

**TITLE:**  
**THE PASTORAL ROLE AND PRIMARY SCHOOL TEACHERS' IDENTITY IN  
THE WESTERN CAPE: A MULTIPLE CASE STUDY**

MICHELLE ISABEL BURROWS

A thesis submitted in fulfilment of the requirements for the degree of  
Doctor Philosophiae in the Faculty of Education, University of the Western Cape



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Supervisor: Prof. Lorna B. Holtman

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## **KEY WORDS**

Educational Reform

Policy Implementation

Norms and Standards for Educators

Teacher Identity

Communities of Practice

Western Cape Schools

Primary Schools

Teacher Wellness

Teacher Development Programme

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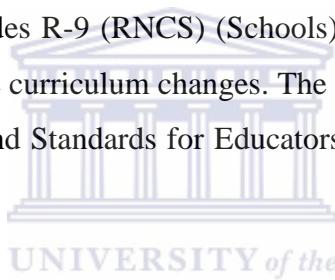
## **ABSTRACT**

### **THE PASTORAL ROLE AND PRIMARY SCHOOL TEACHERS' IDENTITY IN THE WESTERN CAPE: A MULTIPLE CASE STUDY**

M. I. Burrows

PhD thesis in the Faculty of Education, University of the Western Cape

After South Africa became a democratic country in 1994, the South African education ministry devised curriculum changes at a national level that would reflect an equal education structure for all South Africans. Curriculum 2005 was implemented in 1998 with the curriculum changes gazetted in the Department of Education's Revised National Curriculum Statement for Grades R-9 (RNCS) (Schools). South African teachers had to be retrained to implement these curriculum changes. The legislation for teacher education is documented in the Norms and Standards for Educators (NSE) policy document (DoE, 2002).

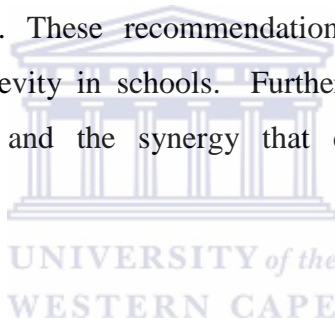


This exploratory phenomenological multiple case study explores teacher identity in connection to how primary school teachers view, perceive and implement the Community, Citizenship and Pastoral (CCP) role at three primary schools in the Western Cape education districts. The three schools chosen can be described as suburban advantaged, suburban disadvantaged and urban disadvantaged. The overall aim of this study is to investigate the connection between teacher identity and the views, perceptions and practices of primary school teachers at three schools in the Western Cape in relation to the practical, foundational and reflexive competences of their CCP role.

In this multiple case study, qualitative methods are used. The qualitative methods include participant interviews, focus group discussions, unstructured observations and document analyses. Numerical data collected is presented in a quantitative format. An interpretative approach from an insider and outsider perspective has been selected. Terre Blanche,

Durrheim & Kelly's (2006) steps in interpretative data analysis is adopted as well as Max-Neef's (1991) transdisciplinary approach.

This study is informative for a number of stakeholders: teachers, schools, Education Management Development Centres, the Western Cape Education Department and the National Education Department. I report on how teachers see their teacher identity and how this identity impacts on the way teachers view, perceive and approach their CCP role. Some internal and external factors that influence teacher identity include administrative stress, staff dynamics and the results and feedback from learners. The significance of this study lies in the revelation that all teachers, irrespective of their teaching environment or backgrounds, are in need of support. Based on the findings of this investigation I further propose a programme for teacher support that can be encouraged amongst teachers. These recommendations can influence both teacher performance and teacher longevity in schools. Further recommendations are for the extended school community and the synergy that can exist among the various stakeholders in education.



October 2012



## DECLARATION

I declare that *The Pastoral Role And Primary School Teachers' Identity In The Western Cape: A Multiple Case Study* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Michelle Isabel Burrows

October 2012

Signed: .....



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## LIST OF ABBREVIATIONS

ANA	Annual National Assessment
ANC	African National Congress
BELA	Basic Education Laws Amendment
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statements
CCP Role	Community, Citizenship and Pastoral Role
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
EMDC	Education Management and Development Centre
EQ	Emotional Intelligence
FET	Further Education and Training
GET	General Education and Training
IQ	Rational Intelligence
MRTEQ	Minimum Requirements for Teacher Education Qualifications
MTEF	Medium Term Expenditure Framework
NQF	National Qualifications Framework
NSE	Norms and Standards Document
OBE	Outcomes Based Education
PDI	Previously Disadvantaged Individual
RNCS	Revised National Curriculum Statement
SACE	South African Council for Educators
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SGB	School Governing Body
SMT	School Management Team
SQ	Spiritual Intelligence

US Unit Standard  
WC Western Cape  
WCED Western Cape Education Department



## Chapter One

### Introduction:

#### Round, like a circle in a spiral



**Figure 1: Round, like a circle in a spiral**

<http://www.flickr.com/photos/rundwolf/6519159941/in/photostream/> Accessed 4 April 2012

As a child Johnny Mathis's version of *The Windmills of Your Mind*, composed by Michel Jean Legrand in 1968 with the English lyrics written by Alan and Marilyn Bergman (found in Appendix 1), frequently played in our home. It was while I was analysing and coding the research data that the song just seemed to find me again as the information seemed to spiral in front of me almost tempting me to make sense of it or to give up. As I worked and deliberated over the research information, many lessons I learnt in life seemed to be coming full circle and the process felt to be the personification of the motto of the University of the Western Cape: *Respice Prospice*, literally translated from Latin "look back; look forward" or contextually, "learn from the past; look to the future". For this reason I have chosen certain lines of the song to introduce my chapters.

Marcel Proust states: "We must never be afraid to go too far for the truth lies beyond" ([www.brainyquote.com](http://www.brainyquote.com)). Inspired by this quote, the challenge I take up as I journey into this investigation is to be bold. I am cognisant of the fact that the information that I have gathered is precious and that those who have offered up their time are special and it is with this significant reality that I pry to discover and reveal a notion of truth.

This research was completed when the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET, 2011) which replaced the Norms and Standards for Educators

(NSE) policy document (DoE, 2000) had not been formulated and the teachers who were participating in my study were not aware of the changes that were to come. The roles of the teachers described in the NSE (2000) policy were retained in the MRTEQ (DHET, 2011). The participant teachers were not aware of the National Curriculum Statement Grades R-12 (DBE, 2011b) which introduced the Curriculum and Assessment Policy Statements (CAPS) documents either. I would like to highlight that my discussion will be presented from the viewpoint that those involved in the study are not aware of the changes even though while I report I am aware of the changes that have taken place in the interim. My recommendations on the other hand will be guided by the new approaches to the curriculum and teacher education requirements.

This multiple case study involves teachers from three primary schools in the Western Cape Education Department's education districts (map found in Appendix 2). The phenomenon of teacher identity was investigated and how this phenomenon could influence the way these teachers view, perceive and approach the Community, Citizenship and Pastoral (CCP) role as stated in the Norms and Standards for Educators policy document (DoE, 2000). The second condition listed in the Western Cape Education Department's permission to conduct research letter (found in Appendix 3) prohibits the identification of the schools investigated. They will remain anonymous throughout the thesis.

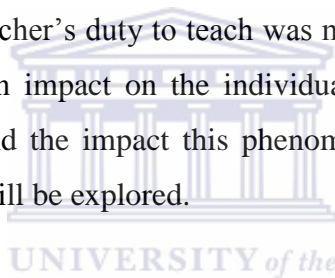
To understand the possible influences and factors that could have moulded teacher identity, it is imperative to sketch the background to South Africa's education system and policy implementation. Further introductions in this chapter are to the primary schools investigated, the motivation for this study, the statement of the problem, the objectives and significance of the study, the research design and research methodology and finally the structure of this thesis.

### **1.1 Background: The influences shaping teacher identity in South African teachers**

South Africa is a new democracy of eighteen years. Sayed & Jansen (2001) report that the new bureaucracy that assumed control of the education system after 1994 were skilled in the politics of opposition and policy debate but not sufficiently in system management. This oversight led to a 'policy gap' which is reflected in the mismatch between policy intentions, policy practice and

policy effects. Exacerbating this gap is the public schooling's crumbling infrastructure, a redeployment scheme that has failed and that has increased teacher disillusionment, violence in educational institutions and the declining matriculation pass rate (ibid, 2001).

However, as new curricula were designed and implemented, the shifting of teacher identity was not always addressed. Jansen (2001) proposes that teacher identity is impacted upon by educational reform and that teacher identity is affected by policy changes. The impact that teacher identity has on a teacher's work performance could have been an oversight of the National Education Department of how teacher identity can influence the teachers' ability to teach. However, teacher identity as a phenomenon could also not have been deemed a critical component needing immediate attention by curriculum designers. The emphasis of the education department concerning the retraining of teachers was merely on the implementation of the new curriculum. In other words, the teacher's duty to teach was more important than the teacher as a human being and how change can impact on the individual teacher. To further illustrate the significance of teacher identity and the impact this phenomenon has on teacher performance, some teacher identity definitions will be explored.



According to Drake, Spillane, & Hufferd-Ackles (2001:2) teacher identities are “their sense of self as well as their knowledge and beliefs, dispositions, interests, and orientation towards work and change”. Carl (2005:228) states that teacher involvement in curriculum development is essential, and this involvement is not only beneficial for education “but also for nurturing the personal and professional growth of the teacher”. These sentiments highlight the critical need to see the success of any education system as being a partnership between the teachers, the community and the education department. The CCP role therefore should reflect this in teacher education legislation. Also Drake et al.'s (2001) “sense of self” could be affected by the demands placed on teachers and the time pressure that they work under. Morrow (2005) suggests that the job of teachers is to teach yet the Norms and Standards for Educators do not take into account the differences in the work of teachers in an organised and functioning school as opposed to a teacher situated in a dysfunctional or barely functional school.



