An Effective Student-Teaching Practice Program

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ABSTRACT

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This study was conducted in the north Eastern Free State Province of South Africa. It investigated the teaching practice component of teacher education and compared its findings to the characteristics of effective teaching recommended in the research literature. The sample was randomly drawn from student teachers and their lecturers, primary and secondary school cooperating teachers, and learning facilitators. Questionnaires were developed and administered to collect the necessary data.

The results indicate that teacher education institutions in this study do not lay the required emphasis on the most salient aspects of reflective teaching and learning in teaching practice. For this reason, effectiveness of the process is compromised. Possible areas of further research have been suggested to bring about more clarity on aspects of teaching practice and the extent to which its values are achieved.

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CHAPTER ONE

All teacher-education institutions deem it significant to include teaching experience as one of the main components of their syllabus to produce effective teachers. Although they vary in the way this opportunity is offered, classroom teaching experience aims at enhancing student teachers' understanding of the principles, methods and theories of teaching and learning as well as the application of the same, and student teachers are sent out to teach in schools for a specific period under supervision, (Oslaitan & Agusiobo, 1981).

In South Africa the usual procedure is known as teaching practice, in which are included evaluation lessons or criticism lessons. Student teachers in the second year of training (Course Two) and in their third year (Course Three) are expected to go and practice how to teach in schools. Every student is expected to present about one hundred lessons (100) each of which is observed by the class teacher. Both the class teacher and the principal or the head of department (HOD) of each school is expected to sign all the lessons after they have been presented. In this arrangement college lecturers (supervisors) do not have any role to play.

For criticism lessons, on the other hand, only college and university lecturers are involved in observing, assessing and evaluating student teachers as they present lessons. This involves Course Three students and lasts for two weeks. Each lecturer evaluates one student twice on lessons based on different subjects, and each student is observed, assessed and evaluated ten times. Finally, on the basis of the ten lessons presented, a

student's average grade is worked out and this grade determines whether a student teacher passes or fails teaching practice.

Many authors couple the two variations of providing student teachers with teaching experience (teaching practice and evaluation lessons or criticism lessons) in one concept ---teaching practice---. (Borko, 1989; Griffiths & Ashcroft, 1989; Kurian, 1988; Oslaitan & Agusiobo, 1981; Wily, 1981). According to them student teachers are observed, supervised and evaluated by teachers in the schools where they are placed and by the college or university lecturers.

One of the most important aspects of teaching practice, as explained by these authors, is the fact that cooperating teachers (those teachers who are permanently teaching in the schools and helping to supervise and evaluate student teachers), college or university lecturers (supervisors) and student teachers have to meet and discuss the latter's progress. This is done during and after the practice sessions according to established criteria. This gives each student a profile of achievements in various aspects of his/ her practice.

According to Griffiths and Ashcroft (1989), Newman (1996), and Zbikowski (1990), teaching practice has to be implemented in such a way that it provides student teachers with the opportunity for a reflective approach towards teaching. In their opinion the development of classroom skills in student teachers has to include, among others, the abilities to:

- work with others as a team

- see the perspectives of others towards teaching

- communicate and exchange ideas

- observe learners' progress using a variety of methods

- analyze and evaluate data collected in order to draw informed conclusions on the effectiveness of the teaching methods employed

- engage in self-assessment and

- develop the ability to criticize the existing state of affairs, as regards teaching and learning, from a moral, social and political point of view.

These classroom skills are in line with the critical cross-field outcomes (also called Essential outcomes) designed by the South African Qualifications Authority (SAQA) for the new approach to be adapted in South Africa – Outcomes–based teaching. According to SAQA (National Department of Education, 1997, p.16) learners in South Africa should be able to successfully demonstrate their abilities to:

- communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation

- identify and solve problems by using creative and critical thinking

- organize and manage themselves and their activities responsibly and effectively

- work effectively with others in a team, group, organization and community

- collect, analyze, organize and critically evaluate information

- use science and technology effectively and critically, showing responsibility towards the environment and health of others

- understand that the world is a set of related systems. This means that problem-solving contexts do not exist in isolation

- show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities.

Griffiths and Ashcroft (1989), Newman (1996) and Zbikowski (1990) believe that for purposes of ensuring effective teaching, student teachers should constantly be thinking about why and what they are doing as they are teaching. They should consider the alternatives to their aims and methods of teaching, consistently reflect on the importance of the learners' behaviors, take into consideration the alternative interpretations of what is going on with the learners mentally, socially and psychologically as they are learning, and use evidence to support whatever position they take.

These are instrumental considerations for effective teaching. They lead a practicing teacher to go beyond the mere application of objective principles and theories of teaching and learning. By consistently reflecting on what s/he is doing, a teacher develops his/her mastery of the theory and practice of teaching and learning. This development is reflected by changes in the student teachers' way of planning, implementing teaching and learning activities, recording what is observed about the way they have taught, and the reactions elicited from the learners.

This reflective practice requires more than just thinking about what one is doing and what should be done subsequently (Osterman, 1990). One has to identify one's assumptions and feelings associated with the practice of teaching, theorize about how those contribute to the it and act on the basis of the resulting theory in practice. This

requires critical thinking and learning, which lead to self-development and the development of teaching.

I have had crude personal experience of reflective teaching and learning as a student teacher and as a teacher. As secondary school certificate students (STC), we were, among other things, required to observe three learners from different levels of achievement (below average, average and above average learners) at the National Teachers Training College (NTTC) in Lesotho. This was done during our one-year internship. Important matters to be noted about each one included keeping the record of, and reflecting on, the way they were progressing in academic and social development. This was part of the portfolio which was to be kept and updated throughout the internship period.

At B.Ed level, at the National University of Lesotho (NUL), social and development studies student teachers were required to reflect on why the subject was taught and why it was taught in a specific manner. We also had to expect our learners to reflect on important issues which were discussed in each lesson during our three weeks teaching practice. Questions of how best they saw the economic, social and political implications of those issues to development were important. They were also required to draw on their experiences in learning the subject.

My seven years experience as a teacher and twelve years as a lecturer have stirred doubts in me as to whether enough is being done by teachers, lecturers and student teachers to adopt this reflective approach; and refine its application for better teaching and learning.

Looking at the South African case, therefore, it cannot be assumed that teacher education is geared to training student teachers to become effective teachers. However, an examination of teaching practice may provide indicators to assess the success of programs now in place.

Objectives of the Study

Research will be carried out to determine:

1. whether student teachers are required to reflect on the applicability of the principles, methods and theories of teaching and learning as they are applied in their lessons

2. whether student teachers observe presentations of their instructors and cooperating teachers; and assess and evaluate their own during teaching practice

3. how student teachers are evaluated by their cooperating teachers, college or university supervisors

4. the suggestions which teachers, lecturers, learning facilitators and student teachers have as to how teaching practice can be improved.

Significance of the Study

The findings of this study will provide a picture of existing practice in the area of teaching practice, how this relates to research in the literature, and lead to recommendations for more effective teacher training in line with the sweeping changes in curriculum and pedagogy proposed in the new education policy for all South African children.

Teacher training will hopefully be improved and consequently so will teaching and learning in the schools.

CHAPTER TWO

LITERATURE REVIEW

Teaching Practice

Generally teacher education has three main components, namely, academic courses, professional courses and teaching experience. The first two are offered as course requirements, in the study of theory, which prepare student teachers for fieldwork.

Wiley (1981) explains teaching practice as the first opportunity a student teacher is offered to participate in the activities involved in actual teaching situations. Borko (1989), Brown (1975) and Kurian (1988) see it as an opportunity for field experiences in which prospective teachers learn to teach through practice. These authors concur that it is a phase of pre- service education of student teachers in which they develop their teaching skills as they bring together the theories of teaching and the actual teaching practices and procedures they observe under the supervision of experienced teachers.

<u>Theoretical Framework</u>

<u>Teaching is learning</u>

Educationists believe that the process of learning becomes more effective when one learns by doing. This is the basic principle underlying teaching practice. For instance, Craig, Bright and Smith (1994) indicate that by actually teaching, and not only learning about different learning and teaching techniques, student teachers are most likely to understand those techniques better because they are not only told about how to teach; but they are also given the opportunity to do so. In the process they learn how to put theory into practice and they have a chance of gauging their abilities in that regard.

Diamond (1991) supports this view and further argues that in order to produce effective teachers there is a need to promote their personal discovery rather than merely to train them how to teach. It is in this context of practicing that a student teacher will meet and work with different types of learners through a well-organized and meaningful experience.

Oslaitan and Agusiobo (1981) observe that in teaching practice a student teacher develops the professional competencies, personal characteristics, understanding, knowledge and skills of a teacher. They believe that teaching practice seeks to help student teachers to:

- apply principles of teaching to a particular situation in order to effect change in the experiences of the learners

- use the theoretical knowledge they have learned about human growth and development in providing effective teaching and learning situations

- familiarize themselves with different instructional material and resources

- identify factors which influence the effectiveness of the teaching learning process and determine the means of controlling them

- develop efficient and effective practices for carrying out the routine management of classes

- Know how to communicate and work effectively with pupils, staff and other stakeholders in education (p. 4-15).

The development of skills in teaching is not easy. It requires both intensive and extensive practice (Oslaitan & Agusiobo, 1981) in schools with pupils to teach. With teaching practice the feeling of professional confidence and security is enhanced in

student teachers. This is all the more imperative for them because teaching involves artistic, innovative and creative involvement that is contingent on stability of mind and confidence.

If it is seen in this perspective it becomes clear that every teacher has to think for himself/herself and work out such methods of teaching as would use his/her power to the best advantage (Steinhouse, 1988). With Steinhouse (1988) teaching as art is highly individual and it can therefore be sustained only in the individual freedom which should be given to student teachers by allowing them to practice the skills of teaching.

Quite often student teachers have very little experience in facing pupils, explaining concepts to them, leading them into problem-solving situations which they have to create and simulate. They also have little experience developing the many other skills which require creativity and integration to bring about learners' understanding. They are given such exposure through teaching practice. This experience in teaching subjects them to problems involved in teaching as well, and therefore exposes them to a situation of vitality instead of insistence on the transmission of what Freire (1969) calls the ideas that are simply received into the mind without being utilized, or tested or thrown into fresh combinations.

Cruiksbank and Armaline (1986) mention that learning by doing has been regarded as important since the inception of formal teacher training in America. Peer teaching and simulation strategies in student teaching became significant aspects in teacher education programs. They show that from 1984 various professional bodies and individual academics welcomed field experience. The American Association of Teacher

Colleges (AATC) issued a recommendation, through The Flower Report, that field experience should be made extensive in various fields of study.

Cruiksbank and Armaline (1986) indicate that, according to Conant, education courses have to be coupled with laboratory experiences which require student teachers to observe and teach during their field work. For Cruiksbank and Armaline this is a means of avoiding the possibility of student teachers becoming alienated from reality during their training.

In addition, learning to teach on campus and in the field can also bridge the idea of the theory-practice dichotomy. Britzman sees the field experience as an important opportunity to try out learning to teach as an act and skill that is personally constructed (Zeichner, 1992). The implication here is that without practicing how to teach, the individual may not know how to do it effectively.

In Slick's (1995, p.20) words, "the major purposes of the student teaching semester are to provide time in a realistic setting for students to gain experiences in implementing skills and knowledge they will need to become successful teachers..." Pre-service teachers, teachers, teacher-educators and critics are also reported by Cruiksbank and Armaline (1986) to be in support of the idea that learning to teach can be enhanced by teaching practice.

Reflective Teaching

It is important, as Diamond (1991) argues, that teacher education emphasize meaning rather than imitating behaviors. It should focus more on subjective experiences and less on objectively received information about teaching and learning. He holds as important the view that teaching practice should focus on the uniqueness and dignity of

the individual. In this way it will produce what he describes as an idiosyncratic conception of teaching and learning which is afforded by personal involvement in teaching.

In Diamond's opinion (1991), this view seeks to foster enquiry oriented at involving a development approach in which the program strikes a balance between action and reflection to enhance selfhood and human growth of student teachers.

The quest for effective teaching seems to be encouraged by engaging students in critical enquiry as they learn to develop teaching skills of all kinds. For Griffiths and Ashcroft (1989), therefore, teaching practice should not simply aim at practicing techniques involved in teaching. Emphasis should also be on a reflective teaching approach. This will help to make up for what is said to be a disjunction between college and school initial teacher education. In this regard the development of classroom skills has to include the abilities to work as part of a team, communicate and exchange ideas, observe learners' progress using a variety of methods, analyze and evaluate collected data, engage in self-assessment and develop the ability to criticize existing state of affairs from a moral, social and political point of view.

This approach towards teaching practice requires cooperating teachers, supervisors and student teachers to discuss the latter's progress, during and after their practice, using to established criteria. This should give each student a profile of achievement in various aspects of his/her practice.

