching context' (Martinez: 1993:36).

Evan took the debate to a different level when he compared the disrespect for authority structures within the school with the transition and changes occurring in the whole country. He argued that what is occurring in the school is simply a reflection of what is occurring in broader society.

The concern that arises immediately is the element of control within the classroom context. In the face of collapsing authority structures, how do the beginning teachers maintain control? The abolition of corporal punishment, which was one of the primary strategies for maintaining control, has placed an added burden on teachers generally, to find alternative means of maintaining control within the classroom. This required strategies that would be effective and a natural reaction would be to look to the more experienced teachers to pave the way to the introduction of new strategies given their years of experience. How diverse a range of strategies were there available to the beginners? Very few alternate strategies emerged from the participants' reactions, which could mean that the more experienced teachers had no strategies or they were not prepared to share them for some reason. Whatever the reason, let us consider the beginners' own interpretation of useful strategies that could be used in addressing problems relating to classroom control.

5.5.2.5 Classroom Management Strategies

Once again two divergent points arose in reaction to proposed classroom management strategies. Firstly, control is not an individual task and participants expressed the idea that collective actions were necessary to maintain discipline within the school and classroom. Secondly, there was a feeling that teachers need to take cognizance of the surroundings or environment in which the school is situated. Mark raised the question that whilst rules and regulations in the school are there so that a learning environment can be created, did

teachers exercise discretion when it was appropriate? ‘The rule says one thing, but does the rule apply in this particular case? Can we make an exception, can we agree on certain things?’ (Appendix D: 160).

Wilbur raised the role parents should or could play in assisting the teacher in their tasks. Lady Di felt that too few parents pay enough attention to what their children are doing at school. This, she said extended from the fact that teachers were seen to have a parental role in school in the absence of their biological parents. A central feature in resolving problems of discipline and control according to points raised by participants is ‘respect’. The following points summarize the arguments advanced by the participants:-

- There is a need for mutual respect.
- Pupils must be respected as people.
- Teachers must be respected in their roles as teachers.
- Respect for the self leads to respect for others.
- Respect is gained through consistent behaviour on the part of the teacher.
- Self-discipline is what teachers require in order to do their jobs effectively.

The focus however remained on the individual and whether or not the teacher as individual could make a difference. Each participant seemed to attempt strategies which he/she accepted as being the right thing to do. Some of these strategies were rather dubious. Consider Nicola’s strategy for pupils who were chewing gum in her class,

You say for example , chewing gum in my class. If they chew chewing gum in my class which I cannot stand, I’ve got a jar and they put the chewing gum into the jar and they take another piece of chewing gum out and they have to chew it .. (laughter) .. and they ..ja somebody else’s chewing gum. And if we only start trying things, if we only start finding other means to do that .. we start putting in the effort, other teachers are going to be able to see that we are putting in the effort and maybe that might just ..whatever ... encourage them (Appendix D: 159).

The strategy used by Nicola is certainly one that may have short term benefits but whether or not it would root out the problem altogether is another matter. It is not a strategy that one would advise a beginner to adopt since it would just take one pupil to refuse her request for conflict to arise. One wonders how the principal or parents would react to punishment of this nature.

One would assume that the more experienced teachers would actively share ideas and strategies around what works and what does not in the classroom. However in the absence of clear direction, beginning teachers adopt and adapt to what they see and experience around them. In this way other individual teachers do play a role in the socialisation process in that beginners recognize in them characteristics of a good teacher and actively adopt and follow patterns of behaviours or practices of these teachers. This ties in with the 'significant other' theory in which beginners adapt or follow the example provided by a more experienced colleague (Edgar and Warren: 1969).

However, a serious point of concern was the lack of support and assistance from the management of the school, since it is primarily their responsibility to provide leadership especially for beginners who need guidance in order to accomplish the tasks that they have been allocated. The majority of the participants expressed the sentiment that they have little or no confidence in the management structure of the school. The reason stems from the fact that they receive little or no assistance even in the face of repeated requests for help in some instances. Evan seeks to explain this failure of management in broader terms

Management isn't just caught in a rut and failing us, it is also being worn away. Taking his (Joe) metaphor of a stream, its being eroded. Earlier I said at so many levels we are breaking down the authority structures that we cannot be surprised if leadership starts to show wear and tear under the pressure. I mean a case in point, our headmaster is extremely understanding, he guided us through this whole education turmoil of job security and all this and yet yesterday I went to him about graffiti and he says to me 'what are you going to do about it?'... That could be a failing, but it could be just a symptom of the wear and tear (Appendix D:161).

Joe reiterated the frustration that beginners go through when seeking help or assistance, “if you asking somebody something, ‘come back later, I’ll help you then’ or ‘come tomorrow and I’ll help you then.’ But come tomorrow and then they have something else to do” (Appendix D:161).

On the one hand, some participants found that management still operated on a strict authoritarian, top-down hierarchical model, whilst on the other hand, in other schools ‘democratic’ management has given way to a laissez-faire policy. So in one instance beginners would find that they would simply have to conform to the whims of senior management without question and conversely stand by whilst crucial matters were simply not addressed. Neither proved helpful to the beginners because they were not being empowered, and yet they felt that they had something to contribute.

Xola stated that

it’s like a top-down approach you only have to carry out what you have been instructed to do. They don’t give the teachers the ... that ... er .. capacity to take initiative and to carry out school policy (Appendix D: 162).

In contrast Lady Di is very clear on her expectations of management structures within the school, ‘ek verwag van hulle om my leiding te gee hoe om ’n situasie te hanteer’ (Appendix D: 162). The inconsistencies she experienced from management had made her task more difficult. On the question of discipline her strict approach, modeled on the instructions provided by management was declared obsolete by management’s ‘kid gloves’ approach toward wayward or ill-disciplined pupils. She found that sending pupils to the principal to be disciplined often backfired in the sense that pupils received more sympathy than castigation which in a very serious way undermined her authority in the classroom.

Joe, on the other hand, brings an interesting observation to the debate. Management's misconception about democratic management has led to a free for all type situation in which

... the top structure gives licence to everyone under them that they can now do whatever they want to. And then we call it using your initiative if you're doing something right. If you are doing something wrong then you are just wasting the time (Appendix D: 162).

Joe's frustration leads him to question the whole situation 'do we allow everyone a say or do we keep top-down?' (Appendix D:). This suggests a sort of all or nothing situation in which only one managerial style would work. Mark cannot see the school management operating along any other lines

...I do acknowledge that democracy has its limitations but I can't agree with Joe that we have to go back to our past, where our management had all the say. I think that will be more problematic in the decision that is made, is not a uniform decision and once management takes a decision you are going to have some unhappy souls. You are going to create problems in that regard (Appendix D: 162).

The debate on this point between Joe and Mark clarifies the misconceptions held by many teachers about what a democratic style of school management entails. Both stop short of really addressing the problem of how accountability and responsibility should be built into the democratic process. Joe feels that democracy might work for other schools but not at the school where he is presently teaching.

Mark disagrees

... I can't see how it can't work. Sorry ... just let me answer there, you can't say it can't work because the way I understand democracy its bottoms up and top-down. So how can I say there shouldn't be a problem.

MODERATOR: Can you clarify what you are saying?

MARK: Bottoms up in that the staff is consulted and they can have their say... with a certain decision... say a discipline decision. Once a decision has been made it is the duty of the management to see that that decision is executed properly, so it comes from the top-down again (Appendix D: 162-163).

The beginners agreed that everyone should contribute to decision-making and that the manager is charged with the tasks of making sure that the decision was executed. Management goes beyond the principal and Evan reminds us that the education department itself can impact negatively on the lives of beginners. In his case he was not paid his salary until his fourth month of teaching. He is of the opinion that 'our support structures inside the school in some cases are failing us but outside the school they are also failing us' (Appendix D:162).

Evan proposed that the problems experienced by management might be part of a general countrywide trend in the light of our country's transition to democracy. This was a point he made earlier in that he respected the assertion that the transition represents an erosion of all authority structures legitimate or otherwise. He cited the example of the education department as employers who also can be accused of not providing support and therefore the lack of support may be a general trend that must be considered. This point is crucial since we have been belabouring the point that to a great degree that beginning teacher support should be school based. The Education department has a role to play in the induction of beginning teachers. The precise role that the department can play needs further investigation since it is a role they cannot abdicate as employers of teachers.

5.6 Evaluation and Assessment

The next point is one of general concern to new teachers, i.e. evaluation. In the light of the perceived lack of support by management, the participants were required to reflect on how they were evaluated by the principal or the subject advisor.

Four of the participants openly admit to never being formally evaluated. Once again only Evan and Nicola underwent evaluation in a supportive environment. The evaluation was

conducted by the principal and was described as professional and caring. Everything concerning the circumstances around the evaluation lent itself to nurturing and a supportive environment. Nicola was informed about the evaluation well in advance and had the process explained in detail. The need for evaluation was justified in terms of the need to improve practice and as such was more formative than summative in nature.

The rest were not as fortunate, where formal evaluation was not part of what they experienced. Evaluation in a broader and perhaps informal sense took place. Peers and the pupils were constantly evaluating beginners. There emerged a strong feeling from Mark and Lady Di that pupils should form part of teachers' formal evaluation. This was based on the fact that they spent most of their time in their company and pupils are in a better position to judge and assess their worth as a teacher. It can also help eliminate the window-dressing that emerges when teachers are informed about an upcoming evaluation.

Evan expressed reservations about the suggestion that pupils be involved in evaluation. Essentially his reservations centered around pupils not being mature enough to fully grasp the nature and purpose of evaluation and thus it might be counter productive. Others supported the idea saying the voice of pupils should be heard. Nicola specifically states this to be happening in any event.

I think that the children do evaluate you throughout the whole year and they do tell other teachers and those teachers will go to the headmaster and so if you are professional, they are going to hear about it ...
(Appendix D: 165).

The notion of peer-evaluation was believed to have merit if conducted on an informal basis with the sole purpose being according to Evan '...to refine our teaching process' (Appendix D:). The problems that emerged which are of crucial importance to any current debate on evaluation in schools concern:-

- **criteria used in evaluation-** what are the criteria that will be used in the evaluation of the beginners performance in and outside the classroom and are they known to the

beginner before the evaluation takes place? In other words beginners need to know what it is that the evaluators are looking for in regard to the tasks of teaching.

- **the problem of window dressing-** in a nutshell this expression refers to prior preparation conducted by teachers for the sole purpose of creating a good impression for the evaluator about the type of teacher one is. This may involve elaborate cleaning and polishing of the classroom, neatly compiled planning and preparation yearbooks, up to date marking of all pupils books, the use of teaching and learning aids and perhaps electronic media like television and video. All these aspects are elaborately planned only for the evaluation period whereafter the teacher returns to a less 'extravagant,' run of the mill teaching style.
- **evaluation and its purpose-** what are the aims of evaluation in teaching and to what extent are beginners informed about these aims? How are they assisted to reach these aims? What consequences are there for beginners who do not reach the standards set? These are some of the questions that can be raised in looking at why evaluation in teaching is necessary and the purpose that it serves. To a large extent beginners have found that procedures around evaluation have not been transparent and consequently conform more to summative than formative evaluation.

The problems of criteria revolve essentially around whether or not criteria are transparent or not. Wilbur had a specific qualm about being evaluated on the cleanliness of the classroom. It should be noted that many ex- D.E.T. schools are still without cleaning staff and the responsibility of cleaning the classroom lay with the pupils and the particular class teacher. Since he was not an appointed class teacher he felt that his Head of Department should not have used this criterion in his case. Many other instances of questionable criteria may be raised but Wilbur's point does bring home the point, simply put, to what extent should a beginner or any teacher be evaluated and assessed on issues beyond their control? This is a difficult question because there are arguments that can be raised for both sides, For example, would it not have given a positive impression about Wilbur's ability as a teacher had he actively done something about having the classroom cleaned before embarking on his lesson?

The second problem relates to what is commonly known as 'window-dressing' or, simply speaking 'dressing up for the occasion'. A demand from teachers in connection with evaluation has always been to be informed timeously of the precise date and time of the proposed evaluation. Everything is then pulled into shape and teachers go that extra mile to impress the evaluator. Everything returns to 'normal,' i.e the routine of the same uninspiring lesson methods, once evaluation is over. Thus the whole exercise tends to become farcical with teachers presenting a somewhat skewed picture of themselves and their practices. Evaluation as conducted under these circumstances held no benefit for the teachers themselves in terms of how they could improve on practice. Feedback was either non-existent or farcical. Nana, who has never been formally evaluated states that 'I understand from this year we supposed to be evaluated, but maybe my H.O.D evaluated me in my absence, because he is my friend' while Xola says 'I know my H.O.D informed me a week before he came to evaluate me, you know ... so he said 'we want to make you permanent and therefore we have to evaluate you'. And even after the evaluation he showed me the forms...' (Appendix D: 165) This begs the question to what degree was this evaluation exercise a reliable indicator of her ability and not just the going through the motions in order to have her permanent appointment ratified.

The final point concerns the purpose of evaluation. None of the participants denied the relative importance of being evaluated. Mark actually speaks of more frequent evaluation and assessment. However, they question the purpose of evaluation. For beginners on probation successfully negotiating their first fifteen months, evaluation serves to legitimize the beginners' position at the school. It says that they have successfully negotiated the first hurdle to a higher status within the profession. But what is the purpose of evaluation for the path ahead? What purpose should evaluation serve once permanent status has been reached? Permanent appointment has always been jokingly referred to as the period during which one no longer needs to work hard.

Essentially, teachers are left to their own devices. What motivates the beginner to work hard on their practice once they have attained permanent status? The answers and responses to this question are very interesting. Joe speaks of one's conscience, since

'your first responsibility is those pupils' (Appendix D: 166). Evan speaks of a 'calling,' a view of teaching that views the task as one of service: 'I felt a calling. I felt a desire to become a teacher' (Appendix D: 166). Zola is motivated by personal pride and competitiveness in wanting to produce the best out of pupils. He is concerned about their future in a sense and wants a worthy product to be the fruit of his labour. Vee and Xola offer a different more pessimistic view. Vee by her own admission became a teacher because there was a bursary available to her. Xola speaks of being motivated solely by self-esteem and pride besides these factors '... really I don't see what inspires me to teach' (Appendix D:167).

Professional development does not seem to feature as a strong motivating factor in highlighting the purpose of evaluation after reaching permanent status. This must surely be a cause for concern in the light of the stated objective of policy proposals going the professional development route. Let us return to Hoyle's definition of professional development:

the process by which teachers acquired the knowledge and skills essential to good professional practice at each stage of a teaching career (1980 : 42).

Did the lack of professional support play a role in demotivating the beginners to the extent that they have little or no faith in those who are supposed to impart the 'knowledge and skills' necessary for them to become competent practitioners? In essence was it the manner in which beginners have been inducted and socialised into teaching that has left some of them unconcerned about the improvement of practice and related issues?

Beginning teachers should in some way relate to their own development as teachers since the very nature of the teaching task requires the development of others (pupils).

5.7 Teachers as Evaluators

The role that teachers themselves play as evaluators was highlighted in the light of changes mooted to their own methodologies and practices demanded by changes to outdated syllabi. The general view is that it requires extra work and input from the teacher. Nana explains:

I would evaluate my kids by giving them short tests or monthly tests or quarterly tests, final examination and say homeworks for the year. Now its not only those tests, you have to mark those projects, you know they have introduced projects, have to check their books... and you have to give marks and for each class say if I've got four classes with 50 kids each when will I finish marking the tests? (Appendix D: 169).

For beginners, simply coming to terms with their own practices is difficult enough. Common sense understandings of continuous evaluation of pupils were that it simply meant more work and added the burden of trying to be creative and innovative in the absence of clear guidelines and resources from the education department. Resources essentially meant textbooks, which have not been forthcoming from the education authorities in mainly ex-DET schools. Budgetary constraints which denied some schools access to new material underlies a broader political problem which in turn impacts on everyday classroom practice.

5.8 Political Transformation

The political transformation within the country and its concurrent effects on beginning teachers formed the basis of the last category of the focus group discussion. Since all the participants were actively teaching in the Western Cape and more particularly a single district in the broader Cape Town area, the problems facing teachers in this area were clearly understood and were bound to affect each participant personally. The Western Cape has been identified as an area that had an oversupply of teachers. It is currently undergoing a process of teacher rationalization and redeployment which has the aim of redistributing resources equitably to address needs in other parts of the country. It means

reduced staff establishments, firstly through the offering of voluntary severance packages and secondly the redeployment of teachers who were in excess to schools in more disadvantaged communities. The sole criteria remained the countrywide ratio of 1:35 in secondary schools and 1:40 in primary schools. This had been negotiated and agreed upon with the recognised teacher unions and organisations.

The fact that the transformation process is still under way and that many issues remain unclear, has caused confusion among teachers. Responses in many cases have their basis in rumour and speculation. Issues raised by the participants essentially revolved around:

- the possibilities around the LIFO (last in, first out) and FIFO (first in, first out) principles.
- implications for those who remain in service, especially beginners (redistribution of work allocations)
- possible redeployment to rural areas
- resignation from the profession
- equity and equality issues
- implications for the pupils
- socio-economic implications.

Immense speculation around criteria to be used for assessing which teachers would be declared in excess of staff establishments, was raised as a major cause for concern. If curriculum considerations are not going to be the deciding factor, then what will the criteria be?