Jansen (2001:242) further proposes that “teacher identities could be described as the way teachers feel about themselves professionally, emotionally and politically given the conditions of their work”.

## **1.2 South African education reforms and policy implementation**

After the first democratic elections in 1994 the South African schooling system was restructured. According to Asmal (DoE, 2001:4) educational reform has been a central part of South Africa’s reconstruction and development project. The two imperatives that drove the process were firstly that government had to overcome the devastation of apartheid, and provide an educational system that builds democracy, human dignity, equality and social justice. Secondly, to enable South Africans to respond to the twenty-first century’s social and economic challenges, a lifelong system of learning had to be created.

In the period 1994-1997 the Ministry of Education strove to create a transformation framework. They did this by confronting three inter-related tasks: dismantling apartheid structures and creating a unified education system, creating a more equitable system of financing in a context of huge demands on South Africa’s limited financial resources, and creating a policy framework which gave concrete expression to the values that underpinned the post-apartheid state (DoE, 2001:6). Educational reconstruction in the first five years focussed on systemic reform geared to dismantling apartheid-created structures and procedures. Without a breakdown in service delivery, the integration of formerly divided bureaucracies had to be achieved. This included the transferring of institutions, staff, offices, records, assets and more than ten million learners and teachers into a new system. “The establishment of one national and nine provincial education departments, all new, was achieved mainly by new and old professional public servants, under the guidance of the Council of Education Ministers” (DoE, 2001:6).

The first task listed was achieved when the school career was no longer divided into standards one to ten with the first two years of schooling being called Sub A and Sub B. In its place the system switched to grades. A compulsory reception year was introduced called Grade R or Grade 0. This year is offered at some primary schools but can also be completed at accredited Early Learning Centres. In terms of levels of schooling, the kindergarten area of learning was called

the General Education and Training (GET) Foundation Phase that comprised Grades R-3. Learners in this phase are generally between six and nine years old. The GET Intermediate Phase followed with Grades 4-7 and then the GET Senior Phase from Grades 7-9. Grade 9 has been afforded an exit year status as this is when compulsory schooling ends. The Further Education and Training (FET) band follows and consists of Grades 10-12 in schools (DoE, 2008a). Learners are given choices of completing this phase at a traditional high school or they can choose to enter vocational or technical specialisation learning centres called FET colleges.

Since 1994 the education ministry has focussed on changing South African schools from offering apartheid education to an inclusive education system. To facilitate this change, Curriculum 2005 (C2005) was launched in 1998 with Outcomes Based Education (OBE) being the new curriculum approach (Naicker, 2000). Part of the legacy of apartheid was the government's education system that was designed around racist principles. Separate education departments had been formed to uphold the apartheid ideology. The essence of the new curriculum was therefore to dispel the ideologies of Christian National Education that was taught using separate departments of education. The curricula of the past had been used to endorse and to perpetuate inequality amongst South Africans according to the government's racist labelling system (Donaldson, 2001).

According to Asmal (DoE, 2001:9) C2005 “envisaged for general education a move away from a racist, apartheid, rote learning model of learning and teaching to a liberating, nation-building and learner-centred outcomes-based one.” In line with training strategies, the re-formulation was intended to allow greater mobility between different levels and institutional sites, and the integration of knowledge and skills through “learning pathways”. Its assessment, qualifications, competency, and skills-based framework encouraged the development of curriculum models aligned to the National Qualification Framework (NQF) in theory and practice.

According to Manganyi (2001) the South African teaching system has been characterised by divisions of race, gender and ethnicity and was always steeped in inequality. Curriculum 2005 introduced an integrated curriculum for all South Africans. Its implementation was a major challenge and as a result retraining and support of teachers had to be done. OBE as the new

curriculum approach was motivated by the premise that all learners can learn and that teachers should enable these learners to reach specific outcomes.

In 1994, President Mandela released a proclamation on the rationalisation of public administration which replaced laws on public service (RSA, 1994). State educational institutions (RSA, 1994) were included in this rationalisation process and South African schools were impacted upon by experienced educators leaving the profession. The education department prior to implementing Curriculum 2005 (DoE, 1997) offered retrenchment packages to teachers till 1998 as part of the policy framework for educational transformation (DoE, 2001). They also increased the learner-teacher ratios in classes and distributed new establishments for every school. School management and governing bodies had to identify teachers whom they now deemed “in excess”. Part of the rationalisation process was that teachers who wanted to stay in the profession could be transferred to other schools whose establishments had been negatively affected by staff members who had opted for the retrenchment offer. The increased pressure of a reduced staffing component, increased class sizes and mastering new curricula has had its challenges in South African schools (Sayed & Jansen, 2001).

UNIVERSITY of the

From 1998-2000 the emphasis changed from creating the framework to action (DoE, 2001). The critical challenges that were identified were the high turnover of senior leadership personnel and the capacities of individuals and teams at all levels. The country needed skilled and capable personnel and they still had to overcome the inherited apartheid traditions in bureaucratic and hierarchical management.

To address these challenges, in July 1999 Asmal introduced *Tirisano*, a Sotho word meaning “working together” (DoE, 2001:11). This programme consisted of nine priorities which were designed to motivate a shared vision among parents, learners, educators, community leaders, NGOs, the private sector and the international community. These priorities are listed below:

1. We must make our provincial systems work by making co-operative government work.
2. We must break the back of illiteracy among adults and youths in five years.
3. Schools must become centres of community life.
4. We must end conditions of physical degradation in South African schools.

5. We must develop the professional quality of our teaching force.
6. We must ensure the success of active learning through outcomes-based education.
7. We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21st century.
8. We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century.
9. We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system.

The nine priorities were divided into five programme areas:

- HIV/AIDS;
- school effectiveness and teacher professionalism;
- the fight against illiteracy;
- further education and training and higher education; and
- organisational effectiveness of national and provincial systems.

The focus of *Tirisano* was extended to include whole school evaluation and the appraisal of teachers. The emphasis was on raising the accountability of schools for their performance, and the development of instruments for their evaluation, to be utilised also by a service of provincially based supervisors working with district level teams (DoE, 2001).

To achieve equity in education provision, restructuring of education expenditure had to be addressed. The Medium Term Expenditure Framework (MTEF) was designed with the introduction of an equitable shares formula and a policy called the National Norms and Standards for School Funding. The shares formula was used to allocate provincial revenue levels for each province from the provincial share of national revenue. The policy provided a framework for allocating non-personnel recurrent costs on the basis of need (DoE, 2001).

The National Norms and Standards for School Funding policy document (DoE, 2006a) sought to address the discrepancies in the economic situations of school communities. The ANC-led government thought it fitting to focus the monetary resources available on education in poor areas. This led to the introduction of Section 21 schools (DoE, 2006a). Schools along with their SGB's were able to change the spending structures in schools and this increased the pressure on teachers to run their schools as businesses (Mathieson, 2001). This policy has had constant attention from the Department of Education as cited below (DBE, 2011c:3):

I, Angelina Matsie Motshekga, Minister of Basic Education, in terms of section 35 read with section 39(7) of the South African Schools Act, 1996, (Act 84 of 1996) and paragraph 110 of the National Norms and Standards for School Funding (NNSSF), after consultation with the Minister of Finance and the Council of Education Ministers, hereby publish amendments to the NNSSF. The NNSSF were published in Government Notice No. 890, Government Gazette No. 29179 of 31 August 2006, corrected by Government Notice No. 1282, Government Gazette No. 29473 of 14 December 2006, amended by Government Notice No. 26, Government Gazette No. 30679 of 18 January 2006 and further amended by Government Notice No. 1089, Government Gazette No. 31498 of 17 October 2008, Government Notice No. 1387, Government Gazette No. 31574 of 4 November 2008, Government Notice No. 78, Government Gazette No. 31848 of 30 January 2009, Government Notice No. 1052, Government Gazette No. 32683 of 6 November 2009, Government Notice No. 1135, Government Gazette No. 32772 of 3 December 2009, Government Notice No. 1179, Government Gazette No. 32804 of 11 December 2009, Government Notice No. 1017, Government Gazette No. 33723 of 05 November 2010, Government Notice No. 47, Government Gazette No. 33971 of 28 January 2011 and Government Notice No. 48, Government Gazette No. 33973 of 31 January 2011.

Manganyi (2001) states that the first five years of change produced four ground breaking education White Papers, six acts of Parliament and nineteen associated government notices covering regulations of one description or another. Hayward (1994) (as cited in Paulse, 2005) relates that changes in the fundamental structure of teaching causes teachers to experience more stress than they usually would have in the classroom. The rapid rate of change is indicative of the situation in schools that has led to many educators leaving the profession, some of whom held key positions at schools. Many qualified educators emigrated or entered the private sector and with them skills required in our developing democratic country were lost to South African schools. During this period of instability, educators were expected to adapt to the Department of Education's Revised National Curriculum Statement for Grades R-9 (Schools) and had to implement the Norms and Standards for Educators policy document (DoE, 2002).

In 2000 and 2007, South Africa participated in the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) programme which tests languages and mathematics in fifteen African countries. The SACMEQ levels and trends in Grade 6 pupil achievement across regions in South Africa are shown in Table 1 below. South Africa's levels were below that of the average of the other countries. A negative outcome of C2005 was the reducing levels of numeracy and literacy amongst South African learners. The SACMEQ report (SACMEQ, 2011) showed that the trends in South African achievement between 2000 and 2007 presented a

mixed picture in the average reading and mathematics of Grade 6 learners. As depicted in Table 1, the Western Cape showed a decline in 2007 yet they still achieved the highest scores across the provinces. The lessons for teacher development (SACMEQ, 2011) were that Higher Education institutions providing teacher education should train teachers in developing tasks and assessments that are inclusive of all levels of learning and that in-service teachers should have training programmes structured by DBE and DHET that deal specifically with teachers' needs on content associated with the higher levels of achievement.