The idea of educating student teachers to become reflective teachers is supported by Newman (1996). According to him student teachers do not only have to become reflective in their teaching as they practice; but they should constantly be thinking about

why and what they are doing while they are teaching. They should continuously consider alternatives to their aims and methods and be prepared to alter their course midstream. They should constantly reflect on the importance of their learners' behavior and take into consideration alternative interpretations of what is going on with those learners socially and psychologically as they are learning.

The reflective attitude of a teacher is also identified by a way of thinking about teaching and learning that involves making and taking responsibility for rational and ethical choices (Zbikowski, 1990). It is grounded in rational problem–solving and requires teachers to have abilities such as seeing the perspectives of others, developing alternative explanations for observed events and using evidence to support a position. Taking the responsibility for pupils' learning, giving them equal access in that regard, and caring about them, are some of the ethical commitments which go together with reflective teaching, and which are encouraged during student teacher training.

Colton and Sparks-Langer (1993) suggest that increasing developments in teacher education need to be based on a viable conceptual framework. In their opinion such a framework should include the following elements:

(a)   professional knowledge base

Colton and Sparks-Langer (1993) believe that teacher education institutions have to produce teachers who are reflective. A reflective teacher in their opinion has seven categories of knowledge, namely: knowledge of content, students, pedagogy, context, pro-experience, personal views and values. Along the same lines, Russell and Munby (1992) also indicate that teachers' construction of their professional roles has to include

models of pupils, subject matter, how learning takes place and how lessons are conducted.

According to Colton and Sparks-Langer (1993), it is imperative that a teacher has an intensive understanding of subject matter. S/he should know the students s/he is teaching, their cultural background, level of development and their learning styles. These authors argue that it is only when a teacher is informed in those respects that s/he will manage to choose an appropriate pedagogic approach. In their opinion pedagogy is in two forms. The first one concerns generic methods and theories, which are applied to all subject areas. The second is pedagogic content.

These authors are emphatic on the fact that it is not enough for teachers to know the content, students and pedagogy. They strongly believe that it is important for teachers to know the context in which they are teaching. The learners' cultural background, the district or regional politics, the school, time and days of working are part of the context teachers have to know.

b) learners' prior experience

According to Colton and Sparks-Langer (1993) learners' experience will always be different. Nevertheless, it is still important that a teacher should know the experiences his/her learners have gone through. Those learners' experiences have to be linked to what they are learning to ensure meaningfulness in their education.

c) learners' personal and social values

Colton and Sparks-Langer (1993) explain these as "values which are formed by one's family, personal encounters, readings life experiences" (p. 42). Personal ethics,

ability to care and democratic principles are some of the many other values which are included in this category, and which influence teachers' decisions in their daily teaching.

d)   non verbal cues

Colton and Sparks-Langer (1993) describe these as different forms of behavior employed by a teacher to keep the class under control. They are of two types, namely, those which allow a teacher to behave automatically while s/he is focussing on more critical issues; secondly, those which guide the thinking process.

e)   planning

It is carried out before teaching. However, even during the implementation of instruction many decisions are made, as Colton and Sparks-Langer (1993) explain. Decisions taken in the planning and implementation stages require mental processing.

Although the basic knowledge required of a teacher is professional together with content, knowledge of students and their background, Colton and Sparks-Langer (1993) argue that efficacy, flexibility, social responsibility and consciousness have become important too. They maintain that those are some of the distinguishing attributes of a reflective teacher.

(a)   efficacy

Colton and Sparks-Langer (1993) explain it as a teacher's belief that s/he has the ability to influence learners and schools. Their argument is that without this quality, teachers will not be motivated to examine their own practice. It enables teachers to experiment and take risks. With this belief teachers feel that they can bring about a difference in their learners' lives.

(b)   flexibility

The understanding upheld by Colton and Sparks-Langer (1993) is that things do not usually turn out the way they are expected in class. As such, on-the-spot adaptations and innovations are often required. Flexibility is therefore highly valued for responsive teaching. They maintain that teachers have to see things through others' eyes in order to find new meanings and interpretations. Russell and Munby (1992) buttress this idea by saying (with Barnes, Britton & Torbe, 1990):

Teaching is a highly skilled activity which requires of the teacher an immediate response to events as they develop. He or she must attend not only to long-term goals but also to the urgent details of individual pupils' participation in the lesson. The teacher must judge instantly whether the moment requires a suggestion, an invitation to explain, a discouraging glance, an anecdote, a joke, a reprimand, or the setting of a new task. These immediate decisions depend necessarily upon intuitive judgement.

(c)   Social Responsibility

Colton and Sparks-Langer (1993) mention that social responsibility is important to reflective teachers. Such teachers care about their learners. As a result they encourage learners to undertake socially responsible activities. They also participate actively in their communities, care about other people and contribute in social courses.

(d)   Consciousness

Colton and Sparks-Langer (1993) place a high value on one's ability to explain reasons behind one's actions. They consider this to be typical of reflective teachers. Such teachers are aware of their own thinking and decision making. As Russell and Munby (1992) indicate, their teaching is geared not simply to the transfer of information; neither

are they concerned only with the development of insight. In the main they seek the inculcation of principled judgement and conduct, the building of autonomous and rational character which underlies the enterprise of science, morality and culture.

According to Russell and Munby (1992), such inculcation does not have to be construed mechanically, but through participation in adult experience and criticism, through treatment which respects the dignity of learners and teachers. It is only in such a situation that the character and critical judgement of students will grow.

Repertoire of Professional Skills

Colton and Sparks-Langer (1993) believe that there is pressure to improve teacher education. This will ensure that schools can hire empowered and reflective teachers with good teaching skills. In order to cater to this need, Haigh and Katterns (1984) argue that the professional studies aspect of teacher education should be underpinned by six working principles; namely, that an effective teacher should:

- understand the conditions which help or hinder learning. He/she has to make use of this knowledge in planning, teaching and evaluating the same activities

- examine his/her beliefs and those of others with respect to the nature of effective teaching

- consider that there is no best way to teach, but that research has identified important conditions which enhance learning

- consider that teachers cannot be totally accountable for students' learning because they cannot control some of the conditions of learning

- have an ability to control a repertoire of learning modes including strategies and skills entailed

- understand that in the absence of a recipe for effective teaching and curriculum development, s/he will be engaged in research to find out what will work for herself/himself. (p. 24)

According to Zahorik (1986) it is the responsibility of teacher education institutions to choose the skills with which they require students to be equipped. In his opinion professional studies' skills can be categorized into the science-research, the theory philosophy and the art-craft approach to good teaching. Each of these categories has specific skills, some of which belong to all of the three categories.

Science–Research Concept

(a)   Imitating teachers who are considered to be effective. Looking at the scores of their students in a standardized achievement test and the teaching behaviors they employ identifies such teachers. The behaviors of teachers whose students achieve high scores become the norm of good teaching according to Zahorik (1986).

He concurs with Good and Grouws (1975), Hunters (1982) and Rosenshine (1976) that the science-research conception of good teaching is characterized by skills which include mainly specific and detailed classroom activities. Important skills in this case are classification of goals; teacher directed activities, narrow questions, immediate reinforcement and monitoring of students' performance.

Zahorik (1986) shows, as do Good and Grows 1(975), that such activities are grouped into categories of daily review, development, assignment and special reviews. He believes that those activities indicate that teachers are gearing students for the

learning endeavor, checking students' understanding through questioning, providing closely monitored practice and regularly reviewing it. In this model therefore teachers are facilitating the learning process.

(b)   Adapting tested methods of good teaching, which is a result of experimental research. In this case, the criterion of good teaching is arrived at through reasoning logically and by considering past research as Zahorik (1986) explains. Specific ways of teaching are evaluated to verify whether or not they are satisfactorily instrumental in promoting students' learning. Zahorik (1986) identifies Bloom's mastery learning, and Good and Grouw's model as examples of such methods.

(c)   Applying learning principles, which are based on laboratory research in the classroom. Learning principles such as transfer, memory retention, reinforcement and motivation are relevant in this category. According to Zahorik (1986), Hunters' mastery teaching is a good example of the idea of good teaching in this case.

Although Zeichner (1992) supports and recommends research-based practicums, he feels that terms like reflection, reflective teaching and reflective practitioner which are associated with it are usually confusing and therefore problematic. He identifies those in the practicum as:

- helping student teachers to replicate what is suggested by the research of others, while neglecting the theories and expertise embedded in their own and other teachers' practices.

- developing means-end thinking which limits the substance of student teachers' reflections to technical questions of teaching techniques and internal classroom organization, while neglecting questions of purpose and curriculum.

- encouraging student teachers to reflect on their own teaching while ignoring the social and instructional context in which the teaching takes place and

- encouraging student teachers to reflect individually rather than collegially (p.297).

Theory-Philosophy Concept

It includes the following:

(a)   applying good theoretical models. This is similar to the tested models of good teaching as seen by Zahorik (1986). It differs only to the extent that the former has not been tested. It is developed through logical synthesis of research or insight as described by Zahorik (1986). He shows that it consists of specification of elements of good teaching, description of the relationship of the elements, and identification of classroom actions. If, according to Zahorik (1986), a teacher is able to put this model into practice, s/he is regarded as a good teacher. It entails team teaching, discovery learning and applying behavioral objectives.

(b)   applying a philosophical model based on inquiry into the nature of persons, knowledge and values. It involves identification of acceptable moral ways of interacting with people and knowledge, as explained by Zahorik (1986). Such models of interaction are translated into classroom practices and the advocates of this model regard all teachers who implement them to be good.

Zahorik (1986) identifies open education as an example of this model. It assumes that learners are self-directed, responsible and capable of taking decisions. In this perspective, knowledge is seen to be a tool for problem solving. Major teaching skills associated with this perspective are those which emphasize interpretation or the ability to explain. According to Zahorik (1986), they all require some measure of elucidation or

deduction. Suchman's (1962) model gives guidelines for questioning, reacting and classifying with minimal interpretation, as Zahorik (1986) says.

<u>Art-Craft Concept</u>

Zahorik (1986) shows that good teaching is displayed by the resourcefulness, creativeness and innovativeness of an individual teacher whose activities are guided by the needs and possibilities dictated by a specific situation. The practice of teaching becomes largely a reflective and individualistic task. This is in line with Beyer's (1992) assertion:

> Teaching involves more than transmission of skills, professionalism more than the application of knowledge that is good in itself. Skills, information, text, and knowledge: all of these things must enable students to become actors in the world in which their choices matter. It is the business of education to enable persons to develop and exercise moral choice, practical reasons and social action (p.142).

It was on the basis of such considerations, perhaps, that Bolin (1988) argued that in education there are no generic classrooms where students may directly transfer specific techniques learned in student teaching. Bolin (1988) considers (with Dewey, 1904) that teacher education programs should influence how students think about teaching even more than influence the methods they may use. They should challenge students to develop an experimental approach to teaching. In their opinion, students' practice will then be intelligent rather than accidental and routine.

The skills of teaching in this respect include assessment, reflection, application, and invention (Zahorik (1986). Teachers are expected to be able to analyze a teaching-learning situation to ascertain its features; then, choose appropriate activities for specific purposes, which may be routine, or new activities required by the existing situation. Zahorik (1986) indicates (see also Tom, 1984) that teaching as a craft entails skills which

are not mechanical but those that include analytic knowledge, the ability to apply what has been learned and the moral characteristics of the teacher's activities.

Creativity and innovative skills displayed by the teacher are pillars of the art of teaching. Zahorik (1986) argues that artistic teaching can be fostered in those teachers who are experienced in the science of teaching. The goal of further development of teachers at this level is to encourage skill and thoughtfulness in observing teaching and learning activities, creating and applying new ones and reflecting on them.

Acquiring the Skills of Teaching

According to Zahorik (1986) teacher education institutions have to choose skills with which student teachers have to be equipped for their career. He identifies the following three positions from which the choice in that regard can be made.

(a) Teaching all the pedagogical skills but allowing student teachers enough latitude to consider those skills they prefer. Zahorik (1986) feels that this position is not really suitable for beginning teachers. He believes that it is more appropriate for experienced teachers, because they already know the realities of teaching and school situations on which they can reflect.

(b) Teaching all the skills and assisting all teachers to become proficient in all those skills. As far as Zahorik (1986) is concerned, this position is inappropriate for beginning teachers. He argues that it is not possible for all teachers to be proficient in all teaching skills. In his opinion there will always be different preferences of skills, on the part of teachers, due to their differences as regards views of reality and values.

(c)   teach all the skills, but teaching them sequentially during the early years of student teachers' career. Zahorik (1986) agrees with Fuller's stages of development (1969) and Haberman's (1983) stages of student teacher's development. The suggestions expressed in their conception is that student teachers have to be taught teaching skills in accordance with their emerging needs as they develop from neophyte to mature teachers.

The underlying argument here is that pre-service teachers do not have to be overloaded with all the skills. Zahorik (1986) considers, therefore, that the practical and specific skills of the science research conception could be the most relevant for student teachers so that they can successfully begin their practice.