The protracted and lengthy negotiations on these sensitive issues did nothing to contribute to the feelings of uncertainty that plagued all teachers. Delays in issuing of important information crucial to planning of the school programme played havoc with the reported stress that most teachers claimed to be experiencing. The fact that information was released in piece-meal fashion heightened frustrations among all teachers.

The main cause for concern was the issue of redeployment. At the centre of this concern was the speculation that teachers would be redeployed to remote rural areas without having any say in the matter. As a consequence some beginners opt out of the profession.

What's going to start happening is, if I'm going to be redeployed, I would say 'sorry, that's it, that's the end of my teaching career' (Appendix D: 168).

The teachers who opt out are likely to be the ones with qualifications in the field of Commerce and Science who would find a job quite easily, leaving behind teachers who have majored in areas like Biblical Studies. The effect would be that teachers would be increasingly required to teach in subject areas where they have little or no expertise.

Policy makers claim that the basis for such sweeping change is the need to create equity. The participants believe otherwise. They argued that the issue concerns broader financial policy and such educational policy decisions were primarily based on financial considerations.

Mark disagreed with the general direction of the arguments taken by the other participants and believes that teachers need to look beyond themselves at the needs of the children and the country. He cited the oversupply of teachers with qualifications in the Social Sciences, especially in Biblical Studies, History. The country's needs have to be addressed and change means that the past system cannot be perpetuated.

5.9 Solutions

The final part of the interview sought to raise ideas and thoughts that would contribute to finding solutions to the problems raised in these debates. The motivation centred on the belief that beginners' views should feature prominently in addressing their own needs. It would also contribute to eradicating the belief that beginners (like pupils) are empty vessels that need filling with professional knowledge. What new teachers bring to the

profession should not be ignored but utilised to broaden perspectives in education. As Martinez reminds us:

Teaching is intellectual work which is personally, institutionally and socially constructed (Martinez: 1994)

The teacher socialisation framework and its expanded new conception the 'new sociology of education' is encapsulated in this conception of teachers' work. The inputs from this group of 10 beginning teacher participants have produced data that mirror the greater concerns discussed in the research literature and in addition have articulated with clarity a deep understanding of their own particular contexts. As a group they should be viewed as system rejuvenators, who need to be assisted and supported during the vulnerable transition phase of their careers so that they can fully contribute to enriching the lives of the pupils they serve. Tisher et al (1978) as quoted in Martinez (1994) remind us as socialising agents that

Procedures designed to helping professional socialisation must take into account that teachers can be creative as well as subject to constraining social forces... The socialisation of teachers is a ... complex , interactive, negotiated and provisional process.(p.1)

These points emerged strongly as areas that would greatly enhance assistance to new beginners:

- An orientation guide/booklet that would answer the basic questions, eradicate time wasting and create a welcome atmosphere.
- A 'mentor' or 'assistant teacher' to whom and through whom all queries and problems can be directed.
- The period of practice teaching or internship should be lengthened and be made more substantial. Suggestions of three months to a year were forthcoming.
- The possibility of licensing should be investigated to make to teachers more accountable.
- Greater co-operation between schools.
- Greater co-operation with parents.

To a great extent the discussion of solutions was curtailed by participants tending to once more lapse into debate about broader issues in education. The length of the day and in my opinion the intensity of the discussion had drained the participants to such an extent that solutions as a category could have been reduced to an incoherent wish list. To avoid this scenario the issues of the day were briefly summarised and the interview brought to a close.

5.10 Critical Analysis of Data

How has this descriptive analysis of the data contributed to answering our research questions? What is the contribution of this data from ten beginning teachers to this field of educational research? Chapter Six, as the concluding chapter in this study, will provide a critical analysis in order to examine the extent to which this empirical research component has contributed to understanding the issues of induction and socialisation of beginning teachers in one Cape Town school district. Thereafter the implications of this research study for beginning teachers, educational policy and educational research will be spelt out. Finally, the study will be concluded with a number of questions relating to further research in this field.

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Chapter Six

The Road Ahead for Beginning Teachers in South Africa: Recommendations and Conclusion

6.1 Introduction

It is now crucial to look at the final product and to evaluate the degree to which it has been enhanced by the reconstruction it has undergone. Have the new threads blended in with the old? Has the tapestry as a valued product gained in stature? Our tapestry could only have been enhanced if it now presents a different picture from the original and allows one to gauge new perspectives from the transformation it has undergone.

Three issues will guide discussion in this concluding chapter to provide the perspectives we need to view teacher induction and socialisation in a new light:

- Which socialisation tradition would best address the needs and concerns raised by beginning teachers?
- To what extent has this study on beginning teachers answered the research questions posed?
- What implications does this have for beginning teachers, educational research and educational policy?

These questions also form the outline of this chapter, which starts with a critical analysis of each category in the research study in terms of the induction and socialisation frameworks outlined in Chapter Two. The study as a whole including the data analysis (both descriptive and critical) are used as a basis for determining the extent to which the research questions are answered. From this discussion I will draw out the implications these findings have for beginning teachers, educational research and policy.

Before the critical analysis we need to identify the criteria required to evaluate the research findings of Chapter Five. Chapter Two provides the tools in the form of our discussion on the induction and socialisation frameworks that emerged from Veenman's (1984) review as well as a new framework that emerged in terms of shortcomings in the first two frameworks. The review identified:

- A developmental tradition
- A teacher socialisation tradition including a new emerging 'sociology of education'

The two traditions come across as competing frameworks, with the developmental tradition being dominant in the research literature. Veenman calls for a synthesis between these frameworks which should advance the search for solutions to the problems and needs of beginning teachers. The emerging framework seeks to incorporate beginners' own views and opinions in addressing their induction and socialisation needs. The analysis of the four categories of beginning teacher problems will be discussed against this background.

6.2 Analysis of the Orientation Category

The developmental tradition seems to be the most suitable framework in this category. Why? Let us examine what emerged from the study. In the descriptive report the majority of the participants received no formal induction or orientation to the school when they started out. The exception to the rule came from the two participants who taught at the ex- House of Assembly/ Cape Education Department (former whites only) school. What was the reason for them having an orientation programme in place? From the research literature we are aware that orientation or induction programs fit into the developmental tradition as outlined in Chapter Two and is implemented as a professional development strategy recommended to address the needs of beginning teachers. Chapter Three pointed out that all documented research in this area in South Africa strongly mirrored the developmental tradition. The majority of researchers in this area of research came from a particular sector of the South African population, that is the white population group. It is then possible to deduce that their findings, most of which recommended and devised

orientation programmes, would have found their way into debates among white educational managers and consequently school management practice. It comes as no surprise that these two participants had the benefit of being inducted into a school with an induction programme. It would then be fair to deduce that the developmental tradition in terms of orientation has found its way into the research conducted by researchers in this field in South Africa. We have consequently seen this translate into the practices of schools with the resources and inclination to offer beginners the support necessary on entry to the profession. What of the other participants in the focus group? If a beginning teacher did not have a negative induction experience it was probably due to the fact that

- the beginner was a past pupil of the school
- the beginner is known to the staff, for example by having completed his/her practice teaching at the school

These factors greatly softened the entry experiences of two of the participants. Should schools throughout South Africa provide beginning teachers with an orientation programme within the developmental tradition? My opinion would be yes, certainly if it is used solely for that specific purpose and nothing else. Orientation programmes could and do provide the beginner with the requisite tools to facilitate entry into a specific school setting. Beginning teachers should not be allowed to find their own way, to proceed by trial and error or to depend on chance or luck to be appointed to a school that has an orientation programme that assists them in adapting to their new environment. From the research report it is clear that beginners would welcome any type of support. A typical example was the interest shown for the orientation guide that the two participants from the ex-model C school spoke about, accompanied by requests for copies of the document to take back to their schools.

What of the teacher socialisation tradition with regard to orientation? Orientation essentially answers beginning teachers' problems as to processes and procedures within a new environment as an immediate need to operate effectively. It does not really call for changes in behaviour or attitude on which the socialisation tradition is built. Also orientation periods are relatively short periods of learning. It is only once these processes

and procedures are learnt and practiced that a beginner would be able to evaluate them in terms of the behavioural and attitudinal changes these processes and procedures may require of them. It is at this point that the teacher socialisation tradition gains relevance. Therefore orientation would best be served by the developmental tradition translated into a programme of learning about the institutions processes and procedures.

Finally, some questions on the issue of orientation and orientation programmes.

- Why was there a marked absence of any orientation programmes or support in the schools of their remaining participants?
- Is there a need for orientation support in the light of present circumstances in the Western Cape where new vacancies arise only in exceptional circumstances?

I will not endeavour to answer these questions at this point because it goes beyond the orientation issue. However, the point will be picked up later in our discussion on political issues.

6.3 Analysis of the Classroom Management Category

The classroom management category elicited the greatest number of responses from participants just as in Veenman's list of the 24 most often perceived problems of beginning teachers. The issues raised could also be divided between teaching issues and learning issues. A careful study of the issues show startling similarities in the reported problems of the ten participants and Veenman's list. But as stated earlier it is not the intention to quantify and make exhaustive comparisons and links between the data of this study and Veenman's list. The purpose is to analyse and interpret the data for its relevance to this study and future research in this field.

The developmental tradition would ascribe classroom management problems to a lack of competence on the part of the beginner. Therefore there is justification in the development of induction programmes that address these problems. These programmes then help beginners to develop and progress to higher stages of development (Veenman: 1984). This process of instituting induction programmes has certain merits but as pointed out in Chapter Two also has serious shortcomings.

The teacher socialisation tradition will view classroom management problems from the perspective of a flawed institutional structure as well as pressures to conform to a particular school culture. Schools are not all right and it is not simply a matter of beginners adapting and fitting in (Martinez: 1993). I will first analyse the most significant issues arising in this category and then make some recommendation as regards the framework that would best facilitate some resolution to the problems of classroom management.

6.3.1 Managing pupil behaviour

This problem is rated the most reported problem amongst beginners in Veenman's (1984) review and was not surprising that it featured strongly amongst the ten participants in this study. The banning of corporal punishment in schools is seen widely by beginners as a ruling that has disempowered them within the classroom situation. The fact that no consultation took place in coming to this decision is at the root of much of the anger felt within the profession and amongst beginners. Alternative strategies have not been forthcoming and the perceived lack of support from management at all levels has created severe problems for beginners who are still trying to come to terms with adjusting to their roles as teachers. The causes of indiscipline in the classroom are not always easy to ascertain but to ascribe it to teacher incompetence alone would be foolhardy.

6.3.2 Medium of instruction

A serious concern raised here concerned the medium of instruction in schools. South Africa's past policy of a racially divided schooling system is at the root of this problem. Teachers could only teach in schools catering for their own race group. Legislation has made it possible for teachers of all races to apply for and to teach at any public school. The poorly resourced black schools now benefiting from the reallocation of resources require additional staff. The schools previously advantaged under the apartheid system are now required to shed staff to bring equity to the system. This has resulted in two scenarios. Firstly there has been an exodus of pupils from the poorly resourced black schools to the more affluent white and coloured schools. Teachers from white and coloured schools who can no longer find or maintain their positions due to rationalisation are seeking positions in black schools.

Few teachers from the coloured or white population groups speak a black language. Officially the medium of instruction in black schools is English but in reality mother tongue instruction is given. This creates the problem that pupils have a poor command of English and teachers from coloured and white schools have a poor command of the black languages used in our country. To the beginning teacher in the South African context these circumstances can be extremely traumatic.

6.3.4 Division of Labour and Classroom Practice

A number of serious issues arise here, chief among which is that beginning teachers have no say or are given little say in their allocated duties. This a concern that is echoed in the research literature from various researchers, Darling-Hammond (1989:64) talks about beginners having to 'assume the same responsibilities as thirty year veterans' and Martinez (1993) in particular says

Many beginning teachers are allocated to classes outside their area of formal preparation...Some novices are also allocated to classes which other experienced teachers have found very difficult; beginners often inherit the 'dregs' after the knowing teachers further up the pecking order have had their first pickings; the newcomer is often relegated to the least ideal classroom (p39).

Beginners in this study report similar difficulties in that their allocated duties were decided by senior teachers without consultation. This led to subject allocations outside the beginners' field of expertise. Beginners perceived this particular practice as the reasons for pupil indiscipline in their classrooms. The undemocratic practices were entrenched in classroom allocation where some participants report not being allocated a classroom and were required to 'travel' between classes that are vacant during a specific period. This coupled with the absence of basic classroom infrastructure, for example furniture and the material conditions, for example broken doors and windows, etc., conspire to seriously affect the beginning teacher. Classroom usage, for those lucky enough to be allocated a particular room, is contested in the evenings and on weekends when these venues are used for the community, social and religious functions. Any damage incurred remains the responsibility of the teacher to whom that class is allocated.

Administrative tasks are difficult to complete with those who undergo their preservice training at university decriing the fact that they are not given any training with regards to tasks like filling out a register, etc. Unable to store any records or books in the classroom creates the extreme difficulty of having to carry all your possessions around. Issues of overcrowded classrooms virtually take the beginners to the brink. Conditions spelt out by beginners exacerbate what is already a testing and difficult period. In the absence of any support from management, what chances are there for beginners to become competent practitioners? Should this support come in the form of developmental induction programmes or would the socialisation tradition best address beginners' needs? There is no easy answer. Neither can fully address beginners' needs. However it must be stated that some assistance is better than nothing at all. My contention is that where teacher competency is at stake induction programmes are necessary, and where institutional constraints affect competency the socialisation tradition would best address beginner concerns. Therefore a synthesis of the two traditions makes sense.

6.4 Analysis of the Professional Issues Category

Professional issues refer primarily to the relationships that beginners develop with their more seasoned colleagues. From the data that emerged in the descriptive analysis serious concerns were raised about the lack of support from their colleagues in the face of difficulties being experienced with regard to both orientation and classroom management concerns. The undemocratic and unilateral decisions taken about beginners' workloads and classroom allocation further entrenched the negative views that developed in terms of these colleagues. It clearly exhibits an uncaring and indifferent attitude toward beginning teachers, in line with the 'sink or swim' phenomenon outlined in the teacher socialisation framework. It is difficult to imagine any role for the developmental tradition in a category concerned essentially with relationships. Can one set up induction programmes that address needs with regards to building up good collegial relationships? I do not believe so, therefore the socialisation tradition given its historical concern with institutional change and a new emerging tradition of seeking 'own meanings' from the beginner provides the space that would best suit the addressing of concerns in this category.

Only the two participants from the ex- House of Assembly school could attest to experiences that were less traumatic. Their responses bordered on total disbelief and horror at the experiences detailed by the beginners in other schools. Most beginners were adamant that support had to be forthcoming from the management of the school. The absence of any support was attributed to incompetence or a general malaise in management due to or as a result of the rapid and unsettling transformation in society in general and schools in particular. Coping with change is a challenging and daunting experience. The lack of a culture of teaching and learning in schools has resulted in apathy among teachers and management is hard pressed to address these issues. The beginners offer collective, collaborative and cooperative support strategies as the only way forward in resolving the crisis in schools that threaten to become totally dysfunctional. Maintaining control is not an individual task and neither should it be confined to the school. The beginners point to the role of the department of education as employers as well as managers of the system. The role of the parents in the community is

also queried in terms of offering support to the beginning teacher through the 'proper' discipline of their children.

How does one reconcile this patent lack of support with school managers' role as evaluator of the competency of the beginning teacher? The results of transformation within the education system reflect the trends that have developed in the findings of this research study. The two participants from the ex- House of Assembly once more reported supportive experiences, this time in regard to evaluation of their work as teachers. Others reported no formal evaluation or evaluation procedures that were mere rubberstamping or window dressing. It meant little to the teacher in terms of the development as practitioners or to the management who were simply toeing the bureaucratic line. Evaluation is a necessary evil on the path to permanent appointment as a teacher.

Two important points need to be considered at this juncture. Firstly, the two participants at ex-HOA schools have consistently reported being inducted into an environment that reflected a culture of support. Although the system was not perfect, circumstances were far more conducive to a supportive culture that pre-empted and to a considerable degree addressed the problems and needs of these beginning teachers.

The other eight participants consistently reported being inducted into an environment seriously lacking in any sort of support culture. Their own experiences as reflected in the descriptive analysis clearly leads you to believe that they were entirely responsible for sorting out their own problems and seeing to their own needs.

Why is there this inconsistency amongst these schools in the same school district? In the South African context and more specifically in the Western Cape context the explanation is going to be found in the complex political issues that have pervaded education and education policy for the past three decades.

6.5 Analysis of the Political Issues Category

Politics and education have a long and complicated history in South Africa. In terms of addressing the above issue I will unpack the implications that apartheid education policy had on schools and schooling in the country. Schools were established to cater for the different population groups, with the schools for the white population group receiving the lion's share in terms of resources. Schools catering to the black population groups received a meager share that barely addressed their educational needs. The coloured and asian population groups were placed somewhere in between these extremes. They were better off than black schools but worse off when compared to white schools.

These inequalities received worldwide attention during the bloody Soweto schools' uprising in 1976 that brought mayhem and destruction to black schools and schooling throughout the country. White schools and schooling continued peacefully whilst black schools became highly politicised sites of struggle for liberation and democracy. Within these well-resourced and stable conditions offered by white schooling, teaching as a profession developed in line with trends within the dominant developmental tradition and explains to a large degree our two participants' relatively easy and comfortable induction and socialisation into the profession. As regards a teacher socialisation tradition in these schools, official apartheid policy entrenched a strict policy of racial separateness in that the profession mirrored the racial divisions of our society. Given the absence of meaningful protest from the white professional teacher associations, it has been taken for granted that the inherent injustice of the apartheid system was an acceptable policy. To be inducted and socialised into the profession meant legitimising, sustaining and reproducing their illegitimate and unjust political dominance and privilege in the field of educational provision.