**Table 1: SACMEQ levels and trends in Grade 6 pupil achievement across regions in South Africa (SACMEQ report, 2011:6)**

Province	Pupil reading score 2000	Pupil reading score 2007	Pupil mathematics score 2000	Pupil mathematics score 2007
Eastern Cape	444	448	449	469
Free State	446	491	448	492
Gauteng	576	573	552	545
Kwazulu-Natal	517	486	510	485
Limpopo	437	425	446	447
Mpumalanga	428	474	433	476
Northern Cape	470	506	461	499
North West	428	506	420	503
<b>Western Cape</b>	<b>629</b>	<b>583</b>	<b>591</b>	<b>566</b>
South Africa	492	495	486	495
SACMEQ	500	512	500	510

In 2008, in response to these findings, the Foundations for Learning Campaign (DoE, 2008a) was launched to improve learner performance in reading, writing and numeracy in all South African schools and it was styled once more as a Call to Action. This was a plan to be completed from 2008-2011. The vision was that The Foundations for Learning Campaign would culminate with a national evaluation at the end of 2011 to assess the Literacy (Languages) and Numeracy (Mathematics) levels of Grade 3 and Grade 6 learners in South Africa in order to determine the



impact of the campaign. It was also stated (DoE, 2008a) that for the duration of the campaign South Africa would not participate in any regional or international studies assessing learner competency levels in Literacy and Numeracy in the GET Band.

This campaign was followed by a Ministerial Committee on National Education Evaluation and Development Unit (NEEDU) being established by Pandor, the Minister of Education, in terms of Government Notices 31403 of 2008 and 31492 of 2008 respectively. The Ministerial Committee submitted its final report in 2009 (DoE, 2009). In the report the committee's main criticism of Systemic Evaluation (DoE, 2009:24) was that:

... while it provides valuable information on learner performance in grades 3, 6 and 9, the data is limited to what is available in a sampled selection of schools and learning areas (numeracy, literacy) and that the underlying factors that cause underperformance in these areas are not investigated. It follows, therefore, that there is little available in terms of change strategy to act on this data in either school improvement broadly, or specifically in altering teaching and learning to redress low performance.

However, when the Department of Education was split in 2009 into the Department of Basic Education and the Department of Higher Education and Training, the new minister of the Department of Basic Education (DBE, 2009) continued being committed to constant monitoring of the numeracy and literacy levels of learners. The results of the Annual National Assessments (ANA) tests were completed in 2011 presented in Table 2 below. According to the DBE (DBE, 2012:26):

ANA is expected to have four key effects on schools: to expose educators to better assessment practices; to make it easier for districts to identify the schools that are most in need of assistance; to encourage schools to celebrate outstanding performance; and to empower parents with important information about their children's performance.

Standardised literacy and numeracy skills tests were written by all learners who had been in Grades 1-6 in 2010 and this constituted ANA February 2011. The 1 800 schools that participated managed the process themselves. This series of tests was referred to as the "Universal ANA". The verification of the "Universal ANA" was done by the Human Sciences Research Council (HSRC). The HSRC did the "Verification ANA", as it is commonly referred to, by analysing and

reporting on the Grade 3 (Literacy and Numeracy) and Grade 6 (Language and Mathematics) tests received from a representative sample of 1 800 schools (DBE, 2012:26).

**Table 2: 2011 ANA average percentage scores after remarking (DBE, 2011a:20)**

	<b>Grade 3</b>	<b>Grade 3</b>	<b>Grade 6</b>	<b>Grade 6</b>
<b>Province</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Languages</b>	<b>Mathematics</b>
Eastern Cape	39	35	29	29
Free State	37	26	23	28
Gauteng	35	30	35	37
Kwazulu-Natal	39	31	29	32
Limpopo	30	20	21	25
Mpumalanga	27	19	20	25
Northern Cape	28	21	27	28
North West	30	21	22	26
<b>Western Cape</b>	<b>43</b>	<b>36</b>	<b>40</b>	<b>41</b>
South Africa	35	28	28	30

The ANA report stated that: “The key overall finding is that in 2011, learner performance continued to be well below what it should be, especially for the children of the poorest and most disadvantaged South Africans.” (DBE, 2011a:30) The Western Cape scored the highest of all the provinces across all the assessments. Further explanation of the significance of Table 2 is addressed in section 1.4.

### **1.3 Western Cape (WC) schools**

The Western Cape schools’ performance as reflected in Table 2 above shows that in Grade 3 literacy and Grade 3 numeracy the WC outperforms the rest of South Africa by 8%. In Grade 6 languages, the WC score is 12% higher than the South Africa score and in Grade 6 mathematics the WC percentage is 11% higher in comparison to the South Africa result. Similarly, if one concentrates on Table 1 and compares the Western Cape scores to the SACMEQ levels, the Western Cape is considerably higher than the overall SACMEQ points. The reading score in 2000 in the Western Cape is 629 as compared to the SACMEQ score of 500. However, in 2007,



while the SACMEQ score increases to 512, the WC score reduces to 583. Reflecting on the mathematics scores, the same trend can be seen as in reading. In 2000 the WC score is 591 and the SACMEQ score is 500. However, the turnaround is seen in 2007 when the SACMEQ score increases to 510 and the WC score reduces to 566. From the statistics one can deduce that while the WC is still the best achieving province in South Africa, the learners are regressing in their reading and mathematics.

Still focussing on the results as reflected in Table 2, the ANA percentages are further analysed in Table 3 below with the information reflected as percentages in four categories:

**Table 3: ANA percentages (rounded) achieved in the Western Cape (DBE, 2012:27-30)**

Achievement levels	Outstanding (70%-100 %)	Achieved (50%-69%)	Partially achieved (35%-49%)	Not achieved (0%-34%)
Grade 3 Literacy	19	27	14	41
Grade 3 Numeracy	9	18	23	49
Grade 6 Languages	8	27	24	41
Grade 6 Mathematics	11	19	26	45

From Table 3 we can see that amongst WC ANA learners, 60% of the candidates who wrote the Grade 3 literacy assessment tests were successful. The Grade 3 numeracy score is the most worrying as 49% of the candidates were unable to achieve 34%. The Grade 6 languages pass percentage was 59% which is very close to the Grade 3 literacy total which was 60% being successful. However, the outstanding band for languages in Grade 6 is only 8% compared to Grade 3 where 19% outstanding passes were recorded. Interestingly, mathematics in Grade 6 has a 56% pass rate which is higher than the Grade 3 numeracy pass rate of 50%. Even more significantly the Grade 6 mathematics results are better across the bands.

I would now like to illustrate WC school information as shown in Tables 4, 5 and 6.

**Table 4: WC basic school data (DBE, 2012:4)**

Learners in school	As % of National Total	Educators	As % of National Total	Schools	As % of National Total	Learner-Educator Ratio (LER)	Learner-School Ratio (LSR)	Educator-School Ratio (ESR)
1 000 616	8.2	35 354	8.5	1 625	6.3	28.3	616	21.8

Table 4 reflects the combined basic school data of the ordinary public school sector together with the ordinary independent school sector. Analysing Table 4 in relation to the other nine provinces, the Western Cape has the sixth most learners in schools, the fifth most educators and the seventh most schools. The LER is the seventh lowest; however, the LSR and ESR are the second highest in the country.

The WC has over 1 million learners. There are 959 714 learners in ordinary schools, 31 870 teachers in ordinary schools and 1 455 ordinary schools (DBE, 2012) in the Western Cape. In Tables 5 and 6 below is a further breakdown of Table 4 into the eight regions that make up the Western Cape education districts. The teachers participating in this study came from the metro areas which are highlighted in the oval section in the map that can be seen in Appendix 2.

**Table 5: Number of learners in the WC education districts (DBE, 2012:19)**

District	Pre Grade R	Grade R	Primary Gr. 1-7	Secondary Gr. 8-12	Other	Female	Total
Cape Winelands	662	7 755	86 485	50 168	147	72 416	145 217
Eden and Central Karoo	479	4 110	74 285	38 386	143	59 118	117 403
<b>Metro Central</b>	<b>720</b>	<b>7 244</b>	<b>83 103</b>	<b>54 308</b>	<b>180</b>	<b>74 389</b>	<b>145 555</b>
<b>Metro East</b>	<b>112</b>	<b>4 383</b>	<b>89 981</b>	<b>55 403</b>	<b>103</b>	<b>76 311</b>	<b>149 982</b>
<b>Metro North</b>	<b>987</b>	<b>8 402</b>	<b>108 491</b>	<b>63 091</b>	<b>157</b>	<b>92 149</b>	<b>181 128</b>
<b>Metro South</b>	<b>364</b>	<b>6 951</b>	<b>100 592</b>	<b>53 894</b>	<b>50</b>	<b>83 104</b>	<b>161 851</b>
Overberg	179	1 847	26 061	12 346	64	20 261	40 497
West Coast	60	2 911	39 086	16 793	133	30 016	58 983
Total	3 563	43 603	608 084	344 389	977	507 764	1 000 616
<b>Metro Total</b>	<b>2 183</b>	<b>26 980</b>	<b>382 167</b>	<b>226 696</b>	<b>490</b>	<b>325 953</b>	<b>638 516</b>

The number of learners in the metro areas is 638516 which is 63.81% of the total learners in the WC education districts. The majority (59.85%) of the learners are in primary schools. These factors influenced my decision to choose primary school teachers from the metro areas to participate in the study. Also the ANA tests and the SACMEQ tests are completed with learners in Grades 3 and Grades 6 which presenting another crucial factor as these teachers are used as an indicator of the success of schooling in South Africa.