<u>Case Knowledge of Classroom Events</u>

According to Colton and Sparks-Langer (1993) teaching decisions are made through an interaction between the professional knowledge stored in long-term memory and the information perceived in the environment. As teachers interpret reality in the light of their professional knowledge base, they construct new meanings and mental representations (p.49). This explains why it is important for prospective teachers to have, among other things, a sound professional knowledge base before fieldwork.

According to Russell and Munby (1992), to be knowledgeable about teaching, one must be thoughtful about how to implement teaching in classrooms, which are characterized by unpredictability, simultaneity and complexity. They believe that this can be attained through what they call "case knowledge of classroom events", (Russell & Munby, 1992, p.119). This approach affords teachers, and student teachers especially, an important store of situated knowledge of content, social processes in the classroom, academic tasks, learners' understandings and intentions and assists them to create

meaning from related events in the classrooms. They contend that students have to question and draw upon their understandings to think about exploring new events.

Russell and Munby (1992) maintain also that the idea of learning to teach is "biological and developmental" in nature. Individual student teachers are unique and this means they will be affected and respond differently to what is learned. This case study approach will, provide opportunities for student teachers to unpack their personal understandings, reflect on their perceptions and evolving understandings of teaching and learning.

Thirdly, Russell and Munby (1992) believe that learning to translate one's knowledge of a subject area into subject content is one of the important and difficult things which student teachers have to know. The complexity of this idea is, according to them, exacerbated by contingencies such as time, space, resources and learners' interest in learning.

Although the basic knowledge required of a teacher is a professional knowledge base, content, knowledge of students and their background, Colton and Sparks-Langer (1993) argue that efficacy, flexibility, social responsibility and consciousness have become important too. They maintain that those are some of the distinguishing attributes of a reflective teacher.

Teaching Practice: Organization and Rationale

The organization of teaching practice

Characteristics of professional education teaching experience

In their efforts to improve the implementation of teaching practice, Cruiksbank and Armaline (1986) proposed and outlined what they considered to be a taxonomy of professional education teaching experiences. This taxonomy is outlined according to five characteristics, namely:

(a) The context or setting, which is explained as a place where teaching experiences occur, such as in the schools, community agencies and in the universities.

(b) the directness and concretness of experience with reality or using a model of reality.

(c) the purpose of the experience: to produce crafts people and professionals.

(d) the duration of the experience, which could be nominal (part-time) or extensive (full-time).

(e) the placement or sequence of teaching practice in the program, which is explained as pre-professional and professional.

In the opinion of Cruiksbank and Armaline, (1986), these characteristics need to be considered cautiously and judiciously by teacher education institutions in order to make teaching practice experiences worthwhile. Slick (1995) also believes that teaching practice is such an important experience that it requires careful preparation of students.

Normally, colleges of education and universities send their student teachers to schools for teaching practice. This is done only after student teachers have been taught theories of teaching and learning, methods of teaching and classroom management

techniques. Students spend about three or four weeks engaged in actual teaching, which is supervised. However, the duration of this programme varies with countries, just as the whole of teacher education differs from one country to another. For instance, in Cuba (Kurian, 1988) the program for teacher education spans five years and teaching practice is offered during the fourth and fifth years. In Cyprus student teachers undertake their practice during the third year of study and spend four years to complete the program.

In South Africa, teacher education takes three years for a diploma in the colleges of education, four years for a B.A in education, and one year when it is taken as a postgraduate course. In this country, teaching practice takes three weeks for college student teachers and four weeks of the third year of study for university student teachers. An average of seventy lessons has to be presented within that time (Walters & Thembela, 1986).

Rationale

Teaching practice falls within the years of teacher education, and the experiences which students gain then become invaluable to reflect on as they continue their studies. This helps to weld theory and practice to enhance effective professionalism. Matters such as the practicality of theories of teaching and learning, management, evaluation and assessment techniques can then be looked at within the students' own experiential backgrounds and enhance their understanding.

In addition, problems experienced by students during their practice can be considered as important academic exercises to which to apply the theory they have learned. In this way students and college supervisors can identify important areas for further research considerations. Seen in this light, therefore, teaching practice affords

student teachers opportunities to use scientific academic theory about teaching and learning as a lens through which they can observe, judge their own practice and take steps towards improving it to suit the cultural environments in which they are functioning (Davis & Buttafuso, 1994). Furthermore, teachers are able to bring theory to practice, make their practice more intelligible, foster their own continued learning, be reflective and to grow from an undeveloped and faulty clinical consciousness towards the ideal of constructive knowing.

According to Johnston (1994), the practical experience offered through teaching practice provides an opportunity for acquiring new knowledge, skills and dispositions. She believes that it is important to conceptualize how experience gained in teaching practice contributes to teaching and learning because of the increasing economic restraints on higher education which call for greater cost effectiveness and accountability in terms of achieving outcomes. In addition, student teachers and supervising teachers require a clearer understanding of the learning process in teaching pupils so that they can:

(a)   actively make the most of the limited time spent in the classrooms and

(b)   so that educators can structure pre-service programs to ensure that students can maximally benefit from the way practicums are arranged, supervised and subsequently followed up (p. 199).

Professional Development Schools

Zeichner (1992) shows that in Canada and the United States of America, student teachers' practicums are often not carried out in ordinary public schools. He shows that special arrangements with specific schools are made for this purpose. Teacher education institutions and schools commit themselves to teacher education and teaching. Zeichner

(1992) calls schools which are engaged with colleges of education and/or universities in this effort Professional Development Schools (PDSs).

Rationale for PDSs

Zeichner (1992) shows that the purpose of having professional development schools (PDSs) is to provide continuity by grounding theoretical studies in the practice of teaching. Engaging university or college faculty, beginning teachers and experienced teachers in the reflective analysis of their work does this. Activities such as action research, journal writing and peer supervision are brought into an instructional context to support the learning of teachers as they are trying to make their work meaningful.

According to Zeichner (1992) the notion of professional development schools was initiated in Milwaukee (Pasch & Pugash, 1990). The idea was to enable student teachers to see, value and participate in the efforts made for professional development of teachers. It was hoped they would understand that improving schools is an important aspect of teaching. The major objective of creating professional development schools was to emphasize and enhance teachers' learning and their development.

The whole staff of the schools which were chosen as PDSs was involved in the process of developing student teachers' abilities, not only the individual cooperating teachers. Zeichner (1992) shows that student teachers are supervised by the school and college or university faculty based in PDSs for a long time. For him, this helps student teachers to view teaching as collaborative. He also mentions that by placing student teachers in culturally and socially diverse schools, teacher-educating institutions are preparing them to serve learners from those backgrounds. In Zeichner's (1992) opinion,

the PDSs-partnership approach presents opportunities to transform the practicum and link teacher education with school reforms.

Partnerships between schools and teacher education institutions

According to Goodlad (1990), as quoted by Lasley, Matczynski and Williams (1992), institutional partnerships and collaborative endeavors are important to the future growth and development of societies. In this regard partnerships between and among institutions can be collaborative or non-collaborative. There are marked differences between the two as shown below:

Collaborative partnership

Lasley et al. (1992) observes that in collaboratives, vested interests are sublimated to the purposes and goals of the partnership, which are set by consensus. Schools and teacher education institutions work together as partners for their mutual benefit. In Kanter's (1989) opinion, as quoted by Lasley et al. (1992), the alliance changes the roles, relationships and power dynamics from self-involvement to collective empowerment.

Lasley et al. (1992) indicate that collaborative partnership requires the partners' investment of time, energy and emotions so that they can transcend special interests and make egalitarian decisions and equitable participation possible.

In 1988, Goodlad identified three conditions which have to exist for any symbiotic relationship to develop (Knight, Wiseman & Smith, 1992). Firstly, the potential collaborators have to be different to stimulate change in each other. As he says, this condition does exist between schools and teacher education institutions (colleges of education and universities). In his opinion, the reflective-inquiry orientation of universities, particularly, complements the activity orientation of school-based educators.

The action emphasis of schools ensures that ideas for collaboration go beyond the planning stage.

Secondly, the requirement for a mutually beneficial school-university relationship demands that the collaboration should satisfy the interests of each institution. The third requirement demands that each partner should be actively committed to the satisfaction of the interest of the other.

Non-collaborative partnerships.

Lasley et al. (1992) show that in this relationship power is not shared. The strategies which are to be employed in order to achieve organizational goals are unclear. There is also a hindrance of the partnership to achieve its potentiality. This occurs because one partner either consciously or unconsciously exercises hegemony over the others. Usually, the non-collaborative partners are initiated with the intention of maintaining an egalitarian framework, as Lasley et al. (1992) say; but they become inequitable in response to the demands of political expediency.

Supervision in Teaching Practice

When student teachers are placed in the schools for their teaching practice, teachers in those schools, referred to as cooperating teachers, are charged with the responsibility of supervising them, together with college or university supervisors. Both provide professional guidance to student teachers.

Rationale for Supervision in Teaching Practice

The purpose of providing students with field experience in teaching is to help them try out and make more meaningful the theories and principles of teaching and learning they have studied. The supervision aspect, which goes with their practicing, seeks to ensure that this broad aim is effectively achieved. Mainly, the task focuses on linking the theories of teaching and learning with practice. In Mifsud's (1996) opinion, it is not sufficient to leave this to students and beginning teachers, because there are always complex problems which require experienced experts in order to establish the link between theory and practice. Matters such as administration, presenting lessons, liaising with parents, teaching pupils with special needs and the socially deprived are not easily handled on their own by novices. It is important, therefore, that schools make opportunities available for students in teaching practice posts to obtain experience in a guided manner.

Mifsud (1996) believes that student teachers need time also to reflect on their images of teaching in order to challenge their misconceptions about a teaching career, and therefore develop their expertise in that line. Knowing one's major subjects is important; but learning how to teach these is much more difficult once one has decided to adopt a particular philosophy and internalized it. For this reason, it is necessary for student teachers to be given time and the opportunity to discover and adapt systems which will enhance their feelings and ideas of what it means to be a teacher.

According to Oslaitan and Agusiobo (1981), giving student teachers more field experience that is supervised affords them the following:

- better clarity of their understanding of purposes, development, programs and administrative organization of the school system of their country

- improved understanding of the principles of child growth and development and their relationship to the learning process

- means to discover, through experiences, ways of improving syllabus content for pupils by effectively using local resources and consideration of their social needs

- an opportunity to develop healthy professional attitudes towards members of the teaching profession and pupils

- chances to identify their strengths and weaknesses in the wide spectrum of competencies associated with effective teaching

- chances to develop their resourcefulness and creativity in planning, developing and evaluating learning experience for and with pupils

- chances to become skilled in using instructional material to communicate with pupils for purposes of sharing meaning. (p. 7)

The main duty of supervisors is to guide and advise student teachers in the field. They also have to establish the extent to which students are able to apply what they have learned and whether they can teach competently. This helps to give attention to student teachers' feelings of preparedness and competence in teaching as an important requirement for quality assurance.

This is in line with Mifsud's (1996) consideration that student teachers and beginning teachers' sense of personal teaching efficacy is an important outcome of their preparation and feelings of competence. He maintains that in the classroom system of

reciprocal determinism, personal teaching efficacy affects the behaviour of the teacher and pupils as well as the environment in which they both work. If a teacher education program is to have a desirable impact on its clientele therefore, it requires such positive and supportive ethos. Under such circumstances, students' confidence in professional preparation and their own competence could be strengthened.

Styles of Supervision

According to Booth et. al. (1990) there are two broad approaches towards supervision, namely, the clinical and counseling approaches. Both of them are regarded as remedial because they aim to improve the students' teaching. However, the first one is seen to be essentially didactic. The supervisor becomes the clinician who has the recipe, which will solve the students' teaching problems. On the contrary, in the counseling approach the supervisor is more muted. There is more emphasis on allowing the students to explore and articulate teaching styles. The supervisors' role here is simply to encourage a student to bring up a detailed analysis of the pedagogy underpinning the lesson.

According to Booth et al. (1990), the two approaches are regarded by teachers as having validity. They believe that a supervisor might, at different times, adopt one or the other depending on the students and the circumstances.

Colton and Sparks-Langer (1993) point out (with Costa & Germston; 1988, and Sparks; 1989) that cognitive coaching requires supervisors to ask mediating questions (non-judgmental and open-ended questions) that encourage the novice teachers to delve into professional mental representations and values to explain why they acted as they did,

and why the learners reacted in a manner which will have been observed. This will be a way of encouraging individual student teachers to explore their thinking in the interest of becoming more conscious of their decision-making process.

According to Hoover et al. (1988) the standards for student teachers' performance and progress in this respect must be communicated among members of the supervisory team and students. This should be done following the definition by the team of the expected teaching behaviours, and progress towards demonstration of mastery of those behaviors. Such behaviors which, in the supervising team's opinion, are the standard which is expected, have to be disclosed to the students even before they are engaged in the practicums and during clinical experiences.