Black schools and schooling on the other hand were to change drastically. No longer prepared to accept inferior and gutter education as the norm, every educational structure, policy and procedure from the state was contested and/or rejected. Departmental officials were banned from schools, their vehicles burnt and their lives threatened. Cooperation

with the education department was seen as collaboration with the state and divided loyalty. Teachers in black schools were either for the struggle or an enemy of the struggle. Thus the induction and socialisation into the profession in black schools was directed at liberation, political freedom and social justice. This highlighted a totally different role for the teacher and the profession in terms of the induction and socialisation of beginning teachers. No pretence at the creation of a developmental tradition was tolerated or accepted save for the few racially based teacher associations not supported by the majority of black teachers. The seemingly uncaring and unsupportive culture that exists in black schools may simply highlight and emphasise the legacy of an unjust educational system as well as the fears and uncertainty of an intimidating transformation period.

6.5.1 The Current Position in Western Cape Schools

The political transformation in the country will affect every aspect of our lives and the educational changes in South Africa and in the Western Cape in particular is what needs to be examined at this point. Equity is the goal and rationalisation and redeployment are the instruments being used to realise the goal. The Western Cape with its majority white and coloured schools, was always going to be the most affected in terms of having to cope with less of the educational budget. However, all schools in the province are affected including the black schools. As part of a province advantageously resourced black schools are also being subjected to harsh budgetary constraints. This in effect means that strict staffing ratios will be implemented to 'level the playing fields' to use the current jargon. The teacher: pupil ratio 1: 35 has been decided on for secondary schools and 1:40 for primary schools, thereby creating the untenable situation that most schools in this province are overstaffed and therefore face the reality of reduced staff establishments. Teachers at schools with excess staff will be required to identify staff to be redeployed to schools where there are vacancies. The process has been a long and complicated one that affected beginning teachers in temporary positions severely. They formed the bulk of those redeployed or whose contracts came to an abrupt end and were

not considered for positions until such time that the redeployment process was completed and no teacher on the redeployment list was available.

These circumstances do not lend themselves to induction and socialisation practices that are concerned with creating a supportive environment for beginners at a time where circumstances within schools demand it most. The participants in the research study expressed their concerns in this regard. The two candidates from the ex-HOA school did not see their way clear remaining in the profession under these circumstances, whilst the rest of the participants seemed resigned to their fate, unable to influence political decision-making that severely impacted on their practices.

What effects will this have on beginning teachers? Any answer to this question has to be considered in conjunction with the proposals for education policy in South Africa. Policy proposals determine that the professional development philosophy is central in eventually addressing the needs and concerns of the profession. This was made clear in Chapter Three. Given our history and present transformation difficulties I argue strongly against this direction alone especially since it is yet to give recognition to beginning teachers as a group that warrant special support.

6.6 Has the Research Questions Been Answered?

The first three questions namely:-

- How are beginning teachers inducted and socialised into the teaching profession?
- How are these problems addressed in the research literature?
- Do they experience problems as reflected in experiences of beginners internationally?

are dealt with in Chapter Three. Here the literature review provided clear direction of trends in this field of study and illuminated the debates that would guide the study in the direction the empirical study was to take, that is, it had to be made relevant to our context

if this study was to be meaningful. The next two questions guided Chapter Three in terms of locating the debate in the South African setting.

- Can the strategies utilised internationally assist us in the South African context?
- Do beginning teachers experience problems unique to the South African context?

These questions required an in-depth study of the educational policy proposal literature to ascertain the possibilities for the above questions. In analysing these possibilities the groundwork for the empirical study was laid. Since the policy analysis revealed the direction of future policy the empirical study could lay a basis for informing debate in regard to this field of study. A critique of the direction education policy is taking in this regard made the empirical research component all the more significant. Chapter Four and Five cover this area of the study with the main focus being reflected in the final question.

- What role do beginning teachers foresee themselves playing in resolving these problems?

The final chapter simply brings all these aspects together to look at the road ahead and the contribution this study seeks to make in terms of educational policy, beginning teachers in general and finally continued research in the field.

6.7 The future of Beginning Teachers in South Africa

Given the absence of qualitative research in this field one of my main difficulties as researcher concerned the question of how I would conclude this research study. Does one focus group interview among ten beginning teacher participants in one school district in Cape Town schools count as rigorous research in this field? From a quantitative research viewpoint, it may seem hopelessly inadequate. How does one make claims about a certain field of research study without the weight of numbers to back up one's claims? The answers to these questions lie in the nature of qualitative research and the direction qualitative research provides in guiding one in writing up and concluding a qualitative

study. How does one conclude a qualitative study? Henry Wolcott has very clear views in this regard.

You don't. Give serious thought to dropping the idea that your final chapter must lead to a conclusion or that the account must build toward a dramatic climax. ...In reporting qualitative work, I avoid the term conclusion. I do not want to work toward a grand flourish that might tempt me beyond the boundaries of the material I have been presenting or detract from the power (and exceed the limitations) of an individual case (1990 : 55).

This advice might seem particularly unhelpful in 'concluding' a study that has been extremely difficult in a field relatively 'untouched' from a qualitative research perspective both internationally and nationally. Wolcott asserts that it is common for qualitative researchers to provide a summary coupled with recommendations or implications, but warns that the use of recommendations or implications (not both) depends on the nature and purpose of the study. Having initially opted to discuss implications and to provide recommendations as a conclusion a potential problem is resolved through a synthesis that emerges from Wolcott's assertion that

Drawing implications is akin to stating recommendations but allows the researcher to remain more distant and contemplative. If one wishes to address specialist audiences (e.g. practitioners, administrators, policymakers, other researchers) – including audiences whose members might not take kindly to boldly stated advice based on a neophyte researcher's modest study of a single case – then tentatively identifying possible implications may offer an oblique approach in which questions are posed rather than answered (1990: 60).

This approach suits this study perfectly as it mirrors the research aim of starting a debate on addressing beginning teacher needs by raising questions rather than being prescriptive as evidenced from the quantitative studies that are recorded in the research literature.

6.8 Implications for Educational Policy

In order to tease out the implications for educational policy one has to return to Chapter Three. A clear indication from the educational policy proposal literature was that teacher education policy would follow the professional development route. This is in line with educational research in the United States, Canada, the United Kingdom and Australia. The South African education scenario is in transition and ripe for the introduction of professional development. The professional development philosophy would be realised through a shift in emphasis away from pre-service programs to in-service programmes. (COTEP: 1997). This would then allow for the integration of the professional development concepts of life-long learning or career-long learning as well as whole school development. A particular concern raised throughout Chapter Three relates to the absence within the S.A. policy proposal literature of any meaningful suggestions regarding beginning teachers. Does this oversight suggest that: -

- (a) Professional development will speak to the needs of all teachers (both beginners and experienced) and that this is implicit in the professional development philosophy. Beginners warrant no special attention, as we have pointed out.
- (b) Professional development programmes will be developed to speak to beginning teacher needs but that these needs and programmes that will address these need warrant no special attention in policy documents.

Whatever the option there are major concerns to be raised in the absence of clearer guidelines. Professional development as implemented in the major countries that have introduced them have taken on definitive and systemic form in the guise of induction and support programmes in schools. The next question is: Will this be the case in South Africa? If so, do we have the necessary resources for their development and introduction? Also, have we taken cognisance of the concerns raised in the literature about their shortcomings and weaknesses? If so, how do we propose adapting them to suit our particular context?

If not, what do we do in our context to speak to the needs of beginning teachers in South Africa? Do we ignore the overwhelming evidence in the research literature that the first years of teaching are problematic to beginners and continue the sink or swim strategy (Lortie: 1975) or the reality shock phenomenon (Gaede:1978)? How then do we reconcile this uncaring and haphazard means of socialisation in the light of the claims toward adopting professional development?

Clearly this last scenario is untenable and inconsistent with the spirit and letter of these policy documents. It is also indefensible in terms of the goals that the government wishes to achieve in terms of education. Where does this lead us? In terms of its own stated policy, professional development needs to be clarified in terms of how it will be implemented within the broader educational system in general and in schools in particular. It is only once this clarity emerges, that we can begin to look at the merits or wisdom of the professional development approach. A serious concern is that nothing concrete seems emanate from the organised profession in terms of beginning teacher support. As representatives of the profession teacher unions and associations are obliged to serve the best interests of those they represent. Having direct input into policy has not realised any firm policy decisions for beginning teachers in terms of induction and socialisation support. The crisis in education continues and all stakeholders simply point fingers in the direction where they see the problem. Government is blamed for failing to deliver, government blames the profession, communities blame both. One could argue that in this transformation phase in education in South Africa, there are greater priorities than beginning teacher needs. This view is short-sighted in that it too fails to recognise that successful educational change lies in the hands of the teacher (Hargreaves: 1994).

6.9 The Implications for Beginning Teachers

If teachers are key to successful educational change, the profession needs to be more vocal about their problems and needs. Teachers must transform their schools and workplaces to reflect a culture of teaching and learning. In our schools there are a variety

of cultures and sub-cultures (Sparkes: 1991) amongst teachers. If placed on a continuum, on one end you are likely to find educators who have been socialised into a culture of obedience to all management decisions imposed autocratically upon them. As educators they have little influence on any of the processes within the school. They fully accept and conform to the ideologies, norms and values of the profession. On the other extreme, there are those who reject all attempts at meaningful educational interaction at schools. They have in essence rejected the traditional view of the profession and have contributed greatly to the complete breakdown in the culture of teaching and learning in our schools. There is a strong belief among educators that somewhere between these extremes is a group of professionals dedicated to the advancement of the profession and the return to a culture of teaching and learning.

Given this scenario, where do we envisage beginning teachers in South Africa finding themselves a niche within these cultures? It goes without saying that beginning teachers must be supported and guided into a culture that assists them in becoming competent and productive members of the profession. How will this be achieved? Can support programmes within the developmental framework achieve this goal? It is crucially important for us to apply our minds in this section as to the implications for for beginning teachers. The research data as described in Chapter Two has clearly illuminated the problems that beginning teachers' experience. The categories of problems as discussed in the empirical research component in Chapter Five provide a miniature tapestry that illuminate the circumstances of beginning teachers in schools in one small setting.

The first two, orientation and classroom management can be seen as the categories wherein the first problems will emerge. The latter two, professional issues and political will emerge as the beginner makes sense of the problems he/she is experiencing. What does this mean in terms of the support beginning teachers would need? In terms of overall policy professional development would provide the framework in which the categories of Orientation and Classroom management can be addressed. Induction programmes have the potential to solve or to greatly reduce the problems experienced by beginning teachers. As in most research conducted in this field in South Africa,

researchers have advocated and developed orientation and induction programmes that detail processes that can be instituted by schools to address the beginners needs on arrival at a particular school (Algie: 1983; Lochner: 1993).

The beginners in our study were adamant that such a programme would be useful. A booklet that mapped out administrative policy and school rules would suffice in eradicating time wastage in that it should answer the basic questions beginners at a school are likely to ask. Another suggestion concerned the appointment of a 'mentor' or teacher who dealt solely with addressing the problems of beginners.

Of crucial importance is that if we look carefully at the categories we will realise that professional development as realised in induction and support programs can only be implemented in the first two cases. How does one develop support programs to address problems of a professional or political nature? The nature of these problems require a totally different strategy, one more closely linked to the socialisation framework or symbolic-interactionist approach, a strategy that takes the views of beginning teachers into account.

6.10 Implications for Research

This research study on beginning teacher induction and socialisation is deliberately qualitative in nature. The dominance of quantitative research in this field has been challenged. New questions about the claims quantitative studies make in terms of finding solutions to the problems faced by beginning teachers have been posed. What has this study offered to improve on the quantitative data that has been so freely forthcoming in terms of beginning teacher research?

This study has investigated the views of ten beginning teachers in one school district. Immediately questions about validity are bound to arise. These questions are important and this study has been careful not to make any extravagant claims in its findings. However a number of criticisms will arise from the fact that so few studies in this field

have been of a qualitative nature. In this regard this study has sought to begin a debate about qualitative research amongst teachers and is definitely not the last word on it. Shortcomings in this research study should simply be the spur that drives other educational researchers in this field to begin building an alternative tradition. Since we have experienced a plethora of scientifically sound quantitative research studies without a marked increase in awareness or resolution of their concerns, any change in approach that seeks clarity and understanding of the issues involved should be welcomed by the research community.

Clearly more research is needed in this regard in different contexts. Some questions that could spur research in other contexts could include: -

- The problems and concerns of beginning teachers in other provinces
- The problems and concerns of beginning teachers in rural areas
- Beginning teaching in the era of transformation
- Beginning teachers as system rejuvenators

The possibilities of education for bringing equality, equity and social justice to South Africa lie in changing the culture that exists in schools. New teachers need to be inducted into a culture that is aimed at recognising the contribution that each individual can make to society. By providing teachers with a culture that will assist them to strive continuously for higher levels of competence can only create the conditions for the continuous improvement of the teaching tapestry.

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Appendix A

The Principal

Dear Sir / Madam

Beginning Teacher Volunteers for M.Ed Research Project

As an M.Ed student at the University of the Western Cape, I am currently conducting research into the problems and needs of BEGINNING TEACHERS entering the profession.

An integral part of this project is the empirical research component which takes the form of a focus-group interview. For this purpose I require the views / opinions of at least 15 BEGINNING TEACHERS who are willing to participate in this study.

I would be greatly appreciated if you would draw the attention of your staff to the attached notice which provides details of the logistics of the research project as well as an invitation to participate.

Thank you, your cooperation in this regard is sincerely appreciated.

Yours in Education

J.C. KOEBERG

Appendix B

CONFIDENTIAL: BEGINNER TEACHER PROFILE SHEET

TITLE	
SURNAME	
FULL NAME	
AGE	
GENDER	
ADDRESS	
TELEPHONE	
SCHOOL	
SCHOOL ADDRESS	
QUALIFICATIONS	
INSTITUTION	
APPOINTMENT TYPE	
SUBJECTS TAUGHT/ PRESENTLY TEACHING	
EXPERIENCE AS TEACHER IN YEARS	
OTHER SCHOOLS	
DURATION OF EMPLOYMENT	

APPENDIX C

LETTER OF CONFIRMATION TO BEGINNING TEACHERS

Dear Mr / Mrs/ Ms

Beginning Teacher Research Project

Thank you for volunteering to be part of the beginning teacher focus group interview. This letter serves as confirmation of the programme for the day. All other logistics have been put in place including the student teachers who will be replacing you on the day. You are requested to put in writing any instructions you have for the student teachers concerned. The programme for the day is as follows:-

Date: 7 November 1996

Time: 9.00 a.m – 3.00 p.m

Venue: Peninsula Technikon Library- Media Centre [2nd floor]

8.45 – 9.00 Welcome and Introductions

9.00 – 10.15 Start of Interview on Orientation

10.15 – 10.30 Tea

10:30 – 12.30 Classroom Management and Professional Issues

12.30 – 1.30 Lunch

1.30 – 2.30 Political Issues

2.30 – 3.15 Solutions

3.15 – 3.30 Word of Thanks

Please prepare by reflecting on your first experiences on entering the profession and your particular school as a teacher. It would be appreciated if you could contact me timeously, if you are unable to attend due to any unforeseen reason. Once more your contributions will be greatly appreciated in the successful completion of this research study.

Yours in Education

JC KOEBERG

APPENDIX D

Selected Extracts of the Transcript of Proceedings

MODERATOR: Good Morning, everyone and welcome to the focus group interview for BEGINNING TEACHERS. I have explained that... we will be asking questions and eliciting answers from BEGINNING TEACHERS that concern problems that you are experiencing at the moment or perhaps have experienced and perhaps have already sought . . . found solutions for. What we are concerned about in the first part of this . . . interview is that you express your views, your personal feelings, your thoughts, your ideas about a series of categories of problems which have been found in the research literature on BEGINNING TEACHERS. The first category I have named 'orientation'. The day you step beyond that gate for the first time you have appointed to a school you have arrived with much trepidation you come closer to the building and now you are in. My question is from that nervousness from whatever what happened after that? Question number one would simply be, did that school have some sort of programme which took you by the nervous hand and led you through a series of activities which helped you to settle into your particular position. Anyone may answer I don't think we should go around specifically . . . thing...But we will make sure that we get around to every single person to comment. MARK let's start with you.

MARK: Well my experience was when I got to school the first day the person who was supposed to receive me, was not available because he was busy, therefore I stood around waiting for somebody to ... to actually,... how can I say.... pay attention to me but...er...the school did not have any orientation programme in fact I was put in a class, they did not even know who I am...it was only until break then I finally got could've got back to the H.O.D. to ask him what I'm supposed to do. I didn't get a time-table, I didn't get anything. But, it was during March when I started, so the school wasn't quite settled down, but that's something else.

MODERATOR: So would you say that you're actually starting in March. Precluded you from an orientation programmeme. Was there one in place for those who started in January, or did one not exist.

MARK: In fact there wasn't one in place, but there could've been ... because, I mean it was during ... the quarter started already, so I mean, at that specific moment I wasn't aware of any orientation programmeme ...after that, there wasn't any help for other teachers as well.