**Table 6: Number of educators in the Western Cape education districts (DBE, 2012:19)**

<b>District</b>	<b>Female Educators</b>	<b>Male Educators</b>	<b>Total Educators</b>	<b>Public Schools</b>	<b>Independent Schools</b>	<b>Total</b>
Cape Winelands	3 418	1 756	5 174	275	16	291
Eden and Central Karoo	2 646	1 379	4 025	228	17	245
<b><i>Metro Central</i></b>	<b><i>4 055</i></b>	<b><i>1 850</i></b>	<b><i>5 905</i></b>	<b><i>211</i></b>	<b><i>48</i></b>	<b><i>259</i></b>
<b><i>Metro East</i></b>	<b><i>3 403</i></b>	<b><i>1 465</i></b>	<b><i>4 868</i></b>	<b><i>136</i></b>	<b><i>22</i></b>	<b><i>158</i></b>
<b><i>Metro North</i></b>	<b><i>4 632</i></b>	<b><i>1 747</i></b>	<b><i>6 379</i></b>	<b><i>202</i></b>	<b><i>30</i></b>	<b><i>232</i></b>
<b><i>Metro South</i></b>	<b><i>3 871</i></b>	<b><i>1 601</i></b>	<b><i>5 472</i></b>	<b><i>189</i></b>	<b><i>15</i></b>	<b><i>204</i></b>
Overberg	1 028	428	1 456	82	14	96
West Coast	1 395	680	2 075	132	8	140
Total	24 448	10 906	35 354	1 455	170	1 625
<b><i>Metro Total</i></b>	<b><i>15 961</i></b>	<b><i>6 663</i></b>	<b><i>22 624</i></b>	<b><i>738</i></b>	<b><i>115</i></b>	<b><i>853</i></b>

Reflecting on Table 6 we can see that 63.99% of educators in the WC are employed in the metro districts. Just concentrating on the WC Metro education districts, 70.55% of the teachers are female and 29.45% are males. The teachers who participated in the study are all from public schools in the Metro education districts and because (as seen in the table) the majority of teachers are female, this is also replicated in this study.

In Table 7 below the gross enrolment ratio (GER) and the gender parity index (GPI) are shown of learners in ordinary schools in the Western Cape. The GER and GPI are first illustrated in school phases and then in school bands. The GER values have been rounded off to whole

numbers and are represented as a percentage. An interesting occurrence that is noted when the figures are compared to the other provinces is that except for Gauteng and the Western Cape, in the primary phase and the GET band there is a higher enrolment of males in the other provinces. However, female enrolment is the higher percentage in all the provinces in the secondary phase and the FET band. In the primary phase and the GET band the WC has the highest GPI; in the secondary phase and the FET band the GPI is joint highest with the Eastern Cape.

**Table 7: WC gross enrolment ratio (GER) and gender parity index (GPI) (DBE, 2012:6)**

<b>Gender</b>	<b>GER: Primary phase % (Gr.1-7)</b>	<b>GPI</b>	<b>GER: Secondary phase % (Gr. 8-12)</b>	<b>GPI</b>	<b>GER: Total (Gr. 1-12)</b>	<b>GPI</b>
Female	87		82		85	
Male	85		71		80	
		1.02		1.15		1.06
<b>Gender</b>	<b>GER: GET Band % (Gr.R-9)</b>	<b>GPI</b>	<b>GER: FET Band % (Gr. 10-12)</b>	<b>GPI</b>	<b>GER: Total (Gr. R-12)</b>	<b>GPI</b>
Female	83		74		81	
Male	81		59		76	
		1.03		1.24		1.06

After the ANA report became public, it became evident that the deteriorating quality of South African education had to be addressed and the latest Call to Action was introduced in August 2010 by the DBE's Action Plan to 2014: Towards the realisation of schooling 2025 document (DBE, 2010:3). Goals 22 and 23 that speak to issues raised in the research regarding the CCP role are (DBE, 2010:4):

22. Improve parent and community participation in the governance of schools, partly by improving access to important information via the eEducation strategy.

23 Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

These goals coincide with the recommendations that the teachers participating in the case study expounded on in chapter four.

In alignment with this Action Plan to 2014, the Department of Basic Education has embarked on the Curriculum and Assessment Policy Statements (CAPS) implementation process in 2011, with the commencement in 2012. According to the National Curriculum Statement Grades R-12 (DBE, 2011b:3) CAPS is to be implemented into the foundation phase and Grade 10 in 2012. The CAPS implementation is still in response to the Department of Education's Revised National Curriculum Statement for Grades R-9 (Schools) (DoE, 2002).

According to the Minimum Requirements for Teacher Education Qualifications (DHET, 2011:9), The Norms and Standards for Educators (NSE) policy document (2000) "was the first formal policy on academic qualifications for educators and it attempted to bring a sub-sector of Higher Education qualifications into line with the National Qualifications Framework (NQF) and the national school curriculum". The NSE has therefore been replaced by The Minimum Requirements for Teacher Education Qualifications document (DHET, 2011:3).

The scope of the Norms and Standards for Education policy statement states that the term "educator" (DoE, 2000:9) applies:

... to all those persons who teach or educate other persons or who provide professional educational services at any public school, further education and training institution or departmental office. The term includes educators in the classroom, heads of departments, deputy-principals, principals, education development officers, district and regional managers and systems managers. ... The policy describes the roles, their associated set of applied competence (norms) and qualifications (standards) for the development of educators.

One criticism of the NSE (2000) document was that the scope of the definition of an educator is very broad and this criticism is addressed in the MRTEQ document in that the definition of an educator and a teacher are separated. The differentiation is described as follows (DHET, 2011:5):

*Educators* in this policy refers to persons who educate other persons or who provide professional educational services or support to schools catering for Grade R-12 learners. The term includes classroom teachers, education practitioners, teaching and learning specialists, heads of departments, deputy principals, principals, curriculum advisors, education specialists, teacher development officers, education development officers, district and regional managers and education systems managers. A *teacher* is a school-based educator whose core responsibility is that of classroom teaching at a school.

The seven roles that South African educators are expected to fulfil as documented in the National Education Policy Act 27 of 1996 include (DoE, 2000:13-14): “Learning mediator; Interpreter and designer of learning programmes and materials; Leader, administrator and manager; Scholar, researcher and lifelong learner; Community, citizenship and pastoral role; Assessor; and Learning area/subject/discipline/phase specialist.” These roles have been retained as descriptors, and integrated and applied knowledge are covered across disciplinary, pedagogical, practical, fundamental and situational learning (DHET, 2011:11). These learnings are explored further in chapter two.

The NSE (2000) document stated that the norm is the applied competence and the standard is the qualification. Teachers were expected to develop these roles and competences in their teacher qualifications. The seventh role listed above is the “over-arching role into which other roles are integrated” (DoE, 2000:14). Applied competence in each role includes foundational, practical and reflexive competences (found in Appendix 4).

According to the above Act as reflected in Appendix 4, foundational competence is achieved when the learner (who in this case is the teacher) demonstrates an understanding of the knowledge and thinking which underpins the actions taken. Practical competence is achieved when the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action. Reflexive competence is achieved when the learner demonstrates the ability to integrate or connect performances and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions. When one therefore looks at the seven roles, the CCP role could be viewed as secondary to teaching as the other roles refer directly to the role of the teacher in the classroom. As the CCP role could be approached with less enthusiasm in the light of all the other roles, for the purposes

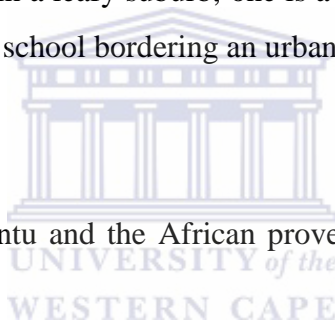
of this study I only focussed on the CCP role with primary school teachers in three primary schools in the Western Cape. Section 1.4 contained information pertaining specifically to schools in the Western Cape and 1.5 will briefly comment on the primary schools chosen.

#### **1.4 The primary schools**

As stated in section 1.4, the primary schools approached were all in the Metro districts of the Western Cape education districts. In the permission letter received from the Western Cape Education Department (found in Appendix 3), the second condition is that, “Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.” For this reason the only way I have chosen to differentiate among them for the purposes of identification in this multiple case study has been to state that one is a suburban advantaged school as it is situated in a leafy suburb, one is a suburban disadvantaged school and the third is an urban disadvantaged school bordering an urban rural fringe.

#### **1.5 Motivation**

I subscribe to the concept of Ubuntu and the African proverb that it takes a village to raise a child.



Tutu (2000:35) expounds on Ubuntu in the following way:

A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed.

The world turned to watch South Africa after our peaceful transition into democracy took place in 1994. We had advertisements encouraging us with slogans like: “South Africa, alive with possibilities.” It is now nearly two decades on and education reports are constantly assessing teachers against outputs as designed by National Education. Numeracy and literacy levels of learners are squarely put at the feet of teachers. The responsibility of raising children is seen as the teachers’ work.

Against this backdrop I therefore became very interested in the teachers as people. I wondered if they were not being dehumanised and their entire value to society was to “churn out productive individuals”. In a way the teacher is being held responsible for the state of society because the question posed to many is: “What were you taught in school?”

I also became intrigued by the concept of “teacher identity” and the impact this could have on the productivity and motivation of teachers. I wondered whether anyone had taken the time to see that if the *identity* of the teacher was marred it would have a ripple effect throughout education, and that a positive identity would be the catalyst to a motivated healthy society. I questioned whether the true answer to many of the education anomalies at present was really the curriculum and whether the desire to constantly capture the progress of learners via ardent administrative practices would alleviate the many problems raised in South African education circles.