In order to enhance the quality of teaching practice, it is clear that efforts need to be made to deal with problems of traditional student teaching programs. Special emphasis has to be made also on the definition of the purposes and roles of supervisors, collaboration and homogeneity of context, agreement on the nature of good teaching, support and status of teaching practice programs, balance of supervisory skills and accountability for monitoring student teachers' performance.

The Professional Qualifications and Role of Supervising Personnel

The significance of student teachers' supervision compels that supervision be taken as an important component of professional training for educators who are engaged in teacher education. This is because while they instruct students on the one hand, they also have to supervise their teaching practice on the other, and as such become the key tutors in the success of practicums. Without well-trained supervisors, student teachers

will be confronted with numerous problems which are likely to impinge negatively on the success of their experiences (Oslaitan & Agusiobo, 1981).

They maintain that the post of a college and university supervisor requires somebody who is competent, dedicated, hardworking and interested in assisting others. The job also requires skill and understanding in establishing cordial personal relationships between himself/herself and students.

Oslaitan and Agusiobo (1981) identify the following skills which they believe a college supervisor has to possess in order to do his/her job efficiently:

- skill in the art of teaching

- knowledge of the subject matter of the student teacher

- familiarity with current trends in the process of education

- understanding of the psychology of learning

- some field experience in dealing with students

- skill in presenting logical evaluation reports

- diplomacy in establishing relationships between the supervisor and the school principals and teachers. (p. 103).

Stone (1984) is against the tendency of choosing supervisors from staff who have not studied any foundation disciplines of education apart from limited exposure during their own teacher training. Even those who have studied further in education are unlikely to have been exposed to the study of theory and practice of supervision. He feels that they are not even inducted into methods of supervision, and the criteria for assessment of teaching practice are therefore likely to be obscure to them.

Taking supervision as a methodological and curriculum matter that merits no pedagogical attention is, according to him, a misconception which ignores the complexity of human learning and underestimates the difficulties of helping others to learn how to teach. He believes that if teaching is complex, then the encounter between the supervisor and student teachers should be the quintessential teaching-learning encounter.

Furthermore, Stone (1984) observes that in many colleges, and perhaps even universities, supervision is an occupational hazard of all staff regardless of whether they are hired to teach Mathematics, English, or methods of teaching. Initiation into supervision is rare. In some places it does not matter whether teaching practice takes place in the first week or two of the course, a new recruit could be asked to supervise student teachers within a few days of being employed. This is done without inducting him/her into the process of guiding beginning teachers in their teaching activities. Such practices lead to a situation where supervisors concern themselves more with, for instance, matters such as time tables and transport to schools than with systematic consideration of pedagogical theory which might inform students' own teaching. This simplistic view is not conducive to the development of reflective teacher education.

<u>The Role of College or University Supervisors.</u>

The college or university supervisor is expected to be in constant interaction with student teachers and cooperating teachers. In this way the college or university will always be kept abreast of students' progress in the practice program. Oslaitan and Agusiobo (1981) feel that if the supervisors' role is thus, the college or university will:

- be assisted to evaluate the effectiveness of the whole pre-service teacher education program. This evaluation will even be easy to extend to the subject matter, education content, methods and professional aspects,

- join hands with cooperating schools in identifying problems of both the school and the student teachers which require investigation and solution,

- create a favorable environment for student teachers to conduct research and apply their findings to the actual school situations,

- develop mutually beneficial relationships between themselves and the cooperating schools so that theory is checked by practice and vice versa (p. 7).

It appears that these are contingent on the supervisors' skilful observation and reflection on the progress of the students and the organization of the whole program. This makes it imperative, therefore, that supervisors be well trained for their task. Specifically the supervisors' role include the following as identified by Oslaitan and Agusiobo (1981)

- making administrative arrangements for students' practice teaching

- supervising, observing, evaluating and assessing students

- identifying problems and advising them

- writing reports about students' progress and providing feedback

- making contacts with the principals of the cooperating schools to discuss the:

  - expectations of the college or university in the involvement of the schools in the teaching practice or internship

  - selection of cooperating teachers using appropriate criteria

- cooperation of the pupils, staff and community in the development of the professional growth of the pre-service teachers

- arrangement of time in terms of when the student teachers visit the school to meet the principal and the cooperating teachers. (p. 8-9).

Qualifications and Role of Cooperating Teachers

The assignment of teachers in schools to supervise student teachers is done by principals. They request members of staff who could be class teachers or heads of departments to assist student-teachers by guiding, advising and helping them in all respects as regards their teaching. In this way, cooperating teachers are thus performing a function which is partly similar to that of the college/university supervisor.

According to Oslaitan and Agusiobo (1981) the cooperating teachers' supervisory role is of cardinal importance since they, unlike college supervisors, are always present and available for consultation to student teachers. They know their schools and pupils better than the college supervisors. Oslaitan and Agusiobo (1981) point out that specifically, cooperating teachers help student teachers by:

- introducing them to the classes they will be taking. They explain to the pupils the kind of behaviour expected from them towards the student teachers

- providing them with, among others, the syllabus, schemes of work and class registers

- ensuring that laboratories are ready for them to use

- presenting demonstration lessons for the student-teachers to observe

- observing the student teachers' lesson presentations and offering them suggestions about their teaching techniques

- assisting them in finding relevant instructional materials for their teaching

- advising them on how to keep records such as diary, time-record book, marks records, progress charts and growth charts. (p. 91).

Although these are some of the important basics, it is most significant that cooperating teachers help student teachers to understand educational ideas and principles, which illustrate realities of teaching. Assessment and Evaluation of Student Teachers

The major task of supervisors during teaching practice sessions is to observe students while they are presenting lessons. The objective is to establish how best they apply skills involved in the teaching and organisation of the learning events of pupils. They seek to identify strengths and weaknesses of those students so that they can advise and motivate them on how to improve where it is necessary. The guiding role played by supervisors is therefore most important to lead students through the stages identified by Eisenhart, Belm and Romagnano (1991). Namely, those stages are novice, advanced beginners, competency, and proficient teachers who are increasingly developing towards being experts as more experience is attained.

However, it is also significant to say, with Stone (1981), that while the helping function of the supervisors is important, the key aspect of their task should be to ensure that students develop skills in diagnosing their own performance. This will enable them to improve themselves further even after college or university education.

SUMMARY AND RESEARCH QUESTIONS

A review of the literature has identified a number of important characteristics shared by effective teachers. Research was carried out to determine whether training to develop these occurs in the education of teachers in a sample of educational institutions in the northeast Free State.

Data were collected to attempt to answer the following research questions:

Research Questions

1. Are student teachers required to reflect on the applicability of the principles, methods and theories of teaching and learning as they are applied in their lessons?

2. Do student teachers observe presentations of their instructors and cooperating teachers; and assess and evaluate their own during teaching practice?

3. How are student teachers evaluated by their cooperating teachers, college or university supervisors?

4. What suggestions do teachers, lecturers, learning facilitators and student teachers have to improve teaching practice?

CHAPTER 3

METHODOLOGY

The researcher's intention was to examine aspects of the practicums of student teachers in a selected population of the northeastern Free State, with a view to determining how teaching practice in South Africa compares with the characteristics recommended in the research literature. Student teachers in teacher education institutions and their lecturers, primary and secondary school cooperating teachers, and learning facilitators constituted the population for this study, from which the sample was chosen randomly. Questionnaires were drawn up and administered to seek the information required. Data thus collected were analyzed and interpreted to permit drawing conclusions and making recommendations.

Sample

Third and fourth year student teachers in four teacher educating institutions; their lecturers/supervisors; cooperating teachers in the primary and secondary schools within the northeastern Free State area; and learning facilitators constituted the population of this study. Because of the vast amount of both quantitative and qualitative data being collected, a percentage of the population of each group was randomly selected, as a sample for thorough analysis.

Student Teachers.

The sample was chosen by first arranging each group into strata, according to institution (A, B, C, D). Then the subjects were randomly chosen from each stratum as shown in Table 1.

The number of student teachers in these institutions varies. For purposes of proportional representation, a total of 5% of the number of students per institution was selected, according to random selection procedures. Neither the gender of the student teachers, nor grade level for which they are being prepared were considered, because they were all being educated for a common activity, which is effective teaching.

Table 1

Student Teachers in Each Institution: Population and Sample

Institution	Students n	Sample of student teachers (5%)
A	315	16
B	273	14
C	306	15
D	116	6
Total	1010	51

Lecturer/supervisors

The random selection of the sample was done on a 5% basis to ensure proportional representation, except for institution D, where there was a small number of lecturers in the Faculty of Education. To ensure a reasonable distribution, half of them were included in the sample.

Table 2

Lecturers/Supervisors in Each Institution: Population and Sample

Institution	Lecturers n	Sample of lecturers (5%)
A	66	3
B	60	3
C	80	4
D	14	7
Total	220	17

Cooperating teachers' strata

Schools from which cooperating teachers were drawn (primary and secondary school teachers) were those in which student teachers took their teaching practice. They were randomly chosen from the arranged strata of:

a)   15 junior primary schools (JPS)

b)   24 senior primary schools (SPS)

c)   19 secondary schools (SS)

Three schools were chosen from each stratum so that a pool of cooperating teachers could be randomly selected from them (see Table 3). A total number of nine schools was therefore made available for this purpose. They were then labeled schools A, B, C, D, E, F, G, H and I, and a sample of three 3 respondents per school was randomly chosen, for a total of 27 cooperating teachers participating in the study (see Table 4).

Table 3

Schools in Which Teaching Practice is Done in the Eastern Free State: Population and Sample

Schools	n	Sample of schools n
JPS	15	3
SPS	24	3
SS	19	3
Total	58	9

Table 4

Selected Schools Per Level: Population and Sample of Cooperating Teachers

School Teachers (n)		Sample (n)
Junior Primary		
A	25	3
B	17	3
C	15	3
Senior Primary		
D	22	3
E	17	3
F	10	3
Secondary		
G	18	3
H	15	3
I	29	3
Total	168	27

<u>Learning facilitators' strata</u>

These are professionals in education. They are employed to advise teachers on how they should enhance the teaching of their subjects of specialization. Their views regarding how teaching is and has to be taught are important in this study.

There are sixteen learning facilitators in the northeastern Free State. They are distributed throughout the region as shown in Table 5. Since the number of learning facilitators is small and they specialize in different fields of academic and curriculum studies, half of their total number (eight) constituted the sample for this study.

Table 5

<u>Learning Facilitators in the Northeastern Free State</u>

Districts	Learning facilitators n	Sample of learning facilitators n
A	5	3
B	4	2
C	7	3
Total	16	8

<u>Method of Recruitment</u>

Permission was sought from all involved in the research, namely, the head of the Department of Education of the Free State, district managers, principals of the institutions A, B, C and D, principals of the primary and secondary schools, teachers in those schools, lecturers in the said institutions and student teachers. They were all informed about the significance of this research and the expected benefits. Subjects/respondents

were assured of the anonymity of their responses. They were also given the freedom to withdraw from the study if they chose.

Instruments

The nature of this study basically warranted survey methods. Questionnaires were used for the following reasons identified by Guerin and Maier (1983)

1. It allows the questioner to gather responses from many persons simultaneously without investing a great deal of time.

2. It also makes no demands on the professional for interview skills since the forms are self-administered.

3. The uniform nature of the format allows data to be compared and provides data on all group tendencies and unique characteristics (p. 124).

Questionnaires were developed, based on the literature, to elicit responses to the Research Questions. Similar questions were asked of the four groups surveyed, as follows:

Personal questions concerning education and experience were covered in questions: 1, 2, 3 and 4 of all the groups, except for student teachers.

Research Questions.

The research was carried out to explore the following questions:

Research Question 1.

In what ways are student teachers required to reflect on the applicability of the principles, methods and theories of teaching and learning to lessons they teach or see being taught?

The distribution of questions to the four groups is shown in Table 6

Table 6

Questions Corresponding to Research Question 1

S. Teachers	L. facilitators	C. teachers	Lecturers
9 a, b, c, d.	6 a, b.	11 a, b	10 a, b, c, d.
10.	10 a, b, c, d		7 a, b.
14 a, b, c.	11 a, b, c, d.	-	18 a, b, c, d.

Research question 2.

How do student teachers observe the presentations of their instructors and cooperating teachers; and assess and evaluate their own during teaching practice?

The distribution of questions to the four groups is shown in Table 7.

Table 7

Questions Corresponding to Research Question 2

S. Teachers	L. Facilitators	C. teachers	Lecturers
5.	7 a, b.	4 a, b, c, d.	11 a, b.
6 a, b.		8 d, e, f, g.	15.a, b
7 a, b.		9 a, b, c, d, e.	17.a, b
8.a, b			

Research Question 3

How are student teachers evaluated by their cooperating teachers, and college or university supervisors?

The distribution of questions to the four groups is shown in Table 8.