MODERATOR: Ok, anyone have a similar experience? With er ...Joe?

JOE: Yes, I have more or less the same experience, and I started at the beginning of the year ...I just came a week after the school started, there was no orientation programmeme as you call it. I had to go into Mr X's place. After some time somebody realized that I'm not Mr X. That Mr X had left the school already, so it was expected of me just to fall in, and be part of the system, or... don't know what or must be, but or something.

XOLA: I think I experience the same problem.... in the sense that I arrived in May which is two weeks before writing exams. The first problem I had I did not know where to start. Otherwise there were teachers there. I was appointed as a substitute teacher, so ... there were teachers there. So I had to go to the pupils and find out where did the

MODERATOR: Zola, was there any teacher that showed you the ropes or let you through?

ZOLA: Ok, what I was given was the books. These are the books that I used, then you go to this class and then the pupils will come to you. I was also given the time-table. From the books I didn't know them. Then I had to go to find out where did they finish with the exercise, and Mr X was there teaching other classes of the same level, so he was continuing...

MODERATOR: Ok, in many cases what I also want to know whether the school itself, the buildings, was that new to you or, in many cases, some people actually teach in the school where they attended, so, you know, they have the additional benefit of knowing where Room 24 is. So when you are sent to Room 24 you in fact know where Room 24 is. Nana would you relate your experience for us.

NANA: Although I didn't experience that much problems. The only problem was that on my first day the person who was supposed to orientate me, the H.O.D. the then H.O.D. for the Management subjects never did any of the Management courses. He was acting as the H.O.D. for Maths and Accounting, Business Economics. He knew nothing about Accounting, so he didn't

know what to give me, and, I had to show him myself, but luckily, I did my Practice Teaching at the school, so when they employed me August, I already knew about the setups, the children and most of the male staff. So I did not have that much problems.

MODERATOR: Ok, so you actually knowing the physical setting was of a benefit to you. Is that what I'm hearing you say? Okay. Evan, how did you find your experience?

EVAN: Compared to the others here mine seemed to be a breeze. I started at the start of this year, but already in November of the previous I was called in for an interview, at that stage the maths H.O.D. had been there and greeted me, took me around the school... I remember I still remember thinking that this place was a maze. I could not understand where these passages were leading, I went there three times and it took me three different routes to get to his office. I was terribly lost, but I two days before school started, ok, and he gave me my syllabus, ok, I then knew what he was doing after he gave me my textbooks, so what you learn, I know what I was doing the next year. Then two days before the school starts we all come in and there's a lady there who has got the orientation programmeme, our school has a staff worker who goes to all the staff with a book that contains the names and telephone numbers of all the staff, it contains a diary so you can do your planning if you want DT forms, it contains a mark book, space your marks at the back of the book, the school rules, everything is in this book, how far you stay from school, if you want to claim petrol, petrol forms everything, it is all in this book. She's a very accommodating person.

She made it very clear if you want to speak to her any time, or if you want to know something or she will put it through to the staff room., there's this book, and it was too fast and too overwhelming, but at least up in your mind there is a DT form somewhere. You can go and ask someone where is this DT form. It was a bit rushed, but it was there and you knew it was a support basis group to fall back on.

LADY DI: Ek wil eintlik aansluit by Nana ... Nana, ja. Ek is ook gelukkig in die sin dat ek by 'n skool begin wat ek geken het. Waar ek vriende gehad het. So ek het geen probleme eintlike ervaar nie, maar ek wil saam stem met die ander sprekers want ek het waargeneem dat die mense wat nuut is by 'n skool, wat vir niemand ken nie dat hulle eintlik ... hulle weet nie waar nie. soos onlangs by ons skool nou het daar damejies begin. Hulle kom klop by jou deur, waar is

kamer se S12, hulle staan buite, hulle het nie sleutels nie, hulle weet nie waar nie. So dit is die probleem, dit wat ek waargeneem het by die twee skole waar ek was.

MODERATOR: Ok, simply what she is saying is that ... er ... in many cases she has noticed, she was in the lucky position of teaching a school where she practice taught (sic) and she knew the staff, she had friends on the staff and that sort of helped and assisted her. But she has noted that others start without knowing where to fetch keys, where classrooms are and the whole infrastructure of the school... So that is one difficulty that we have actually picked up now, knowing the circumstance.

XOLA: My experience was a lot different from many people in this room. I was recruited. I was still at ... you know ... I was doing my last year at the varsity and so I knew where I would be going the following year. But the problem was I did not know the place you know that would be my very first experience so in 1993 I went up to De Aar. The school itself was very receptive, the buildings looked familiar you know, ... it was just a flat school but er... I encountered lots of problems. You know, firstly with accommodation ... you know ... I didn't feel happy the first time ... the first ... the day I arrived there. They said that they had teacher's cottages ... you know ... and I wasn't looking forward to teaching there. I was just disorientated. But then I thought that I would try to make myself comfortable, I arranged for accommodation you know with my best friend at school. But as far as tuition and the school's programme is concerned I was going to introduce Accounting. So the teachers and everyone was very receptive they were glad they could find someone because that is rural area. You wouldn't normally find people around there who did the subject. So they received me well and my H.O.D was the most kind person you know. I was like an H.O.D. myself. I had only 21 periods you wouldn't believe it because she said ... you know ... I should ... I'm introducing the course I should have lots of time and maybe I would need to spend some time after school with the kids. You know take them to the bank, show them some of the source documents, and I enjoyed it was just that I couldn't enjoy staying at the place.

MODERATOR: I think that ...er ... some very important things being brought out there specifically later under our general discussions where ... er teachers have to travel to new settings something which might prove relevant later in our discussions. But to continue with that I think the question should now concern, how did it affect you personally? Going into that class not knowing where you are. Did it have some effect on the way you taught, the way you prepare, the way you address those kids. Lets talk about that sort of thing. In one case if you were given it you might have been more prepared or less prepared that could have had some effect on the way you taught.

MARK: Ok, I don't mind ... I started teaching in a township school in Khayelitsha. ... Because I don't speak Xhosa I had a problem speaking to pupils who weren't introduced to English from primary school, because they standard six ... you know ... in fact their English wasn't very good and my Xhosa was very, very poor. So I had that problem, the language problem the fact that I didn't even receive a Syllabus in the beginning or I had no idea what they were supposed to do. I got into the classroom to introduce this new subject to them. And you can imagine it was ... it was ... for the first couple of weeks ... say or first few months it was chaos just because of the language problem.

MODERATOR: Any one else find it to be as bad as that?

XOLA: You know with me it wasn't a case of language, because I could communicate with them but ... er ... it was more of ... you know ... these community based schools they normally term people who are not from around "inkomers" ... So ... er people out there were fond of that terms and ... er ... I ... er ... they didn't understand ... you know ... I'm special ... I'm supposed to be special to them because you know I had to introduce accounting and Business Economics, which was very new to them, you know, and they wouldn't just find a teacher who would go up there you know because even around in the cities there's a scarcity of people who majored in that field. But ... er ... otherwise it was only that term "inkomers" you don't belong here ... and ... er.

MODERATOR: Did that affect your teaching in any way?

ZOLA: It did a lot ... you know because I used to get silly messages, there was some kind of misunderstanding between myself and ... there was this school governing body, the PTSA and they supposed to be the governors of the school. But when they ... when they speak about problems when they rectify problems they would normally say ... you know ... when we started the school in such and such a year ... you know ... and they had that kind of ... they used to want to control teachers ... they had a rule stating that any time of the day, without any prior arrangements the parents might walk into your classroom and sit in, so we felt that it was a bit rude and you know it was as if they are trying to prove something.

NANA: Even though I knew the pupils because when I was doing practice teaching I with them. I found it difficult in adjusting. You know when you are doing practice teaching you are that sort of a person am I doing this thing right am I doing this thing wrong. Now as a full time teacher you have to adjust now. I think the rules of the school also affect the teaching of a person. When you are in class if you didn't get a clear warning or guide that says. When they do like this you have to do like this. You know ... you experience those things first days or first months of your teaching. So I think also...

MODERATOR: You could immediately go into your work and work effectively as a teacher. Ok Vee lets hear from you. With the new school, new teachers, new pupils as well?

VEE: Ja

MODERATOR: How did that effect the way you went about your teaching?

VEE: Toe ek begin het was ek verantwoordelik vir St. 6 tot St. 8 vir Naaldwerk. Baie van die leerlinge het so 'n ander oog waaruit hulle Naaldwerk sien, want van hulle vorige onderwysers was hekse. Julle weet my Naaldwerk onderwysers was ook 'n heks en die kinders was eintlik bang vir Naaldwerk. En toe ek nou begin Naaldwerk gee ek het myself gese okay, ek gaan nie so 'n heks wees soos my juffrou was nie. Want ek hou van die vak en gaan dit probeer interessant maak vir die kinders. Nou vir die St. Sessies was dit heel oulik, ek hou daarvan om met die St. Sessies te werk, hulle is nog so 'n bietjie kinderlik. Maar met die St. 8's was dit eintlik 'n bietjie moeilik want hulle is 'n bietjie groot en hulle check jou nou uit. Praat jy nou nie die regte ding nie en so aan. En vir my het ek eintlik groen gevoel ook miskien groen gelyk ook want baie van die seuns by die skool het my gevra, "Nou hoe oud is juffrou dan? Hulle ... hulle ... somtyds wil hulle nou 'n bietjie advantage gevat het en so mens het nie altyd geweet hoem om dit te hanteer nie.

MODERATOR: Ok, essentially what she is saying is that she had similar difficulties, with the younger ones it was basically ok, the subject which she taught which was needlework in many cases the pupils saw the teacher as being, as she called it, a sort of which you know. Working with girls that the older ones wanted to know, as a young teacher in terms of her age, you know. They more or less ... you looking, you are young and you go to school and in many cases these kids ... the age difference is not that much. So they are looking for some sort of ... you know ... How do they legitimize or how do they give you legitimacy as a teacher when you just as or seem as young as they are.

JOE: Ok, when I got to the school, I thought it will be the same as when I left school, which wasn't the case or wasn't meant to be the case because when I was at school you get your book like he said then you started. Two three days after the school starts you started and everything is going. When I got there it seems that the kids were trying me because he is the new teacher. So we must see where ... what he is up to? And as for the teachers they were like in laid back athletic mood. That if I ask somebody what are you doing now, "Oh I'm only starting next week". While I thought well the school has started the 16th so we should be up and going now, its already the 30th. Right and the other thing that I did was ... when I encountered the problem I was a bit afraid to ask the other teachers what would you do in that instance. So what I said is. "I read this thing and I saw this in a book what would you do if you were in that instance. And he said he was doing that and she was doing that then I would be doing that afterward. So thats actually what I did.

MODERATOR: Nicola.

NICOLA: Because we had the orientation the two days before I felt quite confident that I knew what I was doing we also had for Biology a / my Head of Department she is very organised a bit too organised I think. And ... er ... she had a work scheme, I was teaching fortunately junior standards. She had work scheme so I knew what I had to do and I knew what I had to teach the only problem was I didn't ... My children are the naughtiest in the school so ... I also had a problem with being a young teacher. In my other subject Phys. Ed I had six to Matric all the girls in the school and the matrics thought that they now could get away with everything. You know which makes me quite angry so I just make them run, which is quite nice you don't ... you punish then physically. Ta ... but as I said I just know what I had to do the only problem was I found out in the first couple of weeks, I could not actually be nice to the pupils as they would take complete advantage I had to be in control and be quite horrible in some cases.

MODERATOR: Okay, so what we are saying is that ... in many cases ... What I am hearing is that a programme is good in the sense that it prepares you to get into the class, the surroundings, the infrastructure, the way things work at the school. And on the other hand it doesn't really prepare you for the reality of ... you know ... meeting the pupils who can react in many different ways. What has to come out here is the allocation, that you've been ... you know ... talking in a time where there is an over supply or teachers your workload is only going to increase. And teachers coming into the profession are going to be confronted with increased allocations of classes; where we perhaps had the luxury of five classes, six and seven can become a possibility. What did you think about your workload? The classes that you were given and also the ... you know ... perhaps in terms of numbers specifically in those classes. Was there a mix between junior and senior primary? Were you thrown into deep end with senior pupils that sort of thing? Let's get some sort of perspective here ... Zola (Xola)

ZOLA: On the question of numbers usually you are having big numbers. This is one thing I first experienced. The numbers I had was about 50 - 60 per class - five classes - and then on the

question of making lessons plans. I had to make four different lesson plans for all those five classes. So it was inconvenience to me because when you come to this class you get out of this class being tired go to another class ... you with a new lesson ... from that class another. At the end of the day you end up having 4 lesson plans almost everyday. So you find yourself in a situation where teachers teach. You don't care whether they follow or not. You don't have that chance of looking at the individual. You don't look at the problems that they experienced. To an extent, I once sat down with them and find out whether they usually have problems. Because I don't have time for asking them questions. Because I have to finish the syllabus. The department needs the syllabus. So I once sat down with them ... why don't you ask questions? Don't you have problems with this ... or things ... and all that stuff, you see. Because I knew I don't have time to sit down and to talk to them to show them what the problem I am experiencing because I am frustrated myself. So ... I'm sure because of the big numbers and the workload ... and the workload because there is nothing difficult about making these lesson plans. Four different lessons everyday four different lessons.

MODERATOR: Per class?

XOLA: Ok, I'm teaching History for instance for 7 and 8. So that's two lesson plans. And again I'm teaching Xhosa again for 7 and 8. So its four different lessons. Its worse when it comes to a language. Because language needs lots of attention than the content. It would be better if it was only the content that I was along but because its language ... language needs more attention than the other subjects. ...

MODERATOR: What was the subject difference and the standard difference there?

MODERATOR: Along with this I think we need to ask the question ... in how many ... who decided on your allocation? Did you have an input or something to say about what you were allocated? That I would like to hear coming from what you are saying as well.

ZOLA: On the question of allocation you are not consulted. You are just given you are told on your interview you are going to do History and Xhosa that's all. But no from which levels you going to do those things ... then when you arrive the following day you are given 7 and 8 History , 7 and 8 Xhosa and then you go do. The question of the department is you just comply you don't complain.

MODERATOR: Nana, how was your allocation...

NANA: On the allocation thing, the first time I was not consulted I was given this classes but fortunately the department at the end of the year called the teachers of the management courses ... are called and we decide together whose going to do which standards, what the following. Then I would also like to mention something on the numbers. Even though you may go to school you know having that enthusiasm, willing to do whatever but when you get to the class and look at the number of the pupils ...you have to teach 48, I'm teaching Accounting when you... Accounting you think you have to check whether these kids are doing this right. But you cannot in 50 minutes, teach, give an exercise and check the books of those kids. And you cannot take those books with you home to check, because you have to give them homework everyday it needs practicing just like Mathematics. So the numbers are a very big problem, they affect the teaching of the person.

MODERATOR: Mark, did you have a similar experience?

MARK: When I entered teaching, I didn't have a teaching diploma unlike the majority of teachers. So I didn't have any didactics background I didn't know what to do. On top of the two Motor Mechanics classes in fact the three Motor Mechanics classes I was given. I was also given two Std. 6 English classes. This is a bit unusual for a technical teacher to teach English, but they didn't have anybody to ask them nicely but ... you know ... which teacher would refuse. I had in one class 53 pupils and in another class I had 55 pupils in standard six. I didn't know anything about teaching English. So for me it was terribly traumatic to say the least. One can understand you do be a little bit demotivated since you don't know how to tackle the problem in the class ... managing the class in the first instance let alone managing numbers. Because I had no teaching experience I mean I wasn't prepared the year before to say listen you can expect this. I saw in the ad in the paper and I applied the syllabus was laid out already my allocation was already there, I couldn't still say ... you know and so for me it was ... wasn't a very pleasant experience.

END OF TAPE 1: SIDE A

START OF TAPE 1: SIDE B

XOLA: Yes, I ... er ... you know ... I became very frustrated in this profession like I said in the first year my workload was alright, but it's just ... the place that I didn't like. So I came back ... you know ... I came to my home place. I was offered a job there but with Accounting and Business Economics there were only two teachers, only two from standard 6 to standard ten. So I had to teach two standard sixes, classes Business Economics 2 standard six classes Accounting, Std seven Accounting, Standards eight Accounting, standard nine Accounting and Standard ten Business Economics. So I thought I just cant take it you know ... so a friend told me about a vacancy and advertisement over the radio at the school where Nana is working and Wilbur. So I thought I'll try mu luck. So I left the school. In my second year of teaching I was already at the third school, I just couldn't cope with teaching ... you know. I thought things will become better before I went up there I tried to speak to the principal ... what is the workload there, How many periods will I be working per day ? You know ... just roughly ... will I be getting any free periods and ... er ... you know it was quite different like we had single periods there, 35 minutes periods, if its a double then 70 minutes. But here you don't get single and double periods, its only 55 periods there are no double periods and the problem recurred - it never stopped. When I arrived at the school actually Wilbur left you know the space for me ...he came back again recently to relieve my workload. So although we do the subject allocation, you won't just be given and say you take this at least after my second year, so its still the same problem... you know. We are four, we work for ... the other guy is an H.O.D. you know how strict they are about taking a certain number of periods. And the one is the principal so it was only the two of us left, Nana and myself. And the problem was the same again, I had to prepare for Std. 10 Business Economics, Std 9 Accounting, Std 10 ... 8 Business, Std. 7 Accounting, and two Standard sixes again ... you know ... until Wilbur came and he relieved the workforce. so its terrible I don't like the profession anymore.