I was very aware that what I wanted to research was viewed as being a “soft” issue but I also believe that if we do not look after the teacher as a resource then we as a nation will not be able to achieve any of the hard core outputs listed in many documents. So in this journey I was made very aware by many critics that they could not see the “true value” of what I was wanting to investigate yet I was still resolute to speak to the many teachers who report to school in South African schools on a daily basis.

## **1.6 Statement of the problem**

Zerubavel (2006) expounds on the “sociology of silence”. He speaks about the impact of silence in our daily lives. South Africans are challenged in our new era of democracy. While freedoms have been introduced to all citizens, the mindsets of people might not have been liberated as well. Teachers might not be given a “voice” (Carl, 2005) to express their opinions and challenges in the classroom. They might also subscribe to not wanting the learners to have voices and could believe that this is the correct way to approach the CCP role. While consultative processes may be in place, some teachers might still believe that they are being coerced into the implementation of curricula from the National Education Department. I could hypothesise that the current



literacy and numeracy statistics released by the National Education Department could be the direct result of passive resistance by the teachers to the curriculum, or inadequate training or support of teachers.

Embracing Jansen's (2001) proposition of teacher identity as quoted earlier opens up a dialogue to explore teacher identity in South Africa today. It allows us the space to speak to teachers and how they view, perceive and approach their work. As this in itself might be far too broad, this study will specifically focus on the CCP role. This role speaks directly to the view of teachers as South African citizens and the way they uphold and interpret the constitution. It also addresses the way that teachers nurture their learners and work in their community.

Primary school teachers have been selected as they have to educate nine to twelve year olds. These children are, according to Erikson (1950), entering their psychosocial stage where they are questioning their worth. Should these teachers also be questioning their worth as teachers and be conflicted in their teacher identity, we might be having tension in the classroom that has not been explored as yet. One practical competence listed in the CCP role is: "Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person" (DoE, 2000:19). The teachers' intra-personal conflict could hinder their ability to achieve this competence.

## **1.7 Research aim, questions and objectives**

### **1.7.1 Main aim**

The overall aim of this study was to investigate the connection between teacher identity and the views, perceptions and practices of primary school teachers in the Western Cape in relation to the practical, foundational and reflexive competences of their CCP role.

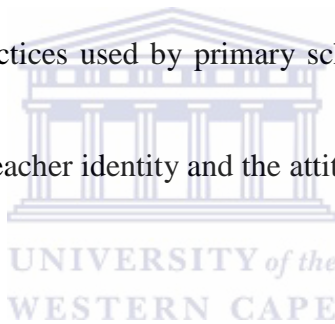
### **1.7.2 Main research question**

How does teacher identity and the views, perceptions and practices of primary school teachers at three schools in the Western Cape relate to the practical, foundational and reflexive competences of their CCP role?

### 1.7.3 Specific research objectives

The specific objectives emanating from the aim of the research were:

- To report on the teacher identity of the primary school teachers;
- To identify the views, perceptions and approaches of the primary school teachers in relation to their CCP role;
- To capture the significance of the CCP role to primary school teachers;
- To record how primary school teachers view the CCP role;
- To investigate how primary school teachers either achieve or do not achieve their CCP role;
- To analyse the implementation practices of primary school teachers regarding the CCP role;
- To investigate the best practices used by primary school teachers to achieve their CCP role; and
- To correlate the report on teacher identity and the attitudes of the primary school teachers towards the CCP role.



### 1.8 Significance of the study

South African teachers at the time of my investigation were still governed by the NSE (2000) document. The seventh role listed in the norms and standards is the “over-arching role into which other roles are integrated” (DoE, 2000:14). Each teacher was expected to achieve applied competence in each role which included foundational, practical and reflexive competences.

The rapid introduction of policy reforms and policy implementation (DoE, 1997; 2000; 2002; 2006a; 2006b; 2007; 2008a; 2008b; 2009; DBE, 2009; 2010) challenged South African teachers as professionals who endeavour to deliver good quality education to the youth of the country. However, a consequence of the changes was the isolation of teachers because parents, who were not familiar with the new education reforms, grappled to assist their children in their homes. While teachers strove to develop well balanced individuals to contribute to the economy and moral fibre of this country, their support structure of the parents and the community was severely

affected. Despite the growing inadequacy felt by parents to assist their children academically, it was included in the policy reforms that the performance of learners is not only the responsibility of the teachers but also that of their homes and communities. Life choices are introduced to learners throughout their schooling careers but as these are divorced from the encouragement of the other stakeholders, this makes the task onerous. Despite the synergy that is required amongst teachers, parents, communities, and learners, teachers are usually held accountable for the results of their learners. The CCP role can emphasise the joint responsibility required for success in education.

The CCP role is one of many roles that teachers are trained to be competent in. The CCP role has eight listed practical competences, eleven foundational competences and eight reflexive competences (found in Appendix 4). These twenty-seven competences guide the teachers to shape their learners by living out their citizenship, participating in community and highlighting their pastoral role. The listed competences read like a shopping list and this could reduce the CCP role to a technician endeavour. The listed competences do not capture the complexities of teaching and learning. While having an understanding of the CCP role is important, I hypothesised that should the teachers be conflicted or constricted in their view of their teacher identity, this could influence their ability to implement the CCP role.

This study therefore probed the views, perceptions and approaches of primary school teachers in their embracing of the CCP role. It also investigated the teacher identity of the primary school teachers. The study further explored whether there are linkages, if any, between the views, perceptions and approaches of the primary school teachers towards the CCP role and their teacher identity. A study of this nature has the potential to produce important insights on teacher support as an area that requires attention.

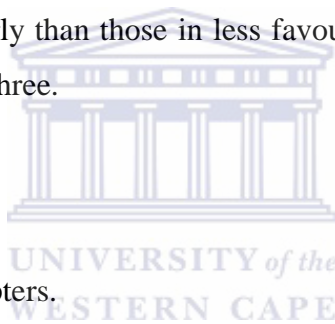
## **1.9 Research methodology**

The background to this study as depicted in sections 1.2 and 1.3 outlined that South African teachers had the responsibility of birthing the new curriculum and policies as initiated by the National Education Department. Jansen (2001) also proposed that teacher identity is affected by

the working conditions of teachers. As stated earlier in section 1.5 the selected primary schools were described as advantaged suburban, disadvantaged suburban and disadvantaged urban.

This exploratory, phenomenological multiple case study identified *teacher identity* to be the phenomenon to be explored. The research centred around the primary school teachers' teacher identity and how this impacted on the way they viewed, perceived and approached the Community, Citizenship and Pastoral role at three schools in the Western Cape education districts.

To increase the potency of the results and to make the overall study more robust (Yin, 2009) a multiple case study design was chosen with multiple sites included in the investigation. The assumptions were that teachers whose working conditions were better could view, perceive and approach the CCP role more eagerly than those in less favourable teaching conditions. I further expound on this design in chapter three.



### **1.10 Structure of the thesis**

This thesis is divided into five chapters.

**Chapter 1** contextualizes the exploratory phenomenological multiple case study and the need for this research. It gives a brief introduction and background to the influences shaping teacher identity, the educational reform and policy implementation in South Africa. It further contextualises the Western Cape education districts in which the three primary schools are located. A brief motivation for the need for this study to be conducted is presented. The statement of the problem, research aim, question and objectives are detailed. The significance of the multiple case study is outlined. The research design and the research methodology chosen are revealed at the end.

The literature review of the phenomenon of teacher identity, the factors that influence and contribute to the formation of an identity, and the concept of spiritual capital is presented in

**Chapter 2.** The theoretical and conceptual framework chosen from education theories is expounded upon and how these theories influence and develop teacher identity is explored.

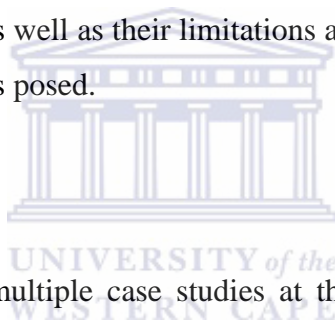
In **Chapter 3** the chosen multiple case study design is discussed along with the research methodology implemented to best extract the information needed from the teachers.

**Chapter 4** presents the research findings and describes the data analysis of all qualitative and quantitative data collated from the teachers. Results (findings) and recommendations of this multiple case study are presented.

**Chapter 5** presents the conclusions and suggestions for future research. A summary of the findings is reported along with some theoretical considerations. The future possibilities that could positively support teachers as well as their limitations are presented. Recommendations are given and a concluding challenge is posed.

### **1.11 Conclusion**

In this chapter I introduced the multiple case studies at the three primary schools. I gave a background to the influences shaping teacher identity in the South African teacher, and to South African educational reform and policy implementation. Western Cape school statistics were revealed and I introduced the three primary schools, my motivation to do this investigation and the statement of the problem. My research aims, research question and objectives were mentioned and well as the significance of this study. I briefly described my research methodology and ended by introducing the structure of this thesis. In chapter two I will be exploring my literature review that shaped my research trek.