Table 8

Questions Corresponding to Research Question 3

S. Teachers	L. Facilitators	C. teachers	Lecturers
3	8. a, b	4. a, b, c, d	8. a, b
4	9. a, b	5. a, b	9. a, b
12 a, b	13. a, b	6.	
13		10. a, b	
17. a			

Research Question 4.

What suggestions do teachers, lecturers, learning facilitators and student teachers have to improve teaching practice?

The distribution of questions to the four groups is shown in Table 9.

Table 9

Questions Corresponding to Research Question 4

S. Teachers	L. Facilitators	C. teachers	Lecturers
1.	5. a, b	4. d.	4
	7. a, b	6.	5. a, b
8. b	8. a, b	7.	6
9. a, b, c, d	9. a, b	8. a, b, c	9. a, b
10	11. a, b, c, d	10. a, b	12. a, b, c, d
11. a, b	12. a, b	12. a, b	13. a, b, c
14. b, c	13. a, b	13.	14
15. a, b	14. a, b		16. b, c
16.	15		19
17. b, c	16		

A copy of each of the questionnaires and the letter that accompanied them will be found in Appendices A, B, C, D and E.

Procedure

The questionnaires were designed and distributed by the researcher to the participants; their questions of clarification or elaboration were answered. The participants were given a period of two weeks to complete the questionnaire. This was done to take into account the fact that all participants were busy at the time the instrument was administered. For instance, lecturers were still attending to their classes as well as supervising student teachers in their teaching practice.

All the respondents were informed that they would be contacted at intervals of three working days to see if they had any problems or whether they had finished the questionnaires.

Analysis

Demographic information on the three groups (learning facilitators, cooperating teachers and lecturers) was tabulated and analyzed.

Presentation of responses and other data were classified under each of the objectives. Data were analyzed and interpreted, permitting the drawing of conclusions and the formulation of recommendations.

Quantified data were tabulated and shown in Tables, in either raw figures or in percentages, according to the most appropriate procedure.

Qualitative data were also categorized, described and analyzed so that comparisons could be made between the responses of the three sets of educators (cooperating teachers, learning facilitators and lecturers) and the student teachers.

Permission to undertake research

The protocol procedures involved in this research consist of two parts. One is the ethical consent from Concordia University, and the other is permission from the Free State Department of Education to undertake research in schools under its jurisdiction. Permission to undertake the research was received in both cases. Please see Appendix F for the Concordia University ethical consent form, and Appendix G for the Free State Department of Education permission to conduct research form.

CHAPTER 4

RESULTS

Quantitative and qualitative data were collected from three sources of personnel who supervise or observe teaching practice (college and university supervisors, cooperating teachers, and facilitators) as well as from student teachers undergoing a session of teaching practice. The biographical data describing the sample are first shown, followed by the responses obtained to the questionnaires, grouped according to the Research Questions.

Biographical data of participants

Table 10 shows the educational qualifications of the three groups of educators involved in the study. Most faculty members at the university, and college lecturers hold post-graduate degrees, while most cooperating teachers hold special certificates.

Table 10

Qualifications of Educators, According to Different Levels of Education Attained.

Educators	Graduate[a]	Post- Graduate[b]	Special Certificates[c]
Facilitators (n= 8)	8	8	5
Lecturers (n= 17)	17	16	7
C. Teachers (n= 27)	2	1	24

[a]Graduate = one who holds the first university degree
[b]Post-graduate = one with the first and second university degree
[c]Special certificates = these are qualifications obtained from
  institutions which are lower in status than degree qualifications.

Table 11 indicates the amount of teaching experience the various groups of educators have had, as well as their experiences with supervision of student teachers. Most of the educators, as shown in this table, are moderately experienced in teaching (between 5-20years). Very few or none, as in the case of learning facilitators and lecturers, are novice.

Larger numbers of educators in each category are moderately experienced in the supervision of student teachers in teaching practice, but very few are highly so.

Biographical information on student teachers

Table 12 shows that each institution has more female student teachers than male ones, except for institution D where the opposite is true. Most of these students are more than 25 years old, except once again, for those in institution D, where student teachers are younger than 24 years of age. However, Student teachers in all these institutions are older than 17years of age. They have all completed secondary school education and are either in their third or fourth year of study at the teaching college/university level.

Table 11

Educators' Years of Experience in Teaching Positions and in Supervising Student Teachers

Educators	Teaching Experience			Experience in supervising students		
	Novice >5 yrs	Moderate 5-20 yrs	Extensive <20 yrs	Little >5 yrs	Moderate 5-20 yrs	Extensive <20 yrs
Facilitators (n=8)	-	5	3	2	5	1
Lecturers (n=17)	-	11	6	4	12	1
Coop. Teachers (n=27)	6	17	4	9	18	-
Total (n=52)	6	33	13	15	35	2

Table 12

Student Teachers' Sex, Ages and Educational Levels Attained at the Time the Study Was Conducted

Institution	Student teachers					
	Male	Female	Age range		Education completed in years	
			<20 yrs	<25 yrs	Sec school	College/university
A (n=16))	3	13	-	16	16	3
B (n=14	4	10	1	13	14	3
C (n=15	4	11	-	15	15	3
D (n= 6)	5	1	4	2	6	4
Total (n=51)	16	35	5	46	51	13

Teaching practice schedule

Duration

As seen in Table 13, the responses from the lecturers and the student teachers themselves differ considerably as to the duration of the teaching practice sessions the latter were expected to undertake.

Table 13

Duration of Teaching Practice in the Schools, According to University and College Lecturers, and Student Teachers (Expressed in Weeks)

Respondents	2wks	3wks	4wks	5wks	6wks	No answer
S. teachers (n=51)	31	6	-	3	2	9
Lecturers (n=17	7	2	4	-	-	4

<u>Research Question 1</u>

In what ways are student teachers required to reflect on the applicability of the principles, methods and theories of teaching and learning to lessons they teach or see being taught?

<u>Reflections on one's lesson</u>

Table 14 indicates that the respondents believe that reflections on one's lesson presentation, in all its aspects, are important. For example each group believes that teachers should reflect on the way lessons are taught as well as what was learned.

Table 14

<u>The Value of Student Teachers Reflecting on Lessons Taught</u>

	Way lessons taught		What was learned	
	Yes	No	Yes	No
S-teachers (n=51)	49	2	47	4
Lecturers (n=17)	17	-	17	-
L-facilitators (n=8)	8	-	8	-

According to respondents, this helps to determine the extent to which learners understand the subject matter. It also helps the teacher and the learner to determine whether or not teaching and learning objectives have been achieved. One is also assisted to detect weaknesses and mistakes which were made in lesson presentation and which should, therefore, be worked on to improve teaching and learning.

The relation of teaching practice experiences to principles of teaching and learning

Table 15 shows that many teaching practice supervisors never required student teachers to relate their teaching experiences to principles of teaching and learning they had been taught at the college or university. The majority of student teachers agree, as can be seen in this table, to the question as to whether it was advisable to link theory with practice, all respondents believed that it would be good to do so.

Many supervisors think that student teachers should also experiment with different pedagogical methods and undertake research on the learning process for the same good reason.

Table 15

Relation of Principles of Teaching and Learning to Student Teaching Experiences as Well as to Experiment and Research the Learning Process

Respondents	Required to relate teaching experiences to principles		Expected to experiment/research	
	Yes	No	Yes	No
S-teachers (n=51)	11	40	–	–
Lecturers (n=17)	3	14	15	2
L-facilitators (n=8)	3	5	8	–

Research Question 2

How do student teachers observe the presentations of their instructors and cooperating teachers; and evaluate and assess their own during teaching practice?

The importance of observation of model lessons- frequency and value. The majority of respondents in each category, as shown in Table 16 feel that model lessons are important in teacher education.

Table 16

Observations of Model Lessons - Frequency and Value

	Model lessons in college/university		Value of model lessons at college/university	
	Observed	Did not	Valuable	Not valuable
S-teachers (n=51)	31	20	44	7
C-teachers (n=27)	21	6	20	7
Lecturers (n=17)	12	5	13	4

Student teachers gave the following ways in which model lessons are important to them; For example, they suggest that these lessons:

- gave student teachers a clear picture of what they learned theoretically with regards to lesson preparations, planning, presentation and management of the same

- showed them why it is important for a teacher to be flexible when presenting lessons

- gave them confidence and experience in presenting lessons in real-life situations

- raised their awareness that presentation of a lesson does not have to be taken for granted. Thorough preparations are required for effective teaching

Cooperating teachers, on the other hand, indicated that their discussions, based on model lessons, with student teachers were important in that student teachers will:

- know why they presented their lessons the way they did

- be presented with the opportunity to gauge their awareness of lesson presentations and confidence of pointing out what they think is or is not right with them

- be given a chance to compare what they learned with what they saw in practice

Research Question 3

How are student teachers evaluated by their cooperating teachers, and college or university supervisors?

Discussions on student teachers' performance

Respondents in Table 17 indicate that currently college/university supervisors do not discuss their observations on how student teachers perform in their teaching practice with cooperating teachers. They, however, believe that it would indeed be desirable to do so. They also think that it would be a good thing for cooperating teachers to take part in assessing and evaluating student teachers on teaching practice.

Table 17

Frequency of Meetings Between Supervisors, Cooperating Teachers and Student
Teachers to Discuss the Latter's Performance in Teaching Practice; Desirability of so
Doing and of C-Teachers Assessing S-Teachers' Performance

	Meet	Do not meet	Recommend meeting	Recommend assess S-T
S-teachers (n=51)	17	34	51	51
C-teachers (n=27)	-	27	27	27
Lecturers (n=17)	-	17	17	17
L-facilitators (n=8)	-	8	8	8

Lessons taught/presented

Table 18 shows that the majority of student teachers presented between 10 and 14

lessons during their teaching practice session, and others presented between 20 and 24

lessons, and some more than 30 lessons. Surprisingly,14 students did not answer this

question.

Table 18

Number of Lessons Presented by Student Teachers

Respondents	Lesson presented					
	10-14	15-19	20-25	26-29	30+	No answer
S. teachers (n=51)	27	-	8	-	9	7

Frequency of evaluations

Table 19 shows to what extent the number of evaluations varied according to the institution to which the student teacher was attached. Most of the student teachers at institution C were evaluated between one and three times, while most of those at institution A were evaluated 10 to 12 times.

Table 19

Frequency of Evaluations of Student Teachers During Teaching Practice, According to Institutions

Institutions	Number of times evaluated				
	1-3	4-6	7-9	10-12	No answer
A (n= 16)	3	1	-	12	-
B (n= 14)	5	3	-	6	-
C (n= 15)	11	-	-	3	1
D (n= 6)	3	1	-	2	-
Total (n=51)	22	5	-	23	1

Satisfaction with the way teaching practice is implemented

Table 20 shows that the categories of respondents other than student teachers are not satisfied with the way teaching practice is implemented.

A large majority of all the categories of respondents feel that student teachers' self-evaluation as well as their evaluation by cooperating teachers are important; a large

majority of them agree that student teachers' self-evaluation is both possible and necessary.

Table 20

Respondents' Satisfaction with the Implementation of Teaching Practice and the Feasibility of Self-Evaluation by Student Teacher

	Implementation		Self-evaluation	
	Satisfied	Not	Feasible & necessary	Not
S-teachers (n=51)	34	17	42	9
C-teachers (n=27)	10	17	15	12
Lecturers (n=17)	4	13	16	1
L-facilitators (n=8)	1	7	5	3

Research question 4

What suggestions do teachers, lecturers, learning facilitators and student teachers have to improve teaching practice?

Need for training of teaching practice supervisors

The majority of respondents in Table 21 consider it important that teaching practice supervisors be trained for their work.

Table 21

Need for Training of Teaching Practice Supervisors

Supervisors	Necessary	Not necessary
Facilitators (n=8)	8	-
Lecturers (n= 17)	17	-
C-teachers (n= 27)	25	2

They cite the following reasons for their responses. Supervisors will:

- know why supervision of student teachers is necessary in the first place. Secondly, they will know how to supervise student teachers correctly and professionally.

- realize the need of keeping abreast with developments in student teachers' supervision

- know how to allocate marks to students reasonably

- manage to eliminate biases when supervising students.

- not aim at exposing students' weaknesses and thereby discourage them

According to respondents these are some of the important reasons which make training of teaching practice supervision necessary. If they are not taken seriously there is no way in which teacher education will be manned professionally.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Biographical information on educators

The difference in educators' qualifications observed in Table 10 suggest that those with postgraduate degrees who have more content knowledge of their teaching subjects teaching approaches might be expected to apply these to their supervision of teaching practice. Their teaching experience shown in Table 11 also suggests that, except those who are novice cooperating teachers, others are well qualified to become student teachers' supervisors.

Biographical information on student teachers

According to Table 12, there are more female student teachers than males in institution A, B, and C (colleges), Whereas in institution D (university) the opposite is true. This seems to be in line with the phenomenon that most females in South Africa, and perhaps the world over, are not as exposed to higher education as males. Furthermore, females teach predominantly at the primary level, where a university degree is not a required qualification. A diploma from a teachers college is sufficient.