MODERATOR: It's almost as if ... you know ... because you are new you are given the dregs, and then next year once you are in a better position you can now negotiate within your subject team for a better er ... thing ...

JOE: I just want to say something is there anybody else that doesn't have their own classroom. Ok, we will get to that?...

MODERATOR: Ok, that's one of the questions we will be bringing up as soon as I come into ... We're moving out of the orientation phase now? We've already crossed over to classroom management issues which we will ... If it's alright with everyone can we have a short break now, have some juice and ... er ... thing, and then get back to this. Everyone's in agreement? Ok.

-TWENTY MINUTE BREAK-

MODERATOR: Ok, the next category we're going to discuss is classroom management. Joe was going to make a comment on this and we will pick up with him.

JOE: I was asking whether whether anyone else was traveling. Meaning that you are moving from one class to another every period. Because I found it ... quite difficult to just stop here and then go on tomorrow although Evan earlier said in Maths you prepare your lesson for tomorrow you prepare today. But the thing is if you have to move say for instance I get the six class in Room 16 and now tomorrow I get them in Room 1, then there is nothing on the board at Room 1 which means I must start yesterday's lesson in order to begin today which means I don't have time for any other thing except giving my lesson and maybe give an exercise then I hope they do the homework. I don't have time to look at the homework, maybe Friday I'll take the books home. I've a big problem with this moving around.

LADY DI: Ek wil ook daar inkom. Dit is eintlik maar dieselfde soos gebeur het. Dit is weereens die okies wat vars begin wat eerstejaar is wat gewoonlik maar die klasse kry om te reis. Die ander manne sorg dat hulle klasse klare kids en dit het ek gevat ... want ek het gereis vir twee jaar dit maak jou agter veral as jy deel 'n spesifieke vak wat 'n ander persoon se nou maar so byvoorbeeld twee onderwysers by die standerd 8's. Dan is daar die persoon voor my, want ek moet afvee en opskryf en more maar weer op'catch'. Dit is 'n groot probleem.

MARK: I just think the allocation of a classroom is sort of recognition by the authorities of the particular teacher and new teachers are not ... recognised ... but ... I was in the fortunate position of getting my own classroom when I started. But I had to share it and that was the agreement with someone else. But because I teach Motor Mechanics, I spend most of the time in the workshop so the class is only used for one or two theory lessons. So I didn't have a problem in that regard but the one problem I did encounter was there is some sort of animosity no that's too strong a word. You know ... bad sentiments amongst ... teachers. You know ... you see ... you are a new teacher how come you getting a classroom and I must travel. So you know there is that ... thing.

LADY DI: In die eerste plek het ek gevind dat ek kan nie my vak atmosfeer eintlik oordra aan die kinders nie. Ek is byvoorbeeld in 'n geskiedenis klas en ek gee Aardrykskunde. En dit ook het veroorsaak dat ek soms nie die les aanbied soos ek hom veronderstel is om die les aan te bied nie. Veronderstel ek het gesteentes nodig, dan sien ek nie daai saak om elke keer daai gesteentes te dra van waar ek ook al was, of 'n landkaart of 'n aardbol. Nou gee jy ook maar jou les om die ding klaar te kry en jy se vir hulle die ding lyk so en so. Maar jy het nie die goete by jou nie om nie elke keer met die goed te loop nie. (inaudible).

MODERATOR: What she is essentially saying is that her subject does not seem to come through in ...er ... sharing your class.

JOE: And the other thing is you can always just clean the board ... right ... because the teacher whose class it is that person doesn't want you to clean the board. So where do you have to write now?

MODERATOR: I think Joe's point is important there ...

NICOLA: My biggest problem is not with the (Inaudible) the people. I've got my own classroom but because I'm outside all the time a lot of teachers use my classroom. And I'll come in and desks are missing, chairs have been broken, paper on the floor and then I use my time to clean up my classroom and ... my kids coming into my classroom now they have to get chairs from somewhere so they actually ...

MARK: I also want to add to that problem. I teach technical drawings to the standard sixes as well, now we share the classroom for that reason. Now especially with equipment it costs the school a lot of money every year to replace the equipment. Since I'm responsible for that equipment. Whether I am there or not it is still my baby. So the teacher does not pay as much attention to it. With the result there is always equipment missing. That missing and desks and all that ...

MODERATOR: So how does it feel being held responsible for something that you are ... not in control of?

WILBUR: I think this is a problem we sharing ... I got my classroom ... the only problem ... in my free period there comes a teacher ... I am responsible for anything that is lost but I'm not the only person using the classroom. If anything is wrong the locks broken.

MARK: To say the least terribly frustrating and there are no channels. I can actually consult to address the problem. I tried to work out a system by putting the compasses and set squares in boxes and after every period I count them. If I'm about to leave the classroom I count those... those the instruments you know. But you can ... it still gets lost. You have to buy every year, its a problem so it's frustrating

EVAN:.....you got to take the time to count out thirty-five set squares every single period . My problem is that ... I have my own classroom and in the two week cycle only one period gets taken over by one of the wanderers in ... and normally its mine, even in my free periods it's empty. But ... I don't really like writing on my desks and I'm busy repainting my desks. If you want your desks clean you must do what our H.O.D. does, he actually takes two minutes at the end of each lesson to actually just walk around to make sure they're clean. But not everyday do you have time to do that because nine out of ten times you some other kid who is a bit halfway behind who wasn't listening that day for some or other reason and he wants to know how do you do this sum. I have a question sir ... may I have some help with this? In your case you might have a big painted board where you set squares are painted yellow you can see that (Mark: all there) they are in position. It just takes time every single time it extra admin, extra stress I mean I took my holidays I tried to paint. I made posters for my classroom. I was extremely excited being a first year teacher and all this ... wonderful ... I had posters for my classroom. I was absent for one day ... I came back the next day and the children had ripped of all my posters. So ... I'm pretty holy about my classroom.

MODERATOR: Vee, you have needlework and there are ... I mean ... there's equipment, there are sewing machines, there's needles, there's scissors ... dangerous things. How do you manage or do you share your classroom ... ?

VEE: Ek is een van die gelukkiges waar ons deel nie ons is twee onderwysers en ons het al twee ons eie klas en ons beweeg nie eintlik rond nie. Veral nou, ons nou 'n situasie waar dis naby die eksamen die kinders beweeg nou ... nie die onderwysers beweeg na die kinders, die kinders bly in hulle klasse om 'n bietjie meer orde te skep en so ... Net by die praktiese vakke is dit nou uitgesluit waar die onderwysers nou in hul klasse bly en die leerlinge beweeg na hulle toe en so ... Ek het nie eintlik daarmee 'n probleem nie, want dis 'n bietjie moeilik dis kan moeilik wees om masjiene heen en weer rond te dra. Ek is baie gelukkig daarmee.

XOLA: The other problem is ... you know ... one might be comfortable ... for the current year in the class but ... that he has been allocated but then the policy of some schools is that you don't stick to one class come the following year you will be located else where ... you might get a dirty class ... some of us scrub the walls and you know and then the following year you know you would be getting another nasty class what do you do?

MODERATOR: Let's think of ... er ... in terms of things like cupboards, the desks, the table, keys and that sort of thing that are the things that can give you a certain amount of control. If you lock up these things ... Do these cupboards close? Are they there, you know? What happens in the time that you are not there, to these cupboards and drawers. Are they ...?

MARK: I have a cupboard in my classroom of which the lock was broken twice already. I have a door to my classroom of which the lock was broken twice already. All the occasions I fixed it myself but once I bought a lock from my own money also for the door but you can only do it so many times. Then you can't do it any more.

LADY DI: Ek het 'n situasie my deur sluit nie, my kaste sluit nie, my laaier sluit nie en die vensters kan nie toe maak nie. Met als waarmee ek besig is moet op pak en loop en daai's ook 'n groot frustrasie. Vir die feit dat ek soms besig is met se enige ... een of ander administratiewe storie. Nou lui die klok, nou gebrui iemand anders my ... nou moet ek alles los nou moet ek daar onder gaan sit. Dit is ook vir my 'n groot probleem. ... jy besig jy wou daai stukkie klaar gemaak het. Dit kan een of ander voorbereiding ook wees. Dan moet jy loop en alles van my moet saam gaan want niks sluit nie.

MODERATOR: Nothing locks. You got to keep carrying things around with you , Zola...

WILFORD: In my case, in my classroom there is no such cupboards where you can lock things or valuables. If I got ... er ... T- squares I am using I have to go back there against the wall and those things my H.O.D. have to let me sign before I take those things to have me responsible for them if they are lost. Unfortunately, no cupboards, just put them there and they are lost I don't know where they are ... I'm not the only user of that classroom, and I am responsible for them. That is the problem.

ZOLA: Ok my situation, I'm also not having some cupboards. You know the situation . I'm having there is that of going to deliver I just go there and deliver and then bring my things back to the staff room. So I cant leave ... I cant leave anything there in the class. I would argue that I'm lucky because, I won't be held responsible for breaking the cupboards. On the question of chairs, its always a problem ... a general problem because I'm having different numbers of pupils some

are more ... so I'm having this situation of children always coming for chairs sometimes. ... inaudible for that I don't think I'm responsible for that ...

NANA: On the point of resources. I don't have a cupboard in my class but what's the point I've got cupboard there is no lock, there is not even a door lock you know the handle was broken has been more than three times in one year. They have to fix the doors with some steel - um (Mark: Metal) but still that does not help you know it demoralise somebody ... say for instance I have already decided to give my pupils a test. You can imagine Accounting you have to use a ledger, I can't carry those things home. I don't have a car ... you know ... it means I must mark them at school point, I don't finish them I must carry them to the staff room, but if my class had a key and a cupboard, had a lock then it would be easy. We do have overhead projectors, the problem is that you have to go to the library and get an overhead or if ... you can even go to the library and find out that the overhead is ... is in another class. Which means that things makes you stuck to the book instead. You know, you don't feel like moving around carrying a TV and another problem with the management students, Accounting, Business Economics sometimes you feel that ok, I am talking about say SABS or CSIR I want to take these kids to this place. You have to go to the principal and the principal will what about the other teachers ... you know ... and the other teachers will need your kids, and somebody say from Mathematics I need the kids to such and such a place. Go take the kids you know there is that thing if somebody wants this ... you know ... you may not get the permission ... you know ... those things they make you your class management you know a little bit shaky ...

MODERATOR: Ok, any other comments?

JOE: We have that ... what you may call a difficult (inaudible) we have that but its not working and if its working then some teacher lays claim to that thing. And if you want it you can just forget about getting it because its his or her stuff. You can struggle can go to the principal whatever you want to do but you wont get the thing ... right. And then this year we decided there's now a committee that do this. But now those people who lay claim to the things are on the committee (laughter)

MARK: We also had a problem we had overhead projectors, but none of them were working and I actually took one and I fixed it. That one is now mine. I'm one of those teachers also... I keep that one safe in fact ... in fact since we are a Comprehensive school ... we have a technical section and an academic section. I made a concession only the technical guys can use it. There is a rift in any case already then I don't but I just want to Now can I come onto what Evan said just now. In my workshop ... my workshop is also very holy in fact I had these holes in the roof. On different occasions and they break in and they steal tools and steal all the... and those stuff are very expensive. It's expensive those things ... tools are very expensive and they are sought after. So I mean you come into the classroom / workshop after the holiday either the door is gone ... the door is not broken ... or open ... Its gone and okay the only redeeming feature is that you are not the only one without a door there are a other few teachers also because they took the whole row you know what I mean, So that's still alright there's solidarity camaraderie but ... er ... the main aspect is its demotivating and demoralising.

XOLA: I wanted to say something about the classroom Management. You know ... we might only focus on ... er what the contribution of the concerned teachers is, you know and but er ... I believe that if the school management, the workers ... the ones who comprise the ... the staff taking into consideration the non-academic staff as well ... you know ... if they co-operate ... we wouldn't be in such problem. For instance at my school I had to go to school in the June

vacation you know ... to with the standard ten's. When I arrived there the gate was wide open and windows were open ... you know ... school furniture was outside, the desks and chairs and it was raining. And the caretaker is not there as well, you know ... he went somewhere int eh Eastern Cape ... and er ... so all I'm saying is without the help of the non-academic staff as well some of the things might not be er ... keys, locks, ... and see to it that there is security. But then there is the argument as well they are fighting to work only for certain hours. I thought that as teachers we are being employed ... the DET likes to say that you are a teacher 24 hours a day ... so I thought that the same would go for them as well ... especially the ones staying on the school premises.

NANA: And another problem, another big problem is that our schools are also used as community halls ... we get churches getting to our schools Sundays so the caretaker will open that class and leave those people and don't check whether those people have left your things in order. So that is another big problem with our classrooms at our schools.

LADY DI: Nog 'n problem om aan te sluit by hulle is byvoorbeeld on skool work uitgehuur vir troues en funksies en sulke dinge dan weet ons byvoorbeeld nie daarvan nie. Ons kom die Maandag terug skool toe dan le daar goed in die gange of goed is net deurmekaar en dan vinne ons uit ons skoolsaal is die naweek uitgehuur. ...

MODERATOR: So she adding to that community thing. Schools are used by the community for purposes and that creates ... can create havoc for classroom management, especially if they do not confine themselves to those areas where they should be, but then utilise a classroom ...

EVAN: What Xola is saying is the support network that we get from our superiors and from the school management . At our school if we having a function we are told about it two weeks ahead. If we are having an excursion we are told about it two weeks ahead. So we get a chance to have a planning ... now I'm not saying it is possible in all cases but if we just had ... if people realized that what they do affects other people and we ... you know ... as staff we all try to work together and you know as you know it the stress thing. If we all realise that what we do impacts on those around us then we could as a staff ... we might increase our own by a millimetre ... an increase someone elses by a couple of inches and they doing the same for us means that overall stresses would go down ... you make space for one another to do our jobs more effectively.

MODERATOR: I want to add another dimension to this and ask you if these are the problems that you have, how are you coping with the day-to-day classroom activities beside teaching. Collecting funds, filling in your register daily or and of the week, following-up absenteeism, things like that. Motivating pupils generally, wearing of uniforms things like that. Let's get into that. Part of ... your ... I mean that is where problems might emerge. The morning you get to school ... the class-teacher session you are required to the class ... fundraising, letters to hand out ... that sort of thing. Okay, Di!

LADY DI: Ja, daai was waar ek probleme ondervind het. Die skool administrasie ek het gekom van ... ek het ingekom daar by die skool en ek was in my vakgebied en was ten volle toegerus alles, mar ek kno nie 'n register invul nie, opmaak nie, 'n verslagboek saamstel nie en sulke dinge en dit het nogals so bietjie laat afvoel ... ek moes gaan aan klop by ander manne, en op daai stadium het ek begin met manne van die "colleges", en hulle kon dit doen maar ek kon dit nie doen nie. Ek sien dit ...die nuwe manne vandie varsities afkom. Hulle kan dit nog steeds dit nie doen nie, dan help ek vir hulle want ek was in dieselfde bootjie; want die ander manne wil jou

eintlik nie help nie. Want hulle verwag van jou om dit te kan doen. Daai was my ondervinding in my eerste jaar.

MODERATOR: Ok, immediately we are getting into this whole admin duty thing which might be totally foreign to you and if we go back a step further, its with our orientation, without a proper one you not going to know how to do it. But there are other aspects to classroom management which I mentioned earlier.

NANA: On this non-academical activities you know to be honest, I don't know where my register is today. You know why... you know why? I was allocated or given a class to be the class teacher. ... to do all the daily register taking and all those things, but I don't teach that class. You know I have to run around and check where are those students so by the time I go to this class you know students sometimes they don't go to a certain teachers class they'd rather run to the toilet. You tick that student absent but during the day you see there is that student ... that's dirty work so I don't even know where it is so I don't mind knowing... serious there are other activities that you cannot do normally you know... for instance ... fundraising... a class teacher has got to collect say these money say even if a student passes away so we have to collect some donations from the other students so I have to run around and check my students for that money ... you know... sometimes I don't get them and you are going to be asked in the staff room why did you collect say R5.00 and the other teacher has collected R15.00 you know ... because I don't in touch with those kinds that's why its difficult to do this other activities.

NICOLA: I do feel extremely privileged being at a school and er it's just... er as Evan said without a combined effort of all the teachers, you actually experience many more problems. It sounds like a lot of teachers here you are just on your own. You know there is no help. I am not going to give you, if you are not going to give one type of thing. Every single first period just for two or three minutes, every single teacher that has got that class it could be Std. 8 or matrics whatever they'll take register of that class. So you are not taking register of your own class and have a slip and you say whose absent and that and that goes to one person so you don't have to follow up your absenteeism at all and its just one person in charge there and they will come to you if you are not doing it correctly and say look you marked this person absent and they were not absent. So you've got to do it correctly.

JOE: Ok, just one thing I want to say on what she is saying, Now our school starts at ten past eight right and then we have a small meeting. The kids only arrive between half past eight and nine. So we can't check anything in the morning so we can hopefully do it in the afternoon and hope that those who didn't come late didn't leave early again. (Nicola ... but surely) but we have a student in the class that has to check that staff but he is afraid of the other guys. If he writes their name on that thing then he's in trouble ... its just a spiraling thing it just becomes bigger and bigger.