## Chapter Two

### Theories and Literature Review:

#### Like a wheel within a wheel



**Figure 2: Like a wheel within a wheel**

<http://ih3.redbubble.net/image.6755868.4463/mtd,375x360,n,s,V2luZG1pbGxzIE9mIFlvdXIgTWluZA%3D%3D,ffffff.jpg> Accessed 4 April 2012

- Eze 10:8** The angels appeared to have what looked like human hands under their wings.
- Eze 10:9** As I looked, I saw four wheels beside the angels, one wheel beside each of the angels. The wheels looked like beryl.
- Eze 10:10** All four wheels looked the same. Each was like a wheel within a wheel.
- Eze 10:11** Whenever the angels moved, they moved in any of the four directions without turning as they moved. They always moved in the direction they faced without turning as they moved.
- Eze 10:12** Their entire bodies, their backs, hands, wings, and wheels were covered with eyes. Each of the angels had a wheel.
- Eze 10:13** I heard that the wheels were called the whirling wheels.
- Eze 10:14** Each of the angels had four faces. The first was the face of an angel, the second was the face of a human, the third was the face of a lion, and the fourth was the face of an eagle.
- Eze 10:15** The angels rose. These were the living creatures that I saw at the Chebar River.
- Eze 10:16** When the angels moved, the wheels moved beside them. When the angels lifted their wings to rise from the ground, the wheels didn't leave their side.
- Eze 10:17** When the angels stood still, the wheels stood still. When the angels rose, the wheels rose with them. The spirit of the living creatures was in the wheels.
- (Rick Meyers e-sword 2011, God's Word Version <http://www.e-sword.net> Accessed 11 April 2012)

### 2.1 Introduction

This passage of scripture from Ezekiel (Meyers, e-sword: God's Word Version <http://www.e-sword.net>, accessed 11 April 2012) is said to show us that the glory of God leaves the temple (Meeks, 1993:1235). In my literature review I could at times find some of this glory manifested in the texts from Palmer (2007) and Wenger (2008) as these writers expounded on *The Teacher Within* and *Communities of Practice* respectively. The reference to "whirling wheels" (vs. 13) or

wheelwork can be a good description of the literature review that I embarked upon. Different disciplines would view the same concept through various lenses that would also make for very interesting reading.

Teacher identity as a phenomenon is very subjective and the referenced literature from Jansen (2001) and Samuel (2008) emphasises reasons for the subjectivity. As I embark on this journey into literature, I am very aware that there is so much information in the world with so many varying viewpoints and disciplines; however, I will present as much as I can for the relevance of this study. Based on the scripture quoted above from Ezekiel I also propose that the angels in the extract are the teachers themselves that have four faces (vs. 14). Teachers wear many hats inside and outside a classroom so on occasion they have to be as ethereal as an angel but at the same time as strong and swift as a lion and as far sighted and precise as an eagle, but they are still human.

Considering the complexity of demands on teachers and their perceived functionality, this chapter will explore theorists Palmer (2007), Fanon (1963), Freire (1996), Samuel (2008), Jansen (2001), Wenger (2008) and Max-Neef (1991). The tenets on the factors that influence human behaviour of these theorists will be integral to this piece of research and their ideologies will be connected to the phenomenon of teacher identity. South African teacher development legislation, teacher identity formation and research will be presented. The political, social and economic influences on teacher identity, teacher wellness and stress, and a possible new paradigm to influence teacher identity will be discussed. The aforementioned areas will also be linked as they influence teacher identity enhancement but first I would like to scope South African teacher development legislation.

## **2.2 South African teacher development legislation**

### **2.2.1 Framework for teacher development**

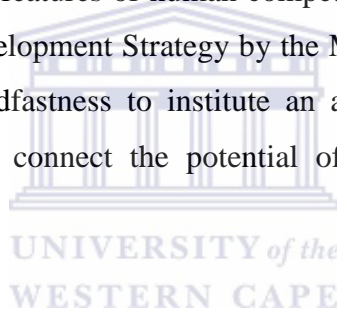
In 1995, a juristic person called the South African Qualifications Authority (SAQA) was established (RSA, 1995:2). The SAQA Act provided for the conception of the National

Qualifications Framework (NQF). The NQF objectives are listed in this act as follows (RSA, 1995:2):

To -

- a. create an integrated national framework for learning achievements;
- b. facilitate access to, and mobility and progression within education, training and career paths;
- c. enhance the quality of education and training;
- d. accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- e. contribute to the full personal development of each learner and the social and economic development of the nation at large.

As part of the policy framework for educational transformation, the NQF was a vital manifestation and supporter of a national learning system where education and training were equally central and corresponding features of human competency. The joint launch on 23 April 2001 of the Human Resource Development Strategy by the Minister of Labour and the Minister of Education, reinforced the steadfastness to institute an assimilated education, training and development strategy that would connect the potential of young and adult learners (DoE, 2001:9).



The South African Council for Educators (SACE) Act of 2000 provided for the creation of a council to assume responsibility for the registration of educators, support their professional development, and set, maintain and defend ethical and professional standards (DoE, 2005:30). SACE's additional mandate comes from the National Policy Framework on Teacher Education and Development (NPFTEd) in South Africa (DoE, 2007). Section 53 of the NPFTEd states: "SACE ... will have overall responsibility for the implementation, management and quality assurance of the Continuing Professional Teacher Development (CPTD) system. SACE will be provided with the necessary resources and support to undertake that role" (DoE, 2007:18).

The NPFTEd (DoE, 2006b:16) posits that many teachers need to renew their enthusiasm and commitment to their calling. The policy further expounds on the CPTD system (DoE, 2006b). Recently the Basic Education Laws Amendment (BELA) Act of September 2011 provided official and specific powers to SACE in terms of managing the CPTD system by amending

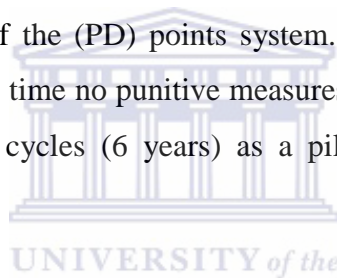


section 5(b)(iv) of the SACE Act. In section 19 of the BELA Act No 15 of 2011 it states that SACE has to manage a system of promotion of CPTD (RSA, 2011:7).

The purpose of the CPTD system is to (DoE, 2006b:17):

- Ensure that all professional development programmes contribute more effectively and directly to the improvement of teaching and learning;
- Emphasise and reinforce the professional status of teaching;
- Provide educators with clear guidance about which Professional Development (PD) activities will contribute to their professional growth.

Besides these legislative implications, the development of teacher professionalism has been the driving force behind the launch of the (PD) points system. Teachers are to complete 150 PD points over a 3 year period. At this time no punitive measures have been put into place as SACE has decided to use the first two cycles (6 years) as a pilot of the process. However, DoE (2006b:19) records:



56. All teachers who are registered as educators with SACE will be required to earn PD points, and a teacher who earns the maximum allowable points in a three-year cycle will be given symbolic but visible recognition. Teachers who do not achieve the minimum number of PD points over two successive cycles of three years will be required to apply to SACE for re-registration.

In the National Policy Framework for Teacher Education in South Africa (DoE, 2007), the slogan adopted was “more teachers, better teachers”.

The NPFTEd (DoE, 2006b:16) states:

Both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching, together with the *teacher’s willingness and ability to reflect on practice and learn from the learners’ own experience of being taught (my emphasis)*. These attributes need to be integrated, so that teachers can confidently apply conceptual knowledge-in-practice. It is clear that all teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. A sizeable proportion need to develop specialist skills in areas such as health and physical education, HIV and AIDS support, diversity management, classroom

management and discipline, and so on. Many need to renew their enthusiasm and commitment to their calling.

This quote highlights the fact that teachers are expected to constantly transform into better teachers. Their teaching and learning styles and approaches are to be reflected upon and the areas requiring remediation have to be addressed. The teachers have to identify their needs and they have to find trainers who can assist them to satisfy these. While the fundamental need for improving one's teaching practice cannot be questioned, the onus and pressure to evolve can be demanding. Teachers are expected to deliver of their best daily. They have to concentrate on working through the curriculum and then they also have the additional stress of attending courses to enhance their teaching practice.

### **2.2.2 Millennium development goals (MDG's)**

The majority of South African teachers are government employees (DBE, 2012:4). They are therefore directed by the processes that government adopts. One such process is the government's commitment to the Millennium Development Goals (MDG's). These eight goals were constituted by the international community at the United Nations Millennium Summit in 2000 (RSA, 2010:12). The eight MDG's are:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development

Teacher identity therefore is connected to these goals as well. Teachers cannot teach without being cognisant of the MDG's because as public servants they are expected to embody the commitments of the government. The additional roles of teachers are therefore linked to these goals and they cannot have a praxis that disregards the MDG's.

### **2.2.3 Integrated strategic planning framework for teacher education and development in South Africa, 2011–2025**

Teacher Education and Development (TED) in South Africa faces considerable challenges. These include an absence of access to quality TED opportunities for future and involved teachers, a disparity between the provision of and demand for teachers of particular types, the disappointment of the system not achieving vivid expansion in the quality of teaching and learning in schools, a disjointed approach to TED, the questionable involvement of teachers, their organisations and other role-players in TED planning, and incompetent and poorly supervised funding mechanisms (DBE & DHET, 2011).

To meet these tasks, the Declaration of the Teacher Development Summit of 2009 called for the creation of a new, strengthened, integrated national Plan for teacher development. The shared work towards the growth of such a plan has led to the directive of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025 with its principal outcome being to enhance the quality of teacher education and development. The aim is to advance the quality of teachers and teaching and therefore concerns all practising teachers, from Grade R to Grade 12. All educators described in the Employment of Educators Act (No. 76 of 1998) are included. This new framework views all the phases of a teaching career starting with recruitment, preparation of pre-service teachers, their induction into teaching and ending with continuing professional learning and development. It is the final stage that I will be interrogating in chapter five as once more the plan affirms that the teachers themselves are responsible for their own empowerment (DBE & DHET, 2011).