Teaching practice schedule

Duration

In Table 13, the majority of student teachers indicate that teaching practice takes about two weeks. However, less than 50 % of lecturers seem to agree with them. This may occur because not many of the lecturers are directly involved in the organization of the teaching practice program, but are only involved when they have to supervise

criticism lessons. The department of Teaching Science, manned by five lecturers in the colleges and one lecturer in the university, is directly responsible for the organization of teaching practice and criticism lessons, and assigns supervision of criticism lessons to the rest of the Education Faculty members. It seems that interaction among and between departments within the institutions is insufficient, and lecturers are, therefore, not sufficiently informed about how teaching practice is organized in their own institutions.

According to its structure, the Teaching Science Department at the colleges of education deals with micro–teaching, which is also done by different didactics teachers in the various departments. It organizes lesson observation sessions for student teachers. Letters are written to schools requesting that student teachers be allowed to observe lesson presentations in those schools for two weeks. Students undertake this when they are in Course One of their teacher training. This part of the program is called observation lessons.

During their second year of study (at Course Two), they take four weeks doing the same thing. But they also have to teach in those schools. They are expected to present about hundred lessons that are supervised and evaluated by cooperating teachers. This part is called teaching practice.

At the third year level of their study, they then have to spend two weeks in schools teaching and being evaluated and assessed
by their supervisors. They are expected to present twenty lessons within that time. This is the last part of the program, which is called criticism lessons.

The majority of respondents have shown that they are not satisfied with the duration of teaching practice. It should be noted that they are referring to the two-week

session of criticism lessons undertaken in their third year of study (Table 13). Their

dissatisfaction is related to the fact that student teachers are evaluated and assessed daily

without being given a chance to reflect on their performance, and they do not have

enough time to discuss their problems with their college/university supervisors. This is

because the latter are always in a hurry to finish evaluating and assessing students

assigned to each within the given time. The respondents feel, therefore, that the

organization and the monitoring mechanisms befitting this important program are

lacking.

Research Question 1

In what ways are student teachers required to reflect on the applicability of the

principles, methods and theories of teaching and learning, to lessons they teach or

see being taught?

The picture portrayed by Table 14 is that educators and learners are not only

aware of the importance of reflecting on one's lesson, but that they also support this

approach. Their responses show that they believe it helps to ensure that effective teaching

and learning have taken place and that teaching and learning objectives have been

achieved.

However, results in Table 15 are not in line with what Table 14 shows. Student

teachers say that they were not required to relate their teaching experiences to any

principles of teaching and learning they had studied in their theory course. Possibly this

shows that educators' responses in Table 14 are not quite realistic. They say they believe

that reflections on theory and their practical application are bases for effective teaching,

yet they do not practice what they preach. It is important to note that even though student

teachers were not required to relate teaching experiences to principles of teaching and learning, they do realize that it would have been advisable if they had been asked to do so.

In addition, most lecturers and facilitators in Table 15 realize that it is important to undertake some research into how learners learn as they are being taught. Teachers and student teachers can discover how well methods of teaching are working in various situations. In this way, they will develop an understanding of the conditions which help or hinder learning. They can then make use of this knowledge in planning, teaching and evaluating activities. They increasingly have to understand also that in the absence of a recipe for effective teaching and curriculum development, they need to be engaged in research to find out what will work for themselves (Haigh & Katterns, 1984).

According to the respondents, research creates a basis for improvement in various ways. Increased professional improvement can only be achieved on the basis of sound empirical evidence. For instance, it helps to identify effective teaching methods. This is in line with Alarcao and Moreira's (1993) view that the act of effective teaching requires the generation of knowledge in a situation (p. 31). In particular educators need to engage in participative action research (van Deventer, 1999) so that they can systematically and logically evaluate the consequences of their educational decisions, and adjust practices to maximize their effectiveness. Van Deventer (1999) sees this as a reflective approach for making sound judgements about what educators are doing. The benefits to be achieved are that this research:

- increases sharing and collaboration across departments, disciplines and grade levels;

- increases dialogue about instructional issues and student learning;

- enhances communication between teachers and students;

- improves performance of students;

- revises practice based on new knowledge about teaching and learning;

- enhances teacher-designed and initiated staff development;

- develops priorities for school wide planning and assessment efforts, and

- contributes to the profession's body of knowledge about teaching and learning (p. 22)

Research Question 2

How do student teachers observe the presentations of their instructors and cooperating teachers; evaluate and assess their own during teaching practice?

In this study a large majority of respondents fully supported the significance of model lessons in teacher education and their inclusion in the teacher education curriculum, for reasons shown under Table 16. Those lessons have to be fully used by student teachers to compare what they learned with what they see practiced; they should be used as experiences on which student teacher can reflect in order to enhance their understanding and skill in teaching.

Student teachers' responses in Table 16, indicating whether they observed model lessons, show no consensus on this issue. Those who say they did not observe such lessons do not seem to consider observations done in Courses One, Two and or Three as part of their teaching practice. This is an indication of the fragmentation of the student teachers' course of study. This finding suggests that there should be deliberate attempts made to show a continuous link in professional lessons from Course One up to Three.

Experiences gained in observation lessons need to be related to the principles of teaching and learning and be reflected upon, from time to time, in an incremental, cumulative and spiraling manner to maintain continuity. It is for this reason, among others, that clear records (scheme and records/course logs) on the part of supervisors and reflective journals on the part of student teachers' are required. Profiling of student teachers' performance from the beginning of teaching practice is an inevitable aspect of this process. It makes it possible to apply systematically clinical and counseling approaches to supervision.

Research question 3

How are student teachers evaluated by their cooperating teachers, and college or university supervisors?

Table 17 indicates that student teachers on teaching practice were not given the opportunity to meet both their supervisors and cooperating teachers at the same time to discuss the formers' progress in lesson presentations. However, all the respondents state that this would be desirable. The fact is that cooperating teachers and supervisors may come from different teacher-training institutions with

different pedagogical perspectives. It is therefore desirable that they share ideas, identify their differences on perspectives, and see how they can arrive at some consensus on issues that should guide student teachers' practice.

According to Hoover et al. (1988), it is important that the standards for student teachers' performance and progress be communicated among members of the supervisory team and the students themselves. Hoover et al. (1988) feel that this has to be done following the definition by the team of the expected teaching behaviors and progress towards demonstration of mastery of those behaviors.

It is important that the evaluation criteria should be discussed with the student teachers and cooperating teachers before teaching practice begins. As Brooker et al. (1998) say, if student teachers are to have adequate opportunities to demonstrate the extent to which they have met the objectives of the practicum, it is essential for the assessment to be valid, and that students be aware of the criteria by which they will be assessed.

According to the respondents in Table 20, as student teachers are being evaluated, they also have to evaluate themselves. This is important in various ways. It could, as in the record of student exercising (ROSEING) described by Calderhead and James (1992),

- encourage students to take responsibility for their own learning, taking the initiative in directing their own professional growth;

- help student teachers to appreciate the complexity of teaching, encourage them to analyze practice and develop an understanding of the complex array of influences upon it;

- help students to examine particular experiences, analyze the contexts in which teaching occurs and the values implicit in the practices they observe in schools;

- help student teachers understand that while it is important to appreciate the role of collegiality in professional development, their own potential contributions to the development of self-critical and self-improving efforts are important (p. 7).

In all such efforts, development of language for thinking (critical thinking) and communicating about the practice is, in the process, inherent, but nonetheless, these may

not come about automatically. Guided self-observation activities in microteachings and schools, self-criticism based on pedagogical theory and intensive discussions on what is observed should form the basis of this exercise (Calderhead & James, 1992).

The number of lessons presented and the number of times student teachers are evaluated and assessed do not guarantee the production of quality teachers who are effective educators. In the same way, the length of experience supervisors have in supervising student teachers and the academic qualifications they have do not guarantee that teaching practice will be assessed effectively. Conscious efforts are needed to plan activities required in teaching practice. This is central to the success of this endeavor.

<u>Research question 4</u>

What suggestions do teachers, lecturers, learning facilitators and student teachers have to improve teaching practice?

Supervisors are not always trained in supervision; some of them have to supervise student teachers who are presenting lessons based on subjects which are not in the supervisors' area of expertise. Such supervisors do not have any knowledge in those subjects other than what they learned at secondary school level. Table 21 shows that the respondents feel that student teachers' supervisors have to be trained for that job. This will, perhaps, assist institutions to avoid situations wherein, as Stone (1984) says, supervision becomes an occupational hazard of all staff irrespective of whether they are hired to teach maths, English or teaching methods.

According to Stone (1984) in some places even if teaching practice takes place in the first week or two of the Course, a new recruit could be asked to supervise student teachers within a few days of being employed. This is done without inducting such a

teacher into the supervision process, as it is implemented in a particular institution. As a result, the supervisors' major concern becomes timetable matters and transport to schools. The most important issues in teaching practice, such as systematic consideration of pedagogical theory, which might inform student teachers' own teaching, are ignored. This simplistic view defeats the purpose for which teaching practice is meant. It is not conducive to the development of a reflective teacher education, which, by its nature, creates effective teaching and learning. Respondents feel that:

- student teachers' self evaluation, and their evaluations by cooperating teachers as well, need to be introduced (Table 20);

- discussions between supervisors, cooperating teachers and student teachers on student teachers engaged in teaching practice have to be held for reasons indicated under Table 16;

- participative action research be part of what is taught in teacher training institutions for implementation during teaching practice.

Limitations of study

The study was carried out at the time when the researcher was still employed on a full-time basis. Chances of consulting with respondents, while they were readily available in the schools and institutions were therefore extremely slim. It is for this reason, in the main, that only questionnaires as instruments of collecting data were used. This led to yet another limitation. The intensity of looking into the problem under investigation was compromised.

The study took place in a relatively small part of South Africa and was confined to Black schools and institutions in the north eastern Free State. It may need to be replicated in other places and on a much larger scale, before conclusions can be generalized to South African teaching practice.

The biggest limitation is that the questions in the questionnaires were not always restricted to discrete categories. They overlapped, making it sometimes difficult to extract the information needed to answer each research question separately. It is also evident that some questions were not asked to all the respondents. This made comparison of responses difficult in some cases.

Directions for future research

Replication of this study might provide a more complete picture of teaching practice in other parts of South Africa.

The questionnaires which were used could be improved, so that all the questions are asked of all groups, although different wording may be used. With these

modifications, the study could then be conducted in other areas on a much larger scale

that is representative of this country's demographics.

Future investigations might be conducted to determine the kind of organization

used in colleges and universities which influence how teaching practice is conducted.

While reflective teaching and learning might indeed be seen as effective, the

extent to which it is instrumental in making teachers and learners conscious, thoughtful

and critical about what they are doing could be the object of further research.

Recommendations

Reid (1965) says that educative teaching arises in a situation of interpersonal

relations in which the educated character and personality of the teacher is a major

influence. This assertion underscores the need for quality training of teaching practice

supervisors and learning facilitators in order to produce the " influencing force" (p. 183)

in teachers, which is desirable for effective educative teaching. Furthermore, Reid (1965)

says that the application of theory to practice always takes place through the transforming

medium of personality and personal action. From this it follows that the quality and

vitality of the teachers of teachers will more than anything else determine the quality of

the professional education which their students will receive.

It would be desirable for college and university supervisors who are well-trained

in supervision to give workshops to cooperating teachers. This will ensure that they are

equipped to undertake their supervising role effectively. For Oslaitan and Agusiobo

(1981) the cooperating teachers' supervisory role is of cardinal importance because they

are always with student teachers. Therefore, it is important that their skills in supervision

be enhanced. In their conference paper, Monoba and Muthambi (1998) buttress this idea by indicating that indeed supervisors require training on how they can best execute their critical role as partners in professional development of student teachers.

It appears that even though facilitators, lecturers and cooperating teachers may be qualified as indicated in Table 10, they may not be well versed with skills of supervising teaching practice as the central component of teacher education curricula. Supervisors involved in teacher education need to have studied foundation disciplines of education, together with the theory and practice of supervising student teachers on teaching practice as Stone (1984) suggests.

Monoba and Muthambi (1998) consider it important that cooperating teachers and supervisors should both be assessors and evaluators of teaching practice. Such a combined effort will make it possible for more comprehensive reports to be made about student teachers. Their observation is that cooperating teachers are always interested in helping student teachers. What is required is to ensure, and take seriously, that partnerships exist between schools and teacher education institutions. Cooperating teachers and supervisors should, in the partnership, take one another as equals.

Collaborative partnership, as described by Lasley et al. (1992), seems to be appropriate therefore for this purpose; because vested interests of partners are sublimated to the purpose and goals of the partnership which are set by consensus. Schools and teacher education institutions as partners work together for their mutual benefit. With Kanter, the alliance will change the roles, relationships and power dynamics from self-involvement to collective empowerment (Lasley et al., 1992).