NICOLA: But surely ... where does the headmaster come in to these situation ... you can't ... can you have something like that where the children just rock up any time they want. Can't the headmaster do something about it? Because it must come from the headmaster then you have your headmaster your management your ... you know and then from your headmaster down to your teachers. Some sort of structure.

MARK: You see, first of all the headmaster must be at school, also ... I am also in the fortunate position where I don't have a ... I never had a class so I don't keep a register but I know it's a ... terrible nuisance for some teachers to keep a register. But I a ... we are required... each teacher is

required to have a period register. So you have period register and your workbook but I never had any problems.

MODERATOR: How would that concept work?

MARK: That is, if that pupil is in your class for that period you tick him, if you get him twice in a day you tick him again. It's a format that I worked out for myself but ... again it still doesn't work because I want .. I keep it, two or three people keep it you see, so the system is not there. So I ... what she said now ... I do have to acknowledge it is like that but like for instance you also mention uniform ... I don't want to jump from one point to another but you also mentioned uniform. Like the school has a policy we have uniform personally its something else, but our pupils some of them wear uniform but others refuse to wear uniform for various reasons, but every now and again the school is called together, pupils are called together and they get spoken to but ... the problem carries on ... we ... I don't know what can be done. Because they come with various reasons from not having any money to cultural issues, you see so ...

MODERATOR: I mean we're talking about classroom management now. What I seem to be hearing is that its not being managed its ... I don't know ... We can actually find another concept.

END OF CASSETTE NUMBER 1.

START OF CASSETTE NUMBER 2.

EVAN: Continued ... we've broken down everything at the moment in society were breaking down and we need to build up again but in this period of now. The police aren't seen, to be right, the army aren't seen to be right um ... I'm not saying that it is right but nobody with might is seen to be right. ok. As a result us teachers we aren't being respected, we aren't being seen to have any being of any consequence over kids in our classes. As a result you know everything ... not everything is falling apart but it becomes extremely difficult to manage. It various people don't pull that weight in our top structures, we don't and if we don't people below us don't.

MODERATOR: Evan is getting to the final point under this classroom management which concerns control. Control to a sense requires discipline. It's something that ... er ... I've heard a lot of . Recently we've all heard about or we all know about and have been made perfectly aware of the banning of corporal punishment and all the rest. Where ever you go, teachers are making a lot of ... or make broad statements about discipline and all the rest. What's happening in your field? How are you coping? How aren't you coping? How are you managing your classes? In order to manage you need some sort of discipline.

LADY DI: vir my, dit maak my eintlik bang, dit is vier jaar wat ek skool hou, ... kom jy met die gedagte vandat jy skool gegaan het. Daar word byvoorbeeld nie 'n kind toegelaat met juweliersware in my klas nie. As die klok byvoorbeeld lui, dan is ek in my klas, en die ding wat gedoen moet word as 'n next person dit nie doen nie, is sy saak, maar ek doen dit. Maar in die laste tyd is dit amper soos kyk ek worry ook nie meer nie, ek gaan ook maar net saam. Ek wil net weet ofdit vir die ander mense is wat dieselfde probleem het, want wat vir my worry want dit is nie die persoon of die onderwyser wat ek is of wat ek wil wees nie, maar want die res rondom my ... gaan jy maar saam.

MODERATOR: Are we losing the battle? Are we just allowing things to go?

EVAN: I don't understand we got a problem in our school, the school says no jewellery now why does a short sleeved person with wear a bangle in the sixth period. What has ... why has the five people who have seen this kid earlier in the day its not like his wearing long sleeves. Why have the first five people not done something? Am I the only one that's noticing I mean I'm young, energetic and I don't want to make an arse out of myself saying to the kid get rid of the jewellery. You know ... but half the other teachers have stopped here doing that, because its too much there is too much stress, there are too many other things going on admit it, it wears you down. To stand there watch, five of them walk past you ... and watch each ones' arms to see if they've got a bangle and stuff like that to perform the school rules. Now I also don't necessarily agree with the school rules but as long as the school rules say that you do not have jewellery the kids must respect the school rules, ant not have jewellery.

NICOLA: On the other hand there, why don't you look at some other means of punishing the person if he says okay "I've been wearing it for the last five periods why do you have pick on me now?" kind of thing. You say for example chewing gum in my class if they chew chewing gum which I cannot stand. I've got a jar and they put the chewing gum into the jar and thy take another piece of chewing gum out and they have to chew it. (Laughter) and they ... ja somebody elses' chewing gum. And if we only start trying things if we only start finding other means to do that ... we start putting in the effort other teachers are going to be able to ses that we are putting in the effort and maybe that might just ... whatever ... encourage them.

JOE: I'd like to say something on putting in the effort. ... It's like a stream the teaching or the thing at your school I, it's like a stream. It's like you're standing on the bank and they are in the stream and they are pulling you, come swim with us. Rather than stand on the bank because you are your gest not to be like that because you see these things and you notice all this stuff that is going on and your want to do that but eventually you start wondering to yourself... Is it really worth bothering or worrying about this because nobody else seems to worry ... There was something you said but I forgot completely ... Ok you can go ...

NICOLA: Ok, I can understand that point .. but myself being a new teacher sometimes you don't know what is ... how to do the right thing or how to do the wrong and you can have a colleague that you are working with and he is "slapgat" and you know ... whatever. I then you ... sort of ... you are diving in now ... you know ... and then you'll see that this other teacher and they are doing this bit extra and you'll get pulled to them, which I have been and I'll try ... because see their professionalism. I want to be like them so I want to start trying to put in my effort so if there is just one of us. One person has to make a difference.

MODERATOR: Zola, ... Ok ...

JOE: I just want to ask one thing "who is pulling the weight at your school?" It is a few teachers or all of them. Because I'll tell you at your school only a few people are pulling their weight in any case the rest are just there ... they are walking around, you see them or you don't see them. But it is only a few people that are pulling their weight at the school.

NICOLA:I've realized that I'm in an extremely fortunate position to have all those structures and that ... and its not easy. Nothing in life is easy so if we just keep on going then ...

ZOLA: ... you know here the concept of discipline has been mentioned. I always believe that whenever it ... the concept of discipline ... it's not easy, it is not easy to effect discipline, sometimes because of the conditions when you look at our schools what strikes me more is the question of the environment. If the environment here is not good, then it won't be easy for you. You can come with whatever rule, the school I'm in is in between the shacks then that shows is always the question of identity. Pupils don't want to be identified as coming from school or whatever school so automatically it makes that child not want to wear the uniform. It makes that child to come to school late, not because he or she wants to come late, but because there is a fight. Because taxis are not working so at the end of the day you end up having as the authority of the school or arguing that you are not respected by the pupils or your staff doesn't want to cooperate you see. Whereas if you can sit down and look and find that ... that ... firstly the teacher your staff ... he doesn't have a car. He is the member of the community. If the community is fighting the teacher is fighting. So at the end of the day you end up having these rules but fail to implement them. The environment doesn't allow you to do that so at the ... we can argue saying we don't have the inaudible by not facing, not facing the reality or the reason because for everything there is a reason. Not looking at the reason then you won't be able to resolve the problem.

MODERATOR: Mark, you want to comment on that ...

MARK: I want to be slightly controversial and I know I'm going to be ... and I'm going to pick up a ... how can I say (MOD: Flak?) Ja, but ... er, I also rigidly, religiously and ardently followed the rules of the school and you don't allow pupils to eat in your classroom but ... Nick just mentioned something about chewing bubblegum in the classroom, it made me think of a girl I had in Standard Six in the first year. This girl used to work on my nerves because she used to have a lollipop in her mouth and I couldn't take it, I always used to tell her to get it out ... you know... don't eat in my class. Now ... a few days later I'm sitting with this problem thinking "How does this girl eating a lollipop or chewing bubblegum or eating an apple affect the discipline of the class or my discipline or the discipline of the school. And I'm having problems with that now ... I mean .. if .. if I have created this learning environment or the learning environment is there and she learning and she is comfortable with that. Now I know this is ... this is ... how can I say as Zola said, this is highly controversial and I'm going to pick up a lot of problems with that; but I do feel that we need to be a little bit ... give a little bit of leeway here ... For instance, in a classroom situation, it's cold, the windows are broken, hey you don't wear a cap in my class that's the rule of the school but the lighty is getting cold ... you know. Now I'm sitting with ... I don't want to ... I am not laissez-faire to say listen free for all, do what you like you know what I mean but we do need to ... acknowledge certain things. The rule says one thing, but does the rule apply in this particular case. Can we make an exception, can we agree on certain things., You know I even want to go as far as saying you can wear earrings also boys but I know that is even going to upset people more so ... I won't say that.

MODERATOR: We going to move on then to professional issues and er ... I specifically made mention of the fact that you are not alone in this given that there are teachers with more experience that there are management structures in place. How are these structures actually addressing these problems, if they are trying to? Er, what do you see them doing right, what are doing wrong and ... you know ... what debate is actually taking place within your structures to get them to ... you know ... be professional. Because you learning your profession from them ... essentially. The good things you learning from them, the bad things you also seem to be learning from them, because it seems me the way to go. Any one have any comments on that?

JOE: I'll say it's easy to pick up on the bad things, the good things it seems you have to ask for because it seems that they keep that to themselves. Well, at first I thought I'd say that it seems that you ... holy ground because it's their domain you can intrude their domain and they don't really want you there. It seems like that. If you asking somebody something, "come later I'll help you then" or "come, tomorrow and I'll help you then. But come tomorrow and then they have something else to do. Fortunately, for me I had a few teachers that were able to help me and solve my problems. Not all of them but solve some of them, but then there were others that just gave me the cold shoulder.

EVAN: It sounds like ... we as teachers we tend have this thing that there is a culture of education and we are the religious priests and we have the access to education and we have to give it over to the kids. And we ... our classes are holy each of our classes are is ours ... our own territory ... its ours. We ascribe ourselves certain ... good traits, we don't like to ... our bad traits and the irony is the kids used to see us as these high priests, respect us ... in our position as ... I know I used to respect all my teachers and if ... the irony now is that the place where I'm teaching at one of my teachers is now teaching with me at Settlers ... and I still respect him ... I would never go to him ... I still can't go to him and say "Gerald" I still go to him and say Mr Madely. Because he was my teacher, it's a thing of respect. But in this culture of education we have lost the worshipers. We have lost the pupils, the culture of education has got only us it's followers. We look up to the universities, we look up to everyone else ... but we no longer realise that we should all be working together. We are each one ... we have our own little parish to continue the metaphor. We control everything ...

MODERATOR: Lady Di

LADY DI: Ja, dis 'n moeilike storie. Ons het nou ons se top struktuur b die skool en dan nou ons gewone manne nou. Maar ek kan nou eerlik waar se, ek het nog nie eintlik iets goeds van hulle afgeleer nie. Ek het eintlik nog niks van hulle af geleer nie,. In die sin van ... daar is so baie maar wat ek nou wel kan noem is byvoorbeeld ... soos gewoonlik ... so ... personeelkamer sal hulle daar voor staan en son sal hier sit en ons kry ons opdragte vna julle. Ons sal die dissiplinere aspek aanspreek en as hulle daar uitgaan, dan gaan sit hulle daar waar hulle sit en ons moet dit uitvoer. En dit gaan so ver dat die kinders selfs vra as hulle moet ... gestraf word ... stuur my liever af as wat hulle by ons ... hulle is banger vir ons gewone mense as wat hulle is vir die kantoor. Want dit is waar hulle vriende is, en dit is waar hulle wegkom met wat hulle mee besig is. En ek byvoorbeeld weet nie hoe om daar die situasie aan te spreek nie, want dan trap ek mos op iemnad se tone. Want kyk byvoorbeeld ... ek verwag van hulle om my leiding te gee hoe om 'n situasie te hanteer. Ons het besluit ons gaan die kinders se skooldrag aanspreek. Dan kry hulle die kinders bymekaar en hulle dra die boodskap oor, maar dus ook al, en hulle kyk ook nie weer nou daarna nie. Ek voel net ek kry nie die samewerking van ... my ...

MODERATOR: What they're saying is that leadership seems to be failing us. That pupils find it easier to be sent to the office to top management in fact because they get along better with them than they get along with you. And er ... there seems to be ... er if that trend continues then obviously there's going to be some sort of conflict between you as young, energetic teacher trying to get things done and management seems to be caught in a rut.

EVAN: Management isn't just caught in a rut and failing us, it is also being worn away. Taking his metaphor of a stream; it's being eroded earlier I said at so many levels we are breaking down the authority structures. That we cannot be surprised if leadership starts to show wear and tear and under the pressure ... I mean ... a case in point ... Our headmaster is extremely

understanding. He has guided us through this whole education, turmoil of a job security and all this and yet yesterday I went to him about graffiti, and he says to me "what are you going to do about it?" Because ... what are you going to do about it? But I said the graffiti outside any classroom is not unique there is graffiti all over the school. But now it's my problem. That could be just a failing, but it could be just a symptom if the wear and tear. He is showing some strain himself and I wouldn't be surprised, if he is ... so ...

MODERATOR: Xola, you've been quiet ...

XOLA: We have been having problems, but er I attribute most of the problems that we are getting to you know what Zola mentioned that the vicinity that the school is situated. Like we are in a shanty town and er you know, and we don't have... competent guidance teacher. And er ... maybe she is competent but she is being given other tasks as well. Like she is the Home Economics teacher as well and er ... so I am not saying er ... you know ... that their misdemeanours are justified. All I'm saying is that sometimes we fail to go to dig deeper into the root of the problem. But as far as management is concerned. The management of the school sometimes you know er doesn't give a helping hand. And the teachers sometimes in most cases find themselves having to ... er ... its like a top-down approach you only have to carry out what you have been instructed to do. They don't give the teachers the ... that ... er ... capacity to take initiative and her to carry out school policy.

JOE: Ok, she now says something about the top-down structure. I just wanted to say that I have this problem with this democracy in the school. It seems that the schools are too democratic; it seems that you give now the top structure right ... if you can call it that. The top structure gives licence to everyone under them that they can now do whatever thy want to. And then we call it using your own initiative if you're doing something right. If you are doing something wrong then you are just wasting the time. .. right. Maybe its because ... I came from a school where the principal was quite rigid and strict and all that kind of stuff. right ... Jy doen wat ek se. that kind of stuff. Now I'm in an environment where we all have a say and at the end I can say even in our meetings since we all have a say at the end nobody has said anything of significance because we all have a say. You see so that's the problem I have withing the management. Do we allow everyone to have a say or do we keep top-down?

EVAN: Why are we paying them if they are just going to sit there and one of the voices?

MODERATOR: be one of the other voices, yes. I mean specifically lets look at the ... for instance as a beginner you might ... er ... argumentatively approach your H.O.D. or subject head. How many have actually found that its a beginning relationship that can actually sort out some of your problems or what are you finding?

EVAN: We are a fairly open school we've got ... everybody is available to everybody.. Everyone is ... overall it's possible to approach someone. But I admit that ... I approached him as "serveling or underling' and slowly as I've realized that I've got my own strengths and stuff I was able to approach them more ... not on equal terms. I still respect him as my H.O.D. and still look up to hom for guidance, but I can now go on a more equal footing; ask him so its ... its shortening the pyramid. Our pyramid isn't very steep in our school. We have a kind of democracy within The various level but, we still do have a top-down structure, it's a very flat pyramid.

MARK: I just want to come in here, i do acknowledge that er democracy has it's limitations but I can't agree with Joe that we have to go back to our past, where our management had all the say. I

think that will be more problematic. In that the decision that is made; is not a uniform decision and once management takes a decision you are going to have some unhappy souls. You are going to create problems in that regard so I can't see where you can have., I do acknowledge that it's management and they used to tell us what to do and we do it.

JOE: Just to answer Mark there I don't think that we need that rigid system again but the thing is there should be a marriage between the democracy and the topdown right. .. unfortunately ... let me say that ... unfortunately my school wasn't able to do that maybe someone else's school could do that at our school it's not the case At our school is this ... democracy thing where everyone has a say and as I said earlier it's Not working. There has to be some sort of guidance. For us to work along even if we have a small pyramid like they have. But we need something and not just everyone says what he wants or does what he wants.

MARK: I can't see how it can't work. sorry ... just let me answer there ... can't say it can't work because the way I understand democracy it bottoms up and top-down both. So ... how can I say there should be a problem.

MODERATOR: Can you clarify what you are saying.

MARK: Bottoms upon that the staff is consulted and they can I say ... with a certain decision ... say about a discipline decision. Once a decision has been made it is the duty of the management to see that, that decision is executed properly. So it comes from the top -down again. Now you get listen this is what we decided =, this is what we going to dom, so the H.O.D.'s principals should carry out, make sure every teacher carries out that decision. That's how I understand how it works so ...

EVAN: In what Joe was saying in the darkness that he was describing, everybody has a say and eventually no decision is come to. We can have a democracy where everybody has a say and the decision is reached and the management is then the executive body that carries it out. Then yes, I think there was a specific one where n decision is ever come to.

MARK: There particular type of democracy

JOE: Where nothings happened yet ...

EVAN: Outside our school the department, I was just reading the newspaper yesterday, that several of our nine provinces haven't got textbook for next year yet. Our department support structures are means to be there. I mean I worked for the department for 5 years and I know exactly what chaos it is., They are not doing much and I'm not very pleased with the support structure which adds to my stress by not paying me for four months of this year and suddenly giving me, four cheques at once.

MARK: That should'n be too stressful.

EVAN: Ja, but you have to pay back the loans that you've taken ... our support structures inside the shcool in some cases are failing us but outside the school they are also failing us.