### **2.2.4 Minimum requirements for teaching education qualifications (MRTEQ)**

According to the MRTEQ (DHET, 2011) document, teachers should no longer focus on the practical, foundational and reflexive competences of the seven roles. An integrated and applied knowledge is suggested with the types of learning associated with the acquisition, integration and application of knowledge for teaching purposes being disciplinary, pedagogical, practical,

fundamental and situational learning. As these concepts are new, I have illustrated them in Figures 3 to 6 below.

• *Disciplinary Learning*

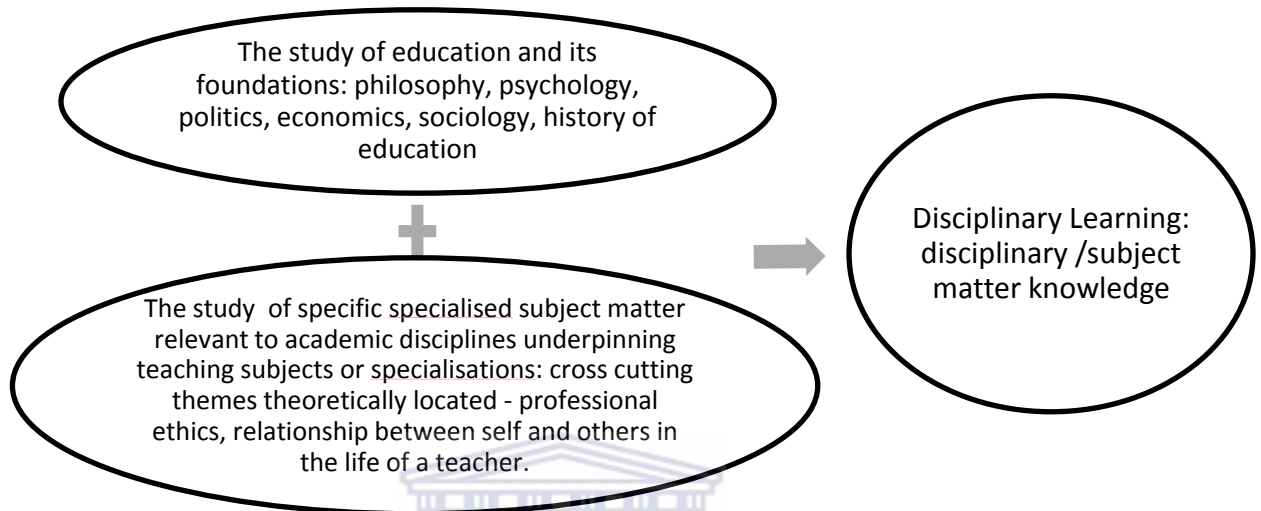


Figure 3: Disciplinary learning

• *Pedagogical Learning*

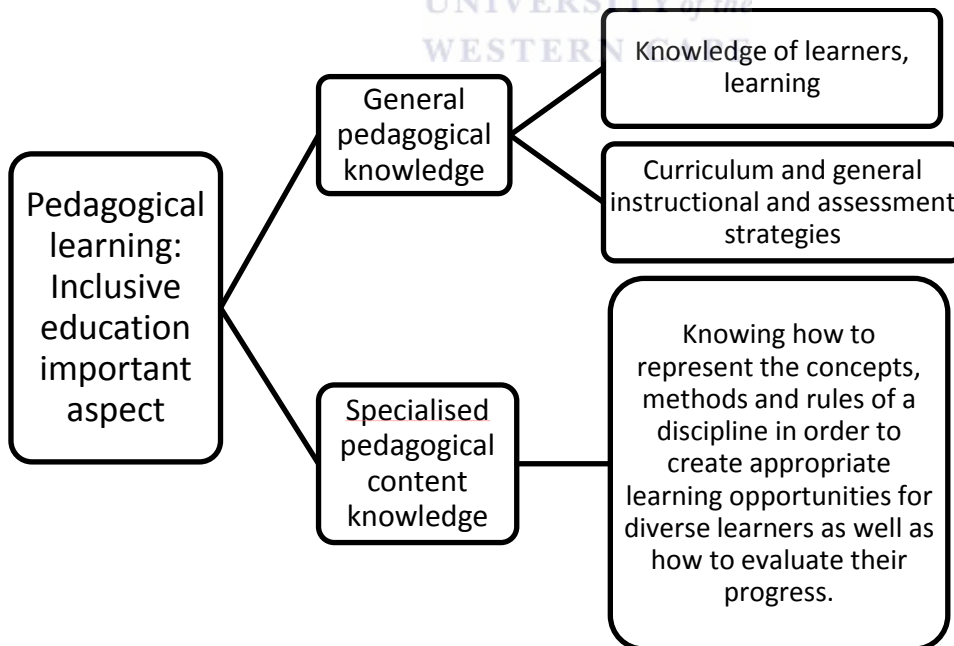
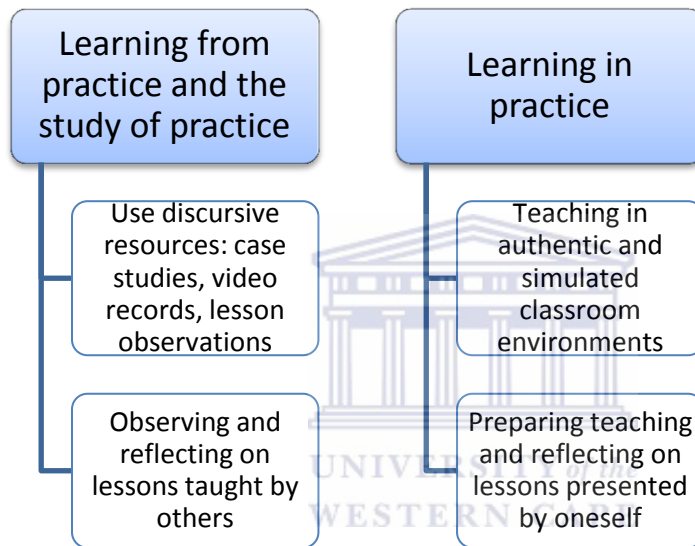


Figure 4: Pedagogical learning

- **Practical Learning** - an important condition for the development of tacit knowledge (an essential component of learning to teach)

Practical learning is divided into learning from practice and learning in practice. Examples of how these are achieved are listed in the first level of Figure 5 below. The second level provides examples of **Work-integrated learning (WIL)** to accomplish learning from practice and learning in practice (MRTEQ, 2011).

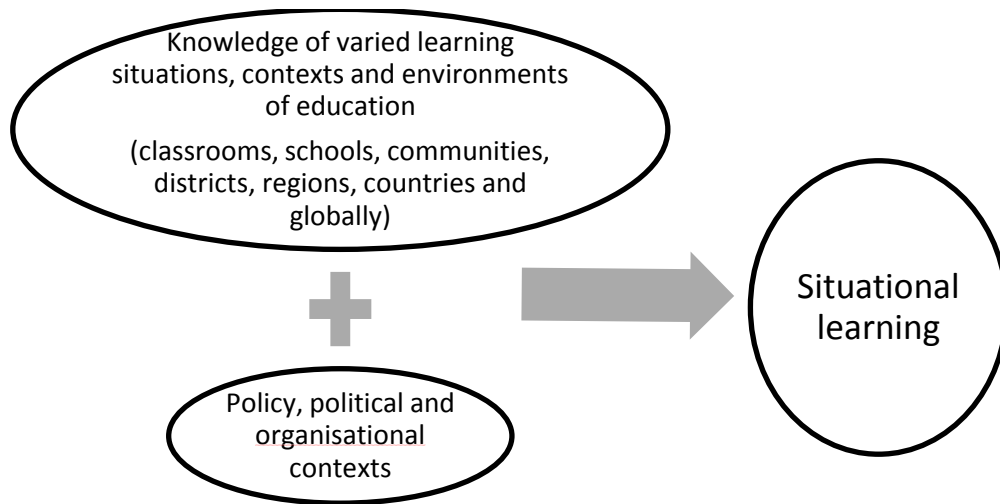


**Figure 5: Practical learning**

- **Fundamental Learning**

In the South African context fundamental learning refers to learning to competently converse in a second official language. If the student has English or Afrikaans as the first language then one of the nine other official languages or South African Sign language has to be learnt. Fundamental learning is the ability to use Information and Communication Technologies (ICT's) competently and the acquisition of academic literacies which lay the foundation for effective learning in higher education contexts.

• *Situational Learning*



**Figure 6: Situational learning**

The reality of any process of transformation is that the need to change has to be desired by the participants themselves and the progression to achieve change has to be experienced. While the MRTEQ has a framework for change, the teacher training institutions and teacher educators have to keep abreast of the new ways of learning as illustrated in Figures 3, 4, 5 and 6. They, too, will have to be convinced that these new pathways to learning will assist pre-service teachers. We should remain cognisant that the reason for change has to be that the current education system in South Africa is presently struggling to achieve satisfactory scores in literacy and numeracy, languages and mathematics as illustrated in Tables 1, 2 and 3 in chapter one. I will now sketch teacher identity and aspects that influence teacher identity formation.

### **2.3 Teacher identity**

Teacher identity as a phenomenon in this research is very subjective as the teachers are the ones who identify their teacher identity. Samuel (2008:110) states that the quality of teacher preparation that an individual has experienced, impacts on their teacher identity. This statement has a tremendous impact on schools as the current teachers could have differing teacher training backgrounds. All teachers older than forty who went straight into teaching after school would have been prepared within the old apartheid system. These teachers would have been exposed to teaching children separately and would have worked in one or many of the old education

departments. These teachers' identities would have been influenced by these teachings. Their current teacher identities could have evolved but they would have the old system as a frame of reference as well. For teachers the issue of trust could be a factor that helps or hinders them in the classroom or the staff room.