It appears, therefore, that the idea of professional development schools (PDSs) could be introduced for collaborative purposes. Presently teacher education institutions use different schools every year for teaching practice. There is no continuity on the part of cooperating teachers in terms of their experience in supervising student teachers. With PDSs continuity could be maintained because every year teaching practice is undertaken in specific schools which are in the partnership. This could also help by increasing the supervising staff for teaching practice. The whole staff of schools will be involved in the process of developing the professionalism student teachers, who will not have to rely solely on their individual cooperating teachers. Student teachers will therefore be able to view teaching as a collaborative effort which needs to be enhanced (Zeichner, 1992).

It is important to ensure that among other things records of student teachers' progress are kept systematically from the beginning of teaching practice. For Brooker et al. (1998), the students' profiles are extremely important for providing feedback in specific areas of their teaching. This is about the only way in which student teachers' work can be monitored logically. Every supervisor will readily know where to begin with a student teacher, what to emphasize and how to approach each of the students on the basis of clear documentation, which reveals their individual professional and social growth and development.

Currently the evaluation and assessment of student teachers on teaching practice is largely summative. There does not seem to be much which is done during the course of the first two years by way of evaluating student teachers continuously. Formative evaluation appears to be an important tool in this endeavor, and may serve as a basis for motivating student teachers' growth and development in their career training. Sadler

(Brooker et al., 1998) asserts that one of the conditions necessary for the intelligent use of feedback is that learners know not only their own levels of performance but also the level or standard expected. Without an appreciation of this, students' efforts in production are likely to contain elements of random trial and error (p. 7). This form of evaluation makes it all the more imperative that student teachers' performance be ordered through profiling, so that every one's progress is clearly laid out.

The key aspect of the supervisors' task in enhancing student teachers' performance in teaching should be to ensure that student teachers develop skills in diagnosing their own performance (Stone, 1981). This ensures that they are able to improve further by monitoring themselves, even when they have left the institutions. They have to be engaged in critical enquiry as they learn to develop teaching skills, because the pursuit for effective teaching is largely encouraged by the reflective teaching and learning approach (Diamond, 1991; Griffiths & Ashcroft, 1989; Newman, 1996 and Zbikowski, 1990). This approach brings about a balance between action and reflection to enhance one's selfhood, growth and mental development.

It is necessary that teachers know how to make scientific inquiries into their own practice to enhance their skills. Research methodologies have to be seen as important components of a professional training course in order to assist student teachers undertake research. This is required particularly if reflective teaching is applied. Schön, as quoted by Peters (1991), puts it thus:

> When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. His inquiry is not limited to a deliberation about means which depend on a prior agreement about ends. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation. He does not separate thinking from doing. Because his

experimenting is a kind of action, implementing is built into his inquiry (Peters, 1991 p. 90)

According to Peters (1991) this means that the reflective practitioner is a student of his or her own actions and that the study of these actions is conducted in a systematic and analytical manner. A special kind of practice is involved which is one that involves the practitioner in a sustained inquiry into the relationship between thought and action (p. 90).

Action research in particular is therefore immediately relevant for this purpose. Teachers themselves generate questions to be researched, collect data and analyze the results collaboratively. As Ebbutt, cited in Smith, (1993) explains it, action research involves the systematic study of the means to change and improve educational practice. This can be done by participants who set out to examine their own actions, and their reflections upon the effects of those actions.

The two weeks spent by student teachers involved in classroom teaching as part of teaching practice at the third year level of their training does not seem to be enough. Student teachers are placed into schools where they will be practicing a day or two before their evaluations. This greatly affects their ability to become familiar with the schools, staff members and classrooms. They have to be evaluated daily without being given a chance to reflect on their performances. They have very little time to rid themselves of anxiety and marry theory to practice. Supervisors have very little time to talk to them about their mistakes and general progress. All these make the whole exercise unrealistic and its effectiveness questionable.

It is necessary, therefore, that the time student teachers spend in teaching practice be expanded. This will allow all related activities to be done reasonably well, and go a long way towards making teaching practice a skill-acquiring component of qualitative professional training.

In order to enhance the quality of teaching practice, it is essential that the purpose of the program and the role of supervisors have to be clear; agreement on the nature of good teaching has to be reached among supervisors, and collaborative modalities of evaluation and assessment need to be established.

CONCLUSIONS

The results shown upon analyzing research question one are that reflections on lessons are not done by student teachers and their supervisors during teaching practice. My experience as a lecturer also attests to this. Student teachers are observed, evaluated and assessed within the period of time allocated. As soon as a lecturer has finished, s/he goes to the next student teacher and will never see the first one again. It is on rare occasions that a lecturer will have time to discuss the observations made with the student teacher.

Furthermore, there is no way in which one can reflect on a lesson which has been taught without relating activities in that lesson to principles of teaching and learning. If such attempts are not made, as Table 15 indicates, it means that reflections are not effectively accomplished. However, the respondents think that it would be desirable if they were. In addition, Lecturers and learning facilitators think that it is desirable that student teachers be required to experiment and research the learning process.

The analysis on questions under research question 2 shows that model lessons were observed by student teachers, and large numbers of the respondents feel that such lessons are valuable. It should be noted, nevertheless, that if such lessons are simply observed without accentuating salient aspects of the teaching and learning approaches which are advocated, then they may not be very useful. Thorough reflections on lessons presented as model lessons always serve a useful purpose where the pursuit for effective teaching is sought. This sets the example of what student teachers need to do when they teach even after completing their studies. They need to share their observations with others and even with their learners.

In the same way, student teachers have to look into their own practice and say whether or not they think it is effective. The results in this study show that all the respondents are aware of this need (Table 20), although they may not be doing what they say, as Table 15 suggests. These cannot be developed by student teachers overnight. Their gradual initiation into this practice has to be made and led by teaching practice supervisors who are well trained and competent to do so as Table 21 indicates.

The quality of teachers in the schools and the quality of their teaching are therefore determined by the training they have undergone at college or university. These are directly related to the teaching approaches with which they are equipped.

A teacher education institution may produce teachers who employ approaches that are predominantly teacher-centered or those which are student-centered. However, an effective student-teaching practice program will always be inclined to produce those who employ the latter, if it is implemented in a manner in which student teachers are afforded the opportunity for reflective teaching and learning.

Furthermore, student teachers' activities in the learning process become the central aspect of their planning. This is coupled with deliberate attempts to observe and keep the record of reactions elicited from student teachers, with a view of seeking to understand them from a pedagogical perspective. Critical thinking and learning become important and learners become fully engaged in the process. The situation created becomes one in which both the student teacher and the learner rationalize the teaching and learning activities. They share and consider perspectives of others and explain reasons behind actions taken. Student teachers and learners have to be seen to be taking responsibility for the rational and ethical choices made during the teaching and learning interaction process.

Again, as Bolin (1988) says, an effective student teaching practice program seeks to challenge student teachers to develop an experimental approach to teaching so that they can find ways and means of teaching their learners effectively in their own unique classroom situations. This influences how student teachers think about teaching; and increasingly become aware that there are no generic classrooms where students may directly transfer teaching techniques which they learned in the past.

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APPENDICES

Appendix A   :   Introductory Note

Appendix B   :   Cooperating Teachers' Questionnaire

Appendix C   :   Learning Facilitators' Questionnaire

Appendix D   :   Lecturers' Questionnaire

Appendix E   :   Student Teachers' Questionnaire

Appendix F   :   Concordia University Protocol Form

Appendix G   :   Permission to Conduct Research in

Free State Department of Education.

Appendix A

Introductory Note

The purpose of this questionnaire is to seek information which will help us to improve teaching practice in teacher education institutions. Hopefully teaching and learning in the schools will also be improved as a result. University and college lecturers, learning facilitators, teachers and student teachers are among the many important people whose contributions in this research are invaluable.

This exercise will also assist the researcher to fulfil the requirements for a Masters Degree in Education. Your cooperation in this endeavor will therefore be of great importance. As a partner in this study, prospective results will be made available to you.

The Manner of Answering

Please provide short explanations of your views where required. Choose and tick [√] the relevant alternative(s) response(s) where provision is made for that. Give one word or figure as your response where necessary.

The information provided by every respondent will be treated confidentially. You should therefore feel free to reveal your opinions as required by all the questions.

Thanking you in advance.

Thabo S. Letho

Appendix B

COOPERATING TEACHERS' QUESTIONNAIRE

1. Indicate with a tick ( ) your academic and professional qualifications.

Phd	MEd	MSc	MSc.Ed	B.Com	B.Ped	PTC	B.A.Hon
B.A.	B.Ed	BSc	BSc.Ed	STD	STC	PTD	Other(specify)

2. Indicate the number of years you have taught _____

3. (a) Have you ever taken charge of students who came for teaching practice in the school (s) in which you are teaching/have taught?

   Yes ☐   No ☐

   (b) If so, indicate the levels of students e.g. Primary Teachers' Course, Secondary Teachers' Course or Degree _____

   (c) Indicate the number of year _____

4. (a) Which specific activities/responsibilities do you carry out in assisting student teachers who are in the teaching practice?

   _____

   _____

   (b) Do you also observe and evaluate them when they present lessons?

   Yes ☐   No ☐

   (c) Do you discuss their weaknesses and strengths with them after their lesson presentations?

   Yes ☐   No ☐

(d) If no, do you think it would be proper if you also took part in observing and evaluating them?

Yes ☐   No ☐

Explain_____

_____

5.   If you also observe and evaluate student teachers, do you ever meet their college or university lecturers (supervisors) to discuss those students'

(a) progress

Yes ☐   No ☐

(b) evaluation criteria (evaluation form)

Yes ☐   No ☐

6.   Do you think it would be proper for you and the college/university lecturers (supervisors) to meet and discuss a and b above?

Yes ☐   No ☐

Please comment

_____

_____

7.   Please describe what the idea of supervision of student teachers in teaching practice entail.

_____

_____

8. (a) Are you satisfied with the way teaching practice is   implemented ?

Yes ☐   No ☐

(b) Explain

_____

_____

(c) If you are not satisfied, what changes would you say should be made?

_____

_____

(d) Is it possible for a student to evaluate his/her own lesson?

Yes ☐   No ☐

(e) How can this be done best?

_____

_____

(f) Is it necessary for them to do so?

Yes ☐   No ☐

(g) Explain

_____

9. (a) Have you allowed student teachers to observe your lesson presentations?

Yes ☐   No ☐

(b) If no, do you think it would be helpful for student teachers to observe your lesson

presentations?

Yes ☐   No ☐

(c) Which are the reasons for your answer?

_____

_____

(d) In the case where a student teacher observed your lesson presentations, did you allow /require the student (s) in question to discuss his/her observations with you?

Yes ☐   No ☐

(e) Explain why you did or did not do so.

_____

_____

10. (a) When should the student teachers know the criteria for the evaluation of their teaching practice?

_____

_____

Provide reasons for your answer

_____

_____

11. (a) Is it proper for student teachers to research, while on teaching practice, into the applicability of methods of teaching and the principles of teaching and learning/learning theories?

Yes ☐   No ☐

In which way (s) is that helpful/not helpful?

_____

_____

12. (a) Is it necessary that teachers/college and university lecturers, who are involved in

the teaching practice, should be trained for that purpose?

Yes ☐   No ☐

Support your answer

_____

_____

Explain how you think teaching practice has to be organized for the best results.

_____

_____

****

Appendix C

Learning Facilitators' Questionnaire

1. Indicate with a tick ( ) your academic and professional qualifications.

Phd	Med	MSc	MSc.Ed	B.Com	B.ped.	PTC	B.A. Hons
B.A	B.Ed	BSc	BSc.Ed	STD	STC	PTD	Other(specify)

2. Indicate the number of years you have taught   _____

3. Have you ever supervised teaching activities?

   Yes ☐   No ☐

4. If your answer in (4) is "yes", for how long?   _____

5. (a) Is it important that student teachers should be supervised in their teaching

   practice?

   Yes ☐   No ☐

   (b) Support your answer

   _____

   _____

6. (a) Do you expect teachers and student teachers to base their teaching on pedagogic

   principles?

   Yes ☐   No ☐

   (b) Comment on your answer

   _____

7. (a) In your opinion, should student teachers be given good models of lesson

    presentations by lecturers or cooperating

    teachers?

    Yes ☐   No ☐

    (b) Explain_____

    _____ -

    _____

8. (a) Should supervisors discuss student teachers' progress in teaching practice with

    teachers in the schools where these students are practising?

    Yes ☐   No ☐

    (b) Support your response _____

    _____

9. (a) Is it important that supervisors should discuss with student teachers the

    observations they have made on the latter's lesson presentations?

    Yes ☐   No ☐

    (b) Explain why _____

    _____

10. Would it be helpful for student teachers to experiment/research, during their

    teaching practice, with/into:

    (a) How pupils/learners learn?

    Yes ☐   No ☐

    (b) The extent to which theories of learning they have learned are relevant/applicable

    to their classes in promoting effective learning?