MODERATOR: a point that I want to raise now which is ... very perhaps controversial at the moment. The same structure that you are looking up to now, is the same structure that is going to evaluate you. Whether you are achieving success ... END OF TAPE 2 (Side a)

MODERATOR: (Continue) especially if you have been appointed to a school you are appointed on probation for 15 months. Sometimes during that year you will be evaluated and a report gets sent through to the department, who decides then on the basis of that report whether you become permanent in that post or not. So let us just flash some ideas around about how you experienced evaluation, by whom and how it was conducted. Nick.

NICOLA: I do think it's extremely important to be evaluated because what you got to ... what I heard from people ... teachers are not doing their jobs and then pupils are looking at teachers, teachers who are not doing their jobs are not considered as professionals. So you have to be evaluated ... I mean ... I don't want to be evaluated by someone who I don't consider to be professional. You have to be evaluated by a professional and fortunately for me, my Headmaster is extremely professional and he evaluated me. It was done in a very comfortable way. Going to the classroom and he just gave me a few tips and then that was it. There is constant evaluation throughout the year. Teachers get to hear about everything and that is also part of the evaluation and if you've got a professional staff then you will also become professional.

EVAN: Just to add to that. It was maybe more comfortable our teacher evaluation, the headmaster came in fairly early in the year. So you are not sitting there waiting on tenterhooks waiting to know, when he is going to come, he arranges ... it was early in the first term still or early in the second term. He comes in lets you get comfortable, lets you get settled then he comes in to say "can I come in to sit in one of your classes please whichever is convenient!! So ...

MODERATOR: Joe

JOE: I was never evaluated but I think evaluation is a continuous thing (MODERATOR: Let's catch that again) I was never evaluated by anybody at the school. As I said earlier, I just started and I went on for the last two years now, I just went on ... right but the thing is I think that evaluation is a continuous process and that's why I might say this because you are constantly evaluated by your peers and by the people around you. The results aren't always made known to you. But you're constantly evaluated and even every now and again you just pass a conversation where you hear your name crop up, and then you know that you were evaluated although we call it 'skinder hulle al weer'.

MODERATOR: Di

DI: Ek myself was ook nog nie geevalueer nie. Ek wil net iets vir die manne vra, dit is iets wat ek lankal aan dink. Dit kan verskillende implikasies ook he. Ons werk mos met die kind; nou hoekom kan dit nie gebeur dat hulle ook insae het in daai evaluering. Per slot van sake is hulle manne wat ons werklik doen en nie die outjie wat daar binne sit nie. Daar kan manne vir jou se dat daar gaan outjies wees wat nie van jou gaan hou nie en miskien vir jou 'n verkeerde evaluasie gee of vir jou gaan ... ek meen 'n kind is 'n kind en as hy iets in jou sien wat daar moet wees dan sien hy dit raak. Ek voel nogal die kinders moet in daai evaluasie geken word. Hoe voel die ander manne?

MODERATOR: Xola, Mark and Nick

XOLA: No I just want to say something to Lady Di. You know sometimes you might be the best teacher for the subject and let us say you are teaching Mathematics and er ... the norm is that most students ... many students ... they just struggle with the subject you are a very good teacher but then the student fails to understand your subject. Do you understand what kind of a response you would get from that teacher ... from that student. She says no she is a good teacher

but I just can't understand her. So that's my only problem. I am mainly otherwise conduct, how does the teacher conduct herself, does you come to class, do you see to it that you do your work when you are there. yes, that's the type of evaluation, that we should see.

MARK: I was also only evaluated once, for me it wasn't too unpleasant, but I do feel since I'm at the school now 3 years, Evaluation needs to be done more frequently and more regularly. But to what Lady Di said there now I agree with her, but I want to take this point to the PTSA when I started at the school I was interviewed by the PTSA with a student or ... two students also present. Some teachers have a big problem with that but I think it's crucial; it's crucial that we have students there. What she said, students do have an input, I feel they do have something to say for themselves and I think it's to be listened to. That's all.

MODERATOR: Nick

NICOLA: I think that the children do evaluate you throughout the whole year and they do tell other teachers and those teachers will go to the headmaster and so if you are professional they are going to hear about so I do believe that you get evaluated all the time by the pupils and the teachers.

MODERATOR: Wilbur, your evaluation!

WILBUR: I don't mind being evaluated but only problem is the criteria that they use to evaluate us. I think that should be clear about the criteria they are using. And sometimes I find it unfairly ... if you have to be evaluated for instance in my case in my school, the classroom cleanliness which, was one of the criteria used to evaluate you. The class should be cleaned by the students and in my class, I'm not a class teacher and no students to clean my class and my Head of Department knows about that, and he comes to my class to evaluate me based on the cleanliness of the classroom, knowing that I would not be responsible for the cleaning of the class. I consider that to be unfair.

XOLA: You know one last thing that I want to say about evaluation in what I appreciate is ... you know ... I'll touch on what you said ... you know ... in forming the teacher before coming even though some teachers will only prepare for that day. I know my H.O.D. informed me a week before he came to evaluate me, you know ... so he said we want to make you permanent and therefore we will have to evaluate you. And even after the evaluation he showed me the forms although I somehow questioned the criteria that he used you know for answering some of the questions, but nevertheless you know, because I did well. I thought ...

NANA: Although I was never evaluated I don't have a problem with evaluation so that even the teacher mustn't rest ... I say ... nobody is going to come and check on me. So, I'm resting. So I understand that this year we supposed to be evaluated, but maybe my H.O.D. evaluated me in my absence, because he is my friend. So I do believe - even kids we do evaluate them would should evaluate teachers, not only look on the bad side of the person, also the good things that he has done, even not the academic things which means teaching in the classroom, even doing anything in the school as a whole, you know activities being involved with any activity that is happening at the school.

MARK: I think because children are with you all the time, I don't think we as teachers should be scared of evaluation, of them evaluating us; that problem of window-dressing ... if you get told that you will be evaluated on a certain day, you can prepare for that and it won't be a fair

reflection of your ability as a teacher. The child is with you all the time, now I do acknowledge that there is a possibility that children may be frivolous and all that kind of thing. But sitting through all that you can assess whether that teacher is doing his/her job or not. So I think we should look at that of the kids ...

MODERATOR: Ok, what I was going to say is ... you know ... the whole evaluation, assessment and appraisal thing concerns your being evaluated as a teacher and also being an evaluator. You evaluate their work, you evaluating them all the time and with this whole idea that evaluation has now become ... you know ... it's under debate that the moment. What are the criteria that we are using withing the Classroom situation? How are you judging and how do you expect to be judged? What I am getting here is this window dressing thing which can be circumvented by what we understand to be continuous evaluation. Lets here some comments on that perhaps, Nick?

NICOLA: Children when they are given a form as Evan said, they tent to ... not answer it correctly and if they are feeling in a good mood, whatever but surely a child if they in the classroom, the teacher explains things so they understand, they are always present, their tests are marked, given back the next day, whatever, how can that child say there is something wrong with the teachers. On the hand, why should we even have a set of criteria for the actual evaluation?.

EVAN: I think it's important to have criteria just so that we don't have an amorphous mass. I mean we've got in our school, I suppose you can call it a set of bonuses, that you get ranked at the end of the year. When you start the year you get told the six fields in which you get ranked. Admittedly that could lead to artificiality, over it goes over ... two academic, two cultural and two extra-mural,. You know like that ... like what level of sport you take and how well they succeed, what ... how many classes you take and the ranking whether you H.O.D. or not. It does ... it could be job superficiality because ... you know you would be gunning for the first team, you would be gunning your kids to get A's. But apparently they take it on the kids raw IQ. So they very specific about ... but if you don't do it. I know that even at our school which sounds pretty idyllic. There are some teachers who suck up to the Headmaster and the Headmaster is just human. Ok, if there aren't these criteria and if we don't have transparency and we don't have this openness ... I don't like the political jargon but ... if we don't have transparency then these things are open to question and it's about money, it's about lifestyle, it's about prestige, it's about job security, it's about everything if we don't have this criteria, we don't have transparency and then we are open to doubt, stress things like that ...

MODERATOR: It's bringing us back to the whole professional issue here again ... collegiality ... that sort of thing but let us just draw now on the actual setting of a type of evaluation mechanism which does not seem to be there ... you know ... The absence of it ... how is it affecting you as a teacher. Are you just simply going on? Are you actively working because there is an evaluation mechanism in place? Where does it ... er ... because I mean its simply ... without it or in absence of it nothing actually forces me to now produce my best.

EVAN: I think it all comes down to why do we become teachers? I became a teacher because I felt a calling very much in the same way that a minister or nurse on somebody who is doing a job of this type. I felt calling; I felt a desire to become a teacher. I'm not a teacher for the job or the money. I'm not in the thing because I enjoy having graffiti written about me all over the school. I'm not in the thing because I particularly like people but ... I'm in teaching because I feel the need to share the knowledge that I've been given through my own education. I think if we are just going to sit in the class and waste our time, we are not living up to our claling. And I was

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hoping to ask at some stage (how people are in teaching because that felt that that was what they want to do. Or how many people are here because they can't do anything else.

MODERATOR: OK, Zola.

ZOLA: I think in my case I have never even been evaluated but there is still that competition between teachers. Because if you can see when we are in the staffroom, a Maths teacher will come and I don't know why those people are failing. In other words, that shows that there is that conscience within that teacher that he must produce something. Nevertheless, even just evaluation used to be ... it might happen once a year but what happens after that once. So I always believe that there is that competition in us. I want my pupils ... I want to produce this out of this pupils. So I was never evaluated but I never complained why not. Because I knew at the back of my mind I must have ... I must produce this at the end of the day. I need to see this production. After so many years I must meet them somewhere ... So I always believe even though there is evaluation; there is that competition about production.

MODERATOR: Yes I think that is what he is essentially saying. Vee?

VEE: Om terug te kom na Evan se vraag van hoekom het ons eintlik onderwysers geword. Hy se hy het 'n roeping gehad, dit was sy roeping om onderwys te gee. Om eerlik te wees het ek ons gedoen omdat ek 'n beurs gekry het. Dit was finansieel steun vir my. Dis hoekom ek in die onderwys is, en ek het dit geniet in die eerste paar jaar. Maar nou na drie jaar voel ek net vir my alles werk op my, ek voel nou net ek wil uit. So die was net finansieel steun wat my oorreed het om in die onderwys in te gaan.

XOLA: I want to say something concerning evaluation. I'll relate it to what Nick said, you know ... when you teach those kids ... you know its doing something to your self-esteem. When you walk down those corridors, you know that I am this particular subject teacher and you know you have pride in this. This is what I do very well. So you are not doing it for the money, you are doing it for your self-esteem. How they will view your ... and except for you know that ... really I don't see I inspires me to teach (Vee, lets be honest).

EVAN: But she still uses the word 'inspires' something is the causeing you to teach. Nothing is making you teach something is inspiring you to teach.

MARK: I must say I don't share the same sentiment as he does because in technical education we've had continuous evaluation ... for a long time. With technical drawing ... you know each bit of work that that child does is how can I say evaluated. And the same with the trade subjects. You get nine projects to do for the year ... you know ... each step is evaluated so ... it's not really a problem for me.

MODERATOR: Ok, what we will do is ... er ... we have on more category left which I think ... hopefully ... what I see coming is the indications that we are ... the directions that we are going in terms of solutions. So our solution section might not take that long. The last category simply concerns political issues ... broader political issues. I say in my motivation that the political transformation has particular implications for teachers in general. In the Western Cape specifically teachers are currently effected by retrenchments, redeployment, being declared in excess of staff establishments. Political decisions have a direct bearing on what eventually takes

place in the class. If I am under threat, if things are happening around me, there's political upheaval and all the rest of it, its going to have some sort of effect on me in the classroom. We'll deal with that scenario and then go, into the solution section after lunch. Is that okay with everyone? So we can break now and have lunch and just come wrap up after that. Thank you!

LUNCH.

MODERATOR: Ok, for our record, Political Issues the motivation haere being ... the country is undergoing political transformation and political transformation has implications for education. Specifically inyour case as teacher, what you are, where you are situated, the whole education transformation is going to affect you in some way. The transformation process is already there, how are you being effected or affected? Does anyone have any opinions one way or the other?

XOLA: Yes you know I am thinking of this current redeployment issue and the ... Education Department is using this formular of last in, first out, and being new teachers out in the field I am thinking about my position. I'm not the very last one to come in, but then if it will privelege teachers with more experience, what implicatons does it have for a teacher who has just entered the academic field.

EVAN: It just adds to the tales of woe, I mean talking about the redeployment affects Last in first out, but the people who are taking the package are al the first-ins they are old guard they are, the management of the school. I don't know if its true, I haven't seen it in print, but I've been told by one of my friends who is a teacher that there is a school in Swellendam, where of the 23 teachers, 22 are taking the package. And the only person not taking the package has only one year of teaching. Now ... so what does that mean for teacher or the kids there. It's not a new school, so the kids who are there are not expecting a new schools atmosphere. So what they getting dealt with is 22 new cards or how ever many cards that school may accept. Um ... we are talking about education in the best interests of the kid. And we are doing our best for that, then surely our support system should be doing that. Never mind us, they should looking for the best interest of the kids.

NANA: And another thing that I would like to look at is the redeployment of people. You know taking someone say from Cape Town to the most rural area where you can't just fit or you are even very far from your home, it doesn't sound nice. And who will want to go to these places because ai doubt, I mean a person from Cape Town would like to go to Tsono or Ncobo, you know a place he or she has never seen you know, and maybe there will be cultural differences and all those things.

MODERATOR: Nicola

NICOLA: What's going to start happening is, if I'm going to be redeployed, I would say sorry, that's it, that's the end of my teaching career. I'm getting to find something else to do and that's going to happen all over. And the good teachers are going to be absolutely wasted. And even with all the people taking the package, there experiences we are losing 13 experienced teachers at our school . They actually run the show. And it's just so unfair to the children.

EVAN: It's quite clear that the decision was made on a purely monetary basis. There is no regard in the decision that's been made that has anything to do with education. They simply saying,

which this much money that means the calculation in redeploying so many teachers, that's all the decision was based on . And we've got money, from the foreign banks to pay off, various people who've squandered money, we read about it in the newspaper every single day. It is part of calling to investigate and reach our children in a tangible way by helping to appoint teacher in our country., That's another problem. The decision is not educationally sound by any means. It wasn't made with either our or the kids interest in mind.

MODERATOR: There is a counter argument to that, that essentially the complaint is simply about not wanting to go to rural areas.

JOE: The problem is why should I go to the rural areas. Why doesn't the person who comes from the rural area go back to that area?

MODERATOR: Wilbur?

WILBUR: the problem here is to go to the rural areas and we happen to be the ones who come from the rural area. But one has to ask himself what makes us to come from the rural areas to the urban areas. I mean the government has to make the rural areas more attractive so that the people will be willing to go there. That's why we don't want to go there because the rural areas are not developed.

NANA: And for instance, in our school they say we are overstaffed. My problem is how can we be overstaffed when you have to handle 50 kids in a class. If you take 6 people out of that 46, it would mean the 40 people which are left; will have to take those duties. The burden of the 6 people that have moved out, which means the more people that move out, the more work.

MODERATOR: So workloads and allocations are going to increase.

MARK: I just think this redeployment and retrenchment and also those things are also being done in the interest of education. I say this because he used the example of the Biblical Studies, the teacher who has one year experience and who doesn't have a job for next year. But I'm thinking if we are here as teachers for the children. We have to consider their needs also and right now, the needs of the country are such that we can do without Biblical Studies, to use an example. I'm not saying it specifically as subject. To ... certain subjects have to be taken into account and ... there is a need ... I mean there are specific needs so we do need to look; I mean I don't agree with all this, with everything we do need to look at the issues and the dynamics of it. It is so that in the past we perpetuated this system where teachers have been entrenched in their jobs. They've been at their school for so long and they've taught there, their nonsense, and we are trying to carry on the system. There is that aspect as well.

MODERATOR: I don't want to take the direction here, maybe we just need to concentrate on the human aspect that Evan is talking about there. How is it going to affect you in the classroom? What you that remains behind, you are not in excess, you are going to stay there and all the rest? How are you going to be affected and how are you going to cope in these situations?

END OF TAPE 2:

START OF TAPE 3:

JOE: ... his class if you take 36 and put another 12 in the class, then you will become a deliverer and even a lecturer and you will only know the few kids who work or the ones that don't work. The one's who are really disobedient. You know those guys but the rest will only be faces and a sea of faces.

JOE: But the thing is, I don't think that there is the money for that, to do that kind of thing. The thing is that you can see from an economic perspective, but I think the school has become a site of ... not of learning as such ... just to get a few skills that you can go on in life. Ok, we inject you on this side and eject you on the other side, and then you have matric. But what does that matric mean; if you really look at it what does it mean? It means nothing, because you can pass a standard grade subject and you only need 75% which means you can now go around, and you have matric. Which means that at the end of the day; the government now has cheap labour and educated cheap labour. That's what I think it comes down to ...

MODERATOR: The culture of teaching and learning. How does this tie up with this ... the political sort ... that the political jargon being thrown around. You got to return to the culture of teaching and learning. Teachers must get back to the classroom. Learning must take place.

NICOLA: That's going to mean, no outside sport, just be there from 8.00 - 2.30. You do your bit as a teacher, that's it no extra, no ... , no sport, no cultural, its just the subject.