Yes ☐   No ☐

(c) The extent to which methods of teaching they employ are applicable/effective?

Yes ☐   No ☐

(d) Please comment _____

_____

11.   Should student teachers who are engaged in teaching practice be given an

opportunity to explain:

(a) Why they presented their lessons the way they did?

Yes ☐   No ☐

(b) What they have learned during their lesson presentations?

Yes ☐   No ☐

(c) How they think they would improve their lesson presentations?

Yes ☐   No ☐

(d) Write your comments _____

_____

12. (a) Would it be helpful for student teachers to be aware of how they would be

evaluated and assessed before their teaching practice?

Yes ☐   No ☐

(b) Explain why? _____

_____

13. (a) Should teachers in the schools where student teachers are taking their teaching

practice be involved in evaluating and assessing student teachers?

Yes ☐   No ☐

(b) Explain _____

_____

14. (a) Would it be helpful if teacher educators and learning facilitators were given

training in the supervision of teaching practice?

Yes ☐   No ☐

   (b) What would be the benefits of such training?   _____

15.   If you have supervised student teachers or fulltime teachers who have completed

their teacher training, which problems did you encounter?

_____

_____

16.   Which improvements do you think have to be made in the way teaching practice

is carried out? _____

_____

****

Appendix D

LECTURERS' (SUPERVISORS') QUESTIONNAIRE

1. Indicate with a tick ( ) your academic and/or professional qualification (s)

Phd	MEd	MSc	MSc.Ed	B.Com	B.Ped	PTC	B.AHon
B.A	B.Ed	BSc	BSc.Ed	STD	STC	PTD	Other(specify)

2. Indicate the number of years you have taught _____

3. (a) Have you supervised student teachers during their teaching practice?

   Yes ☐   No ☐

   (b) For how many years? _____

4 How would you explain supervision is it relates to teaching activities?

   _____

   _____

5. (a) Is it important to encourage college/university lecturers to be trained in the

   supervision of student teachers on practice teaching?

   Yes ☐   No ☐

   (b) Explain why

   _____

   _____

6. Which problems have you experienced in the supervision of student teachers during

   their teaching practice?

   _____

   _____

7. (a) Are student teachers expected to determine the applicability of the didactic

    pedagogic principles during their teaching practice?

    Yes ☐   No ☐

    (b) What purpose does this serve?

    _____

    _____

8. (a) Is it important that supervisors should discuss with students the observations they

    made on the latter's lessons presentations?

    Yes ☐   No ☐

    (b) Explain

    _____

    _____

9. (a) Is it necessary that supervisors should discuss student teachers' progress in

    teaching practice with teachers in those schools where teaching practice is

    undertaken?

    Yes ☐   No ☐

    (b) How is this helpful/not helpful

    _____

    _____

10.   Would it be proper for student teachers to be required to experiment/research,

    during their teaching practice, into:

    (a) How pupils/learners learn

    Yes ☐   No ☐

(b) The extent to which methods of teaching they employ are applicable/effective

Yes ☐   No ☐

(c) Comment on your answers to (a) and (b)

_____

_____

(d) The extent to which theories of learning they have studied are relevant to their

class (es) in promoting effective learning

Yes ☐   No ☐

(e) Support your response to (d)

_____

_____

11. (a) Is student teachers' self evaluation important in teaching practice?

Yes ☐   No ☐

(b) How best can they do this?

_____

_____

12. (a) Have you had to supervise student teachers who were teaching subjects which

were not of your specialization?

Yes ☐   No ☐

(b) Was it easy?

Yes ☐   No ☐

(c) Is it good to do so?

Yes ☐   No ☐

(d) Please comment on this

_____

_____

13. (a) Are class teachers , in the schools where your students take their teaching

practice, initiated into how they should supervise student teachers before the

program begins?

Yes ☐   No ☐

(b) Would it be useful to do so?

Yes ☐   No ☐

(c)   In what way (s) would it be useful or not useful?

_____

_____

14.   When are student teachers familiarized with the way they will be evaluated and

assessed in your college/university?

_____

_____

15. (a) Is it important that student teachers should observe lesson presentations of those

teachers where they are practicing?

Yes ☐   No ☐

(b) Support your answer

_____

_____

16. (a) How long is the duration of teaching practice in your college/university?

_____

_____

(b) Is that time enough?

Yes ☐　　　　　No ☐

(c)　Please comment

_____

_____

17. (a) Are your students given models of lesson presentations to observe before their

teaching practice?

Yes ☐　　　　　No ☐

(b) Please comment on this

_____

_____

18.　Should student teachers who are engaged in teaching practice be given an

opportunity to explain:

(a) Why they presented their lessons the way they did?

Yes ☐　　　　　No ☐

(b) What they have learned during their lessons presentation?

Yes ☐　　　　　No ☐

(c) How they think they would improve their lessons presentations?

Yes ☐　　　　　No ☐

(d) Explain why it is important or not important to ask them those questions

_____

_____

19.   What improvements do you think are necessary in the way teaching practice is carried out in your college/university?

_____

_____

_____

_____

****

Appendix E

STUDENT TEACHERS QUESTIONNAIRE

1. How long is the teaching practice/internship program in your college/university?

   _____

2. Is that time enough for you?

   Yes ☐   No ☐

   Why?

   _____

   _____

3. How many times were you evaluated during the teaching practice/internship?

   _____

4. How many lessons did you present? _____

5. Did you observe models of lesson presentations at the college/university before your

   teaching practice/internship sessions?

   Yes ☐   No ☐

6. (a) Do you think such lessons are important for your learning to teach?

   Yes ☐   No ☐

   b) Explain

   _____

   _____

7. (a) Did you observe lessons presented by teachers in the schools where you took your

   teaching practice/internship?

   Yes ☐   No ☐

(b) If yes, how many did you observe? _____

(c) What did you learn from those presentations?

_____

_____

8. (a) Did you discuss the observations you made with teachers who presented those

   lessons?

   Yes ☐   No ☐

   (b) If yes, in what ways did you benefit as a student teacher by discussing them?

_____

_____

9. Is it important that a teacher should look back, after presenting a lesson, at:

   (a) the way s/he taught.

   Yes ☐   No ☐

   (b) how s/he used teaching-learning aids.

   Yes ☐   No ☐

   (c) whether the teaching method (s) s/he employed was/were effectively used.

   Yes ☐   No ☐

   (d) Students'/learners' responses which signaled understanding or lack of it.

   Yes ☐   No ☐

10. Please comment on the usefulness/uselessness of the statement in number 9.

_____

_____

11. (a) Is it helpful to use schemes and records of work/course logs in teaching?

     Yes ☐   No ☐

  (b) please comment on your opinion

_____

_____

12. Which specific problems, in presenting your lessons, did you have to discuss with:

  (a) supervisors?

_____

_____

  (b) Class teacher (s) to whom you were responsible?

_____

_____

13. Were there cases where you met both your supervisor and the class teacher, to whom you were responsible, to discuss your progress in lessons presentations?

     Yes ☐   No ☐

14. (a) Did your supervisors ask you to explain and relate your experiences, positive and negative, from the teaching practice/internship to the principles of teaching and learning you have studied?

     Yes ☐   No ☐

  (b) If no, would it be good to do so?

     Yes ☐   No ☐

15. (a) Did you find teaching practice/internship to be important to you?

    Yes ☐   No ☐

  (b) In which ways was it important or not important?

_____

_____

16. Which changes/improvements do you think would improve teaching

practice/internship program?

_____

_____

17. (a) Were you made aware of the way you were going to be assessed and evaluated

before your teaching practice/internship sessions?

    Yes ☐   No ☐

  (b) Do you think it would be helpful if you were acquainted in advance with the ways

in which you were going to be assessed and evaluated?

    Yes ☐   No ☐

  (c) In which way (s) would it be / not be helpful to you?

_____

_____

****

Appendix F

Concordia University'S Consent Form

PROTOCOL FORM

1.Title of research project:

An effective student-teaching practice program

2. Sample of persons to be studied: It consists of the following:

- primary school teachers to be selected randomly out of schools which will

  have been selected in the same way

- colleges and university lecturers (in the department of education) who will

  be selected randomly

- randomly selected learning facilitators

- randomly selected student teachers who have just undergone teaching

  practice

3. Method of recruitment of participants:

The principals of colleges of education and the university will be approached to

seek permission to use their institutions for the study, as well as lecturers responsible for

the relevant course levels. They will be informed about the purpose of the research and its

expected benefits.

4.Treatment of participants in the course of the research:

They will be given questionnaires to respond to the questions.

5. Ethical concerns

* No consent form will be issued since the study involves adults. However, an

  introductory note explaining the following will be written:

i) the purpose of the research project and

ii) the manner in which questions are to be answered.

When the respondents have responded to the questions, the researcher will collect the questionnaires.

* Deception: the respondents will be given an explanation of the purpose of the study and there will be no deception.

* Freedom to discontinue: the subjects will be made aware that their participation is voluntary and that they have the right to discontinue whenever they feel it is necessary.

* Risks to subjects' welfare:

The researcher will make it clear to them that they will not be exposed to any risky situation which may harm them in any way.

* Post-research explanation and /or debriefing:

The colleges and schools principals, lecturers, teachers, learning facilitators and the student teachers will be told that the results of the study will be made available to them.

* Confidentiality of results:

Subjects will be assured that their responses will be treated confidentially

* Protecting and/or addressing participants at risk situation:

Subjects will not be exposed to any risk situations.

6. Other ethical concerns which may arise during the course of the research:

Such circumstances are not foreseen.

7. The expected benefits to be derived from the research:

The researcher hopes that the study will reveal the flaws in the manner in which teaching practice is conducted, the ways in which it can be improved and whether there is need to have it in teacher education curriculum.

Appendix G

FREE STATE PROVINCIAL GOVERNMENT

Education

Enquiries	:	Mr W.B. van Rooyen/LB		Tel. :	051-405 5504
Reference no.	:	0.1/11/3/3		Fax. :	051-403 3421

02 August 1999

Mr T I Makume
Director (South Africa): Uniqwa / Concordia Project
University of the North
Qwa Qwa Campus
Private Bag X 13
PHUTHADITJHABA
9866

Dear Mr Makume

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 9 June 1999 and the detailed research requests for eleven students received on 1 July 1999 refer.
2. Research titles applied for:

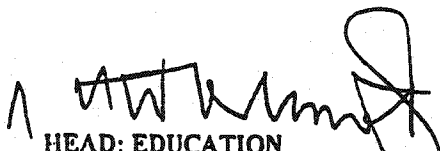| Name:	Titles:
Me Makgoarai Mofutsanyana:	The effect of intervention strategies used by teachers on the academic performance of learners with behaviour and/or emotional disorders in the Eastern Free State.
Mr Letekatoa Taoana:	Conceptual difficulties experienced by grade 12 pupils in basic concepts of chemistry, specifically the Mole.
Mr Molefi Thobileng:	A survey of what facilitates or hinders ESL learning in Qwa Qwa high schools.
Ms Maria Nkosi:	How effectively do pre-primary school playroom(s) assist children to develop holistically (i.e. Intellectually, Emotionally (affective), Socially and Physically (fine and gross motor) through various learning centers (areas)

Mr Molefi Mofokeng:	Rethinking the sources of disaffection among secondary school students.
Mr Tatolo Edgar Molebatsi:	An investigation into the high failure rate of ESL grade 12 Exams.
Mr Thabo Letho:	An effective student - Teaching practice programme.
Mr Mohapi Mohaladi	The relationship between matric pass rate and the extent of Total Quality Management (TQM) principles implemended in Harrismith District Schools.
Mr Thabo Letuka	Considering the study of leadership skills as a valuable life skill that may enhance learning.
Mr Paseka Maboya	A study of parental / guardian involvement in decision making structures and processes at tertiary level institutions in South Africa with special reference to tertiary educational institutions in the Free State Province.
Ms Varaluxmi Chetty	The role of organisation and management towards increasing pupil achievement in rural schools.

3. Permission is granted for the above students to conduct research in the Free State Department of Education under the following conditions:
   3.1 The names of teachers/learners (where applicable) must be provided by the principals.
   3.2 Officials / Principals / HOD's / Teachers / Learners (where applicable) participate voluntarily in the projects.
   3.3 Where applicable, the names of schools and respondents involved remain confidential in all respects.
   3.4 Completion of questionnaires by teaching staff and learners must take place outside normal tuition time of the school.
   3.5 This letter must be shown to all participating persons.
   3.6 Individual reports on the 11 projects must be donated to the Free State Department of Education after completion of the projects where it will be accessed in the Education Library, Bloemfontein.
   3.7 You must address a letter to the Head: Education, for attention
   W.B. van Rooyen
   Room 1211
   C.R. Swart Building
   Private Bag X20565
   BLOEMFONTEIN
   9301
   accepting the conditions as laid down.

4. We wish the students every success with their research.

Yours sincerely

HEAD: EDUCATION