EVAN: We've got ... what is seems to becoming the culture of vandalism. So much more is being ... attacked ... there is ... along with this lack of respect for authorizing structures they don't seem to respect the authority within themselves. They have no self-respect, no self discipline, and that's something that's most frightening of all because you can't ... you can't ... there's no way you can train that. You can induce that through encouragement and through example, and through everything else. But you can't teach a person to have self-respect for himself. you can't say this is how you respect your body; this how you do this and that and this and that. And I don't know ... you don't respect yourself then you don't respect the things around you, and we had a speaker at our matic ... Dr Alex Boraine, of the TRC. He spoke to us and he said there are three questions we need to ask., i.e. Who am I? Who are you? I'm not myself, I seeing myself reflected in you and then finally who are we? Because I need to see myself reflected in the context of a wider organisation. He was saying this, and if our politicians are worried about that, he is not even an educator, he is a politician. If he is worried about this, how much more should we be at ground level. Because we are now the shock wave troops. Trying to tackle this problem head on. This qriting on desks the little things, I mean ... he showed us. We had ... another statistic was that in fifty years ago ... gum wa the second most problem second most ... complaint by teachers in schools. but now it's drug abuse, teenage pregnancy, stuff like this. It all comes down to the same thing ... We've lost something more than just the culture of learning. There's something more that is wrong and you can't expect education to fix that, by itself.

XOLA: One thing ... it's a ... I'm just asking we having a problem with teenage pregnancies ... you know ... and there is a lot of students who have to drop out of school this year because of that problem ... and this legacy of Apartheid ... and being kept apart ... you know ... and therefore we don't have a sense of what others ... you know ... races are experiencing. And with you how is it?

EVAN: Well I mean.. we don't seem to have that much of a problem. I mean ... I think it's the same all over ... When I was in matric, that's 1990 ... there a story which does not ... say nothing about the guys fertility as it does about his lack of values ... It's like one guy made two different girls pregnant at the same after party, the matric dance. Now ... wonderful ... great guy. But it's say absolutely everything about his values. He doesn't respect the girl, the first one he did with; he doesn't respect the second person that he did it with. He doesn't respect himself and he has no thought ... he has no respect for life. Because he is not going to be able to take care of either of these kids.

NICOLA: Just to get back to the ... thing. In our school it's actually considered quite shocking if somebody is pregnant. It's got a very negative stigma attached to it. So the girls are going to be a lot more cautious.

XOLA: But htey do fall pregnant?

EVAN: Yeah, I don't ...

SOMEONE: But they are allowed to come back?

NICOLA: I'm not sure about that ..

EVAN: We've had another case recently ...

NICOLA: One case ...

EVAN: ... and she has left the country; I think. (LAUGHTER)

XOLA: And the parents, normally cover up for the students.

NICOLA: And it's very hush ... hush ... it's got a negative stigma attached to it.

MODERATOR: Moving from the political now. We are firmly stuck in the social problems of the school and given our time span I think at this stage perhaps we should just summarise what we've been through and then for the next half hour delve into what we think might be possible solutions. It has been said that ... or ... one of the points that I think we should make is that ... er ... young teachers or beginning teachers do not come into the school schooling system without in-puts. In many cases these in-puts are either blunted by some of the problems you've already mentioned and as such your voice is not heard and this forum created some sort of space. I'm sure for you to voice these problems that you experience. But now to take that voice further you need to in some way articulate what you feel can be possible solutions ... possible ways out. We're not here to define and to come up with grandiose plans which we don't ... I mean this is not the forum for it. But what we do need to do is try and give some direction as to what we think future teachers coming to the profession should experience in ... in their induction period, in their orientation, in the way they view school, in the way they view schooling because if schooling ... I mean listen to what we've been saying here under political thing one might beginning to ask " What's the use of school? "and, in my ... or if I might provide my own point of view here. The issue goes beyond just you know ... dealing with these problems. How relevant is schooling then if we are not going to sort these problems out?

Ok, as mentioned, this section will now deal with your ideas, your inputs concerning possible solutions. As been mentioned er ... we are not looking for grandiose plans we don't have the time. Perhaps if we are given three months we can sit together and work out a blue print for how to solve the education crisis, but I would really like you to make some sort of input on these things or on these categories that were discussed. The first category as you remember was orientation and we've had two diverse views here. One instance where we had a programme that was actually in place and many others cases no programmemes existed. How do we solve this? What direction are we going to give to schools in general? Nana?

NANA: I think that firstly, schools have to work together they mustn't say I belong to school X, I must also belong to school Y and school Z, in what sense? In the sense that we look at how they do things in School X and School Z and look at how we do things in my school and see if we cannot learn something from each other. For instance, I'm looking at this booklet, - its a guide - this is very interesting as I was looking through it. I just wish if we can have something like this even in our school. It comes handy, it comes with therules; it comes with your year planning; you know everything is there, which is something beautiful..

Nobody you can blame by saying no you didn't give me this, I didn't know that. I was given a guide something on ... what must I do when something happens or what am I going to do in such and such a date.

MODERATOR: Ok, Mark.

MARK: I also want to add on tho that! Because when she mentioned this booklet, this guide in the beginning, I immediately thought of our school and we've been trying in the past to do something in that regard, because a lot of time is being wasted. How can I say in the beginning when you start off teaching trying to orientate yorself with the rules of the school. I didn't know who the vice-principal of the school was, until three, four weeks later. you see what I mean, so that kind of thing the ... the ... teacher can feel at home immediately and you know when to touch and when to leave, but the main aspect is the time and the relationships ...

MODERATOR: Ok, what we are saying is that beginning teachers should have some sort of a guide that he can use to steer him through ...

NICOLA: Every single teacher has got (Evan: every teacher)

MODERATOR: You were about to say ...

EVAN: It's a very good source of punishment, it's got the school rules in there, it's backed up as well by the fact that every school kid is compelled to buy a school homework record book. We use the record book to separate it fro a diary in that, that book for them contains the school rules, the time-tables, pages to write down their homework in; so it's a similar thing with all the information relevant for the school kids. So they also got a (inaudible) so not only do we know everything, but the new kids also know everything[MODERATOR: Every teacher should receive a guide] ... Every teacher ...

MODERATOR: Nicola.

NICOLA: Why get shocked in that first year of teaching, why not get shocked when you are studying; in the HDE year. Because I mean I did two weeks prac teaching in the beginning of the

year and three weeks in the middle, that was it, so I had no concept of setting exams, administrative work and things like that. And if I hadn't gone to a school that was so prepared, then I would have struggled ... a lot ... you need at least three months practical experience ... at least. ...

JOE: Can I just say something ... We had that three months where you go from April to June - and I think that there's no ... there's nothing to check if you really doing your work. All you need to be is there at the school. So you see when I came to school I didn't know ... and I had the three months but there's a suggestion in England ... they have this one year in service training and I would strongly suggest; rather this one year in-service training, right. Where you have a teacher that guides you through the year; instead of me just jumping in and struggling and swimming and trying to find your way and then eventually if somebody comes and says if you should have done this or you should have done that. Rather let somebody guide you from the beginning. Maybe six months to a year but at least I suggest ... we need guidance.

XOLA: But some teachers, you know the professional one not the student teacher, they abdicate responsibility they give over completely to these inexperienced you know ... still learning teachers. And that is no good for the student. But the other things nowadays is that normally when I was a student back then I seldom made a difference between a real teacher and a practice teaching teacher. So students know nowadays this one will only be here for a while and leave. They don't pay much attention to student teachers. So I used to take them serious; students don't because in the case of a student teacher you know just before June, he was a student from here, PEN TECH, and just after he has presented his lesson a girl stood up and asked when am I going to do this lesson again. And it said a lot about the teacher, you know ... he was talking to himself you know and ... they could hear what he was saying and he was reading from the book and he could explain ... and so this girl and it was a standard six girl she embarrassed him ... " when are you going to repeat this lesson I haven't heard a thing."

MODERATOR: With regard to ... I mean again here we get to a certain point and we moving over. I think this is a very professional issue, it's an issue that concerns the profession. The person is in training for the profession so maybe our expectations and those of ... are tools ... if we are going to push for longer internship programmemes, what are we saying? Are we ... are we expecting ... you know ... brilliant teachers to come in here an ... thing. They are in training. So you have a specific role there to play in terms of passing on your professional knowledge to the person that is there in your care or who is team-teaching with you or whatever the concept might be that you ...

EVAN: You are saying that we have a role as professionals to ... to ... encourage ... the development of our own profession by helping train students ... in a way ... Now if I look at ... at ... a similar experience I've gone through then I most often got handed over to a new teacher to help a new teacher in her role. Now I would much rather like to be handed over to an older teacher, so I got her ... her insight and her assistance than to a ... I mean I wouldn't think I got too much to offer someone next year ... you see I'm still trying to find my feet. Better ... I know next year will be better than this year ... I'll still be trying to find my feet ... I know I'll still be trying to find my feet, two years from now but there is no point in me trying to help someone next year when I don't know what I'm doing. And another thing you don't get asked if you to have a student under you get assigned by management at school level. And by the luck of the draw you might get someone whose got help or you might get someone who does not have help for you.

MODERATOR: Nana ...

NANA: I would like to put the blame also on the teachers. Ah, we don't stay in the class or say other teachers don't stay in the class while they are ... trainee teachers. Secondly we don't give them a feedback after each lesson. At least as a professional person who is a teacher already you must be there listen to the lesson...you know...then after the lesson ... try to give that person a feedback ... if you saw or noticed anything that is wrong tell that person, don't ... you are not in a ... such a manner that you are saying no you can't teach. Say something that at least that person can absorb you know ... so that he can see where did he make a mistake ... where did he have strong points. ..

END OF SIDE A: TAPE 3
START OF TAPE 3: SIDE B

MODERATOR: ... approach and perhaps Evan misunderstood if I said that er we talking about team teaching. If this is something you are proposing or what ... as a possible solution where we have a longer internship period. I am not necessarily suggesting that the student ... the preservice student comes into your care. How do we actively get those senior teachers to become sympathetic to the needs of younger teachers? Without actually putting them ... you know ... in charge of people who have less than them. Like, for instance we ... the question was being asked about the management and the direction that they are giving us. And in many cases we found that ... or from what I heard, it appeared to be lacking. So confront them with the problem...are we going to see some ripple effect later on... you know. I am now confronted with the problem. I have to do something with it. I have to gain the necessary skills to get this person in here. Joe?

JOE: What I want to say is something about; what Nana said is that, it's not necessarily the teachers fault that the student is not performing right ... meaning that I found that er ... I had a student this year and the person got more and more nervous every time I got to the class. I told her that I'm not here to kill you or ... trying to make sure that you don't pass at the end of the year but the person got more and more nervous because of my presence. And the other thing is, it doesn't really help for the classroom management, for that person doesn't really learn to manage the classroom. Because your kids know, that you're sitting there at the back and you are watching them. So they behaving because you are there and not because that person is in front of the class are talking to them from wherever in the class. So that's just the view that I have that, it's not always necessary to be in the class. Rather let the person come to you and ask you, "Ok right, I had this problem what can I do now?" And if you can't help them refer the person to somebody else, then, who has more experience or something to that effect.

LADY DI: Ek het gevind, ek het met 'n paar nuwe outjies gewerk om rede die meer experienced teachers is gewoonlik in die tiene. en hulle is die manne wat nie tyd kan afknyp om die ander outjies te help nie. Want hulle sillabus word in elke geval in 'n baie kort tyd afgehandel. Maar dan vra hulle gewoonlik om nie teenwoordig te wees nie. Dis al wat ek al ondervind het; en ek het ook verneem ek kan niet nie onthou watter instansie dit was nie, dat hulle op sekere dae kinders, se maar nou 'n klas van sekere skool bring na die kampus of kollege en daai ouens, hulle moet daar onderrig. En ek voel dit kan help in die sin van, dat jy self vertrou kan kry, want wanneer jy selfvertrou in die skool se klas kan instap, dan gaan dit alreeds beter as wat ek vir die eerste keer voor 'n klas moet gaan staan. Daai outjies kom ... ek dink dus X - universiteit, ek is nie seker nie, dat die kinders kom se elke Woensdag; kry daai laaste jare hulle klas dan moet hulle hom daar aanbied ...

MARK: I just want to come in here also with my own perspective, because I've never much involved with practice teachers. But ... I was thrown in the deep end ... the onus should also

be on the practice teacher there must also be that willingness to want to ... how can I say come to grips with the ... any problem. According to what she said now. I found that after 3 months I could tell other teachers what to do, because they didn't have this ... how can I say ... the necessary background and they've been there longer. So it's not a matter of the teacher being there longer and he is going to do it the correct way or the proper way the way that can work. It also depends on the student teacher himself ... you know what I mean ... if you have that willingness to learn ... from my own perspective then I'd say ... [Mod: Half the battles won] half the battle is won.

MODERATOR: Confronting parents or your involvement with parents it's a problem that affects what you do directly in the class. Solutions ... what are you going to suggest to these parents, what are you going to suggest for the school?

NICOLA: First of all, you got to get the parents on your side by getting the parent on your side, you've got to show them that you are willing to help their children in any way you can whether it be extra lessons, or helping them on the sportsfield whatever. And they can see that you are willing to put in the effort, so they are going to put in the effort from their side. But if you don't or you can't show them that then they going to show resistance.

MODERATOR: Anyone wants to solve this hassle. Solve the problem for us. How do we get the parents involved?

NANA: It's really difficult ... we do have in our say year planner that on such and such a day will be parents day. At least - four parents days per year. But they don't come; what we have tried was that we don't give pupils their reports ... you know ... we ask them to bring their parents to get the reports. It's only the parents of the clever ones who will come and then those of the pupils who are not doing so well. They will come January and ask you why did my child fail. One came, I think it was January last year ... she was asking me why did my child fail and my child says that it is Accounting that he has failed that has made him to fail. I just say "why don't you ask your child, why did he fail?" "because that's not a way of asking me. We called parents day last year, so that you can come and look at the report and look at the books. Because we ask the pupils to leave the books when there is going to be a parents day. We will go through the books and the report so that the parent can see whether the child is doing the homework, or is writing the test or is coming to school regularly. So I don't know what mechanism we can use to make parents believe in teachers. I even tried to go personally to some of my pupil's homes. But you will find out that you don't get that much of co-operation, you know ...

MODERATOR: Wilbur.

WILBUR: I think, it is our responsibility to try to make communication with the parents possible. Although I know it's difficult, but we can try our best. Sometimes we just issue the pamphlets or the ... to those parents, giving the kids to tell those parents to come for parents meeting. But those kids they don't give those leaflets to their parents and that is the problem. Maybe if we can shout over the radio and use other means and also visit personally if we can but we are dealing with such large numbers, it's going to be difficult...

MODERATOR: Perhaps at this stage, we have past the hour of three ... er ... I'd like to sum up essentially what we spoken about. The lack of solutions I think, characterises the experiences you have presented from each and every perspective. The country is going through numerous changes, which we are all involved in and er ... it's a difficult phase. The problems are not going to come or not going to be solved overnight, but I was glad to have your in-puts. And it's from

these in-puts that you made today, that we can start viewing what teachers are feeling, how they ... they ... their views; how important it is ... should be reflected in work that is being produced about teaching and that is what was my main purpose here to get you to reflect on your views. In many cases we know that we were ... were only 10 today but, 10 different people. How widespread the views are we are not going to make any drastic claims about that. But I think it's significant that 10 people in many cases brought out views, that seemed to coincide with what people are saying out there about teaching and about education in general.

Now from my side I wish to thank each and every one of you for the sacrifice that you have made today, to come here today and provide your inputs. The study has been coming on for quite a while and the fact that it has come to fruition now and I have collected enough data I think to make for some interesting analysis. That is thanks to you and your contribution there is no way that I can financially reward you for your in-puts. (That might change if I suddenly win a lot of money). But the contribution I think is to education in general. I want to wish each and every one of you a very successful year or years ahead. I hope that people like you remain in the profession from what I heard, many of you have the inspiration as Xola put it, "She is inspired", even though we get tired and all the rest of it.

For those who remain in the profession, I wish you well. Having been in the profession for 12 years myself, it can be very rewarding, there are your low times and there are high times, you have got to take the good with the bad. It comes with the territory. Most of us said we are not in it for the money. We know that there is no money in it. There is lots of other joys that we do get from it as we said even if it's just that one kid that does extremely well. Someone that makes an extremely funny comment on a day or anything else that just gets our mood going, that is what we're working for. There is a greater goal, which teachers see beyond themselves and that is for the benefit of the whole country. So, as a group I really like to say, thank you very much to each and every one of you. It's been an absolute pleasure to be with you and I hope you don't leave here, having or ... any more depressed than when you came in or any less. I will remain in contact with you, I have your addresses and all the rest of it and whatever transpires from here will be carried across to you. Thank you very much.

END OF SESSION.



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TO WHOM IT MAY CONCERN

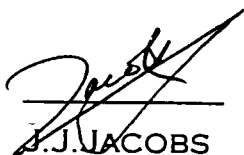
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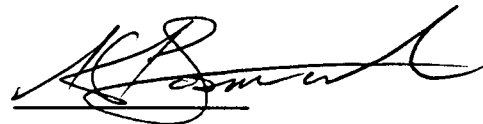
THE INDUCTION AND SOCIALIZATION OF BEGINNING TEACHERS IN CAPE TOWN SCHOOLS.

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J.J.JACOBS
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