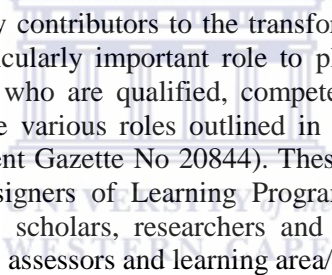
### **2.3.1 Identity**

Erikson (1994:120) reports that linguistically and psychologically there are common roots for identity and identification. He further explains (ibid, 1994:122) that identity formation begins where the usefulness of multiple identification ends. Childhood identifications are selectively and mutually assimilated. A new configuration is absorbed and is dependent on how society recognises the "new person". Community then gives recognition (not without mistrust) to the new person. The community feels recognised or rejected depending on the identity of the new individual. Identity formation is a lifelong development which is largely unconscious to the individual and his/her society. People are therefore able to alter their identities throughout their lives. Wenger (2008:145) states that "the concept of identity serves as a pivot between the social and the individual, so that each can be talked about in terms of the other". Palmer (2007:14) articulates that "... identity is the moving intersection of the inner and outer forces that make me who I am, converging in the irreducible mystery of being human".

Anstey (1999:328) says that the five key dimensions of trust are: "integrity, competence, consistency, loyalty and openness". The history of South African education has had differing expectations from educators over time. This has impacted on their teacher identity on a professional, emotional and political basis (Jansen, 2001). Teachers are entrusted with learners and an unspoken expectation is that these teachers are psychologically sound. In relation to the perception that teachers are to be trusted, their psychosocial life stages are envisaged to be positive. According to Erikson's (1950) psychosocial life stages, human beings reach a stage where they can choose to be generative or to stagnate. "Generativity is the adult's concern for and commitment to the next generation, as expressed through parenting, teaching, mentoring, leadership, and a host of other activities that aim to leave a positive legacy of the self for the future" (de St Aubin, McAdams, & Kim, 2004:4). It would therefore be beneficial for teachers to be more generative if they are going to fulfil their CCP role.

Should teachers be generative they would be focussed on nurturing their learners to be proud citizens, active community members and be compassionate in their pastoral roles. Teachers who might have become stagnant could be viewing, perceiving and approaching the CCP role with less enthusiasm. However, whether teachers are generative or stagnant, they are role models for millions of children in South African schools. The way the primary school teachers prepare themselves daily impacts on the way their learners will view the future of South Africa. The attitude of these teachers towards their curriculum content and their approach to teaching and learning, influences their approach to the Norms and Standards policy document. Similarly, the generativity of teachers is impacted upon by their approach to their teacher identity formation.

For South African teachers, the Revised National Curriculum Statement Grades R-9 (Schools) states (DoE, 2002:9) that the following is the kind of teacher that is envisaged:



Educators at all levels are key contributors to the transformation of education in South Africa. Teachers have a particularly important role to play. The National Curriculum Statement envisions teachers who are qualified, competent, dedicated and caring and who will be able to fulfil the various roles outlined in the Norms and Standards for Educators of 2000 (Government Gazette No 20844). These see teachers as mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists.

The stated expectation of the education department from teachers is that they are proficient in all seven roles as reflected in the quotation above. Their identities are intertwined with these roles and their success as teachers is guided and assessed by these roles. Despite the fact that the NSE (2000) has been replaced by the MRTEQ (2011) the roles have been retained. Teachers are therefore told that they have to improve their teaching and learning practices as the ANA report (2011) clearly reveals that the literacy and numeracy levels are low in South Africa, yet they are still bound by the NSE (2000) on another level. Acknowledging that teacher identity is an on-going process and the factors mentioned have an effect on teachers, I will now focus on teacher identity formation.



### 2.3.2 Teacher identity formation

Palmer's writings focus on teachers and teaching. When he therefore defines identity and integrity below, he is specifically concentrating on the teaching profession. His definition of identity is:

... an evolving nexus where all the forces that constitute my life converge in the mystery of self: my genetic make-up, the nature of the man and woman who gave me life, the culture in which I was raised, people who have sustained me and people who have done me harm, the good and ill I have done to others and to myself, the experience of love and suffering – and much, much more. (ibid, 2007:13)

Integrity on the other hand is defined by Palmer (2007:14) to be "... whatever wholeness I am able to find within that nexus as its vectors form and re-form the pattern of my life". He believes that democracy and capitalism projects that the more you earn the more you are valued. Palmer (2007:18) states: "In this culture, the pathology of speech disconnected from self is regarded, and rewarded, as a virtue."

Palmer (2007:11) differentiates between good and bad teachers by saying that good teachers "possess a capacity for connectedness" which is not necessarily in their methods but in their hearts. Bad teachers distance themselves from the subjects they are teaching. In modern society an academic bias exists that views objectivity as pure, and subjective feelings as sullied and suspect (Palmer, 2007). Palmer also proposes that reality and power drives Western culture. We become obsessed with manipulating externals, we are mesmerized by technology and we dismiss the inward world. According to him "this is why we train doctors to repair the body and not to honour the spirit; clergy to be CEO's but not spiritual guides; teachers to master techniques but not to engage their student's souls" (ibid, 2007:20). This viewpoint makes teachers lose heart and they become disconnected as they remain waiting for institutions (the external) to reform. Institutions are slow transforming entities and teachers slip into cynicism not realising that they have the power to initiate change themselves. Palmer (2007:38-39) suggests that this is because of the existence of what he terms "a culture of fear". A four layer representation is below in Figure 7 which I developed using Palmer's ideas:



**Figure 7: An adapted representation of Palmer’s culture of fear**

These fears are to be viewed as positive as well as they can encourage us to push ahead. To Palmer these fears lead us to a consensual decision making position instead of seeking for a position of winning. This concept ties in with negotiation options based on the work of Thomas (1976), Moore (1986) and Johnston (1982) found in Anstey (1999) and represented in Figure 21 in section 2.8.2. However, the culture of fear model (Figure 7) as well as the negotiation options prototype (Figure 21) is premised on the assumption that people will be honest about their positions and care about others. These ideologies are dependent on the ethics, morals and values of the role players and this can flaw or impede the progress that these beliefs may have on society.

Niels Bohr in Palmer (2007:65) states: “The opposite of a true statement is a false statement, but the opposite of a profound truth can be another profound truth.” In this Bohr shows us that we can embrace the concept of paradox that is essential to “thinking the world together” (ibid, 2007:65). Should we start thinking in the understanding of *both-and* instead of *either-or* we are able to embrace the “wonder of life” (ibid, 2007:64-65). Palmer affirms that a true paradox occurs when to become a better teacher, a nurturing of self that does and does not depend on the responses of others takes place (ibid, 2007:76).

Figure 4.2. *The Community of Truth.*

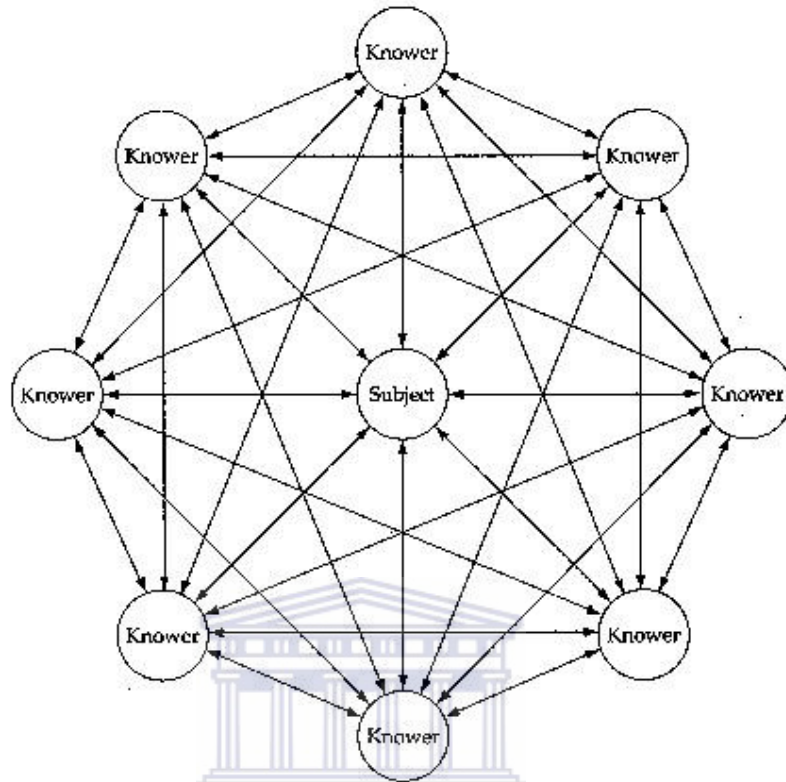


Figure 8: Palmer's community of truth (2007:105)

<http://wakeywakey.files.wordpress.com/2007/09/parker-palmer-community-of-truth-diagram.jpg> Accessed 27 June 2012

Palmer (2007:105) ultimately aims for the establishment of a community of truth as depicted in Figure 8 above. He introduces this concept in juxtaposition to the mythical objectivism model that believes that knowledge is external to people and that experts are the vehicles that impart this knowledge to amateurs. Palmer rather proposes that the many knowers are able to contribute to a subject and that all the points of view enhance the subject thereby creating the community of truth. In Figure 8 above he believes that this community can be achieved when teachers no longer desire teacher centred learning or the students, student centred learning but jointly they move towards subject centred learning where knowledge is sought after. In South African schools we are challenged further by accommodating the cultural and financial backgrounds of the learners (DoE, 1997). In the community of truth figure all the aspects are connected to the subject and there are numerous knowers. However, the confidence levels and personalities of the

knowers would influence the subject, and the types of connections provided by practice as shown in Figure 15 will impact on the development of the subject. The power and authority of the respective knowers would advance or retard the subject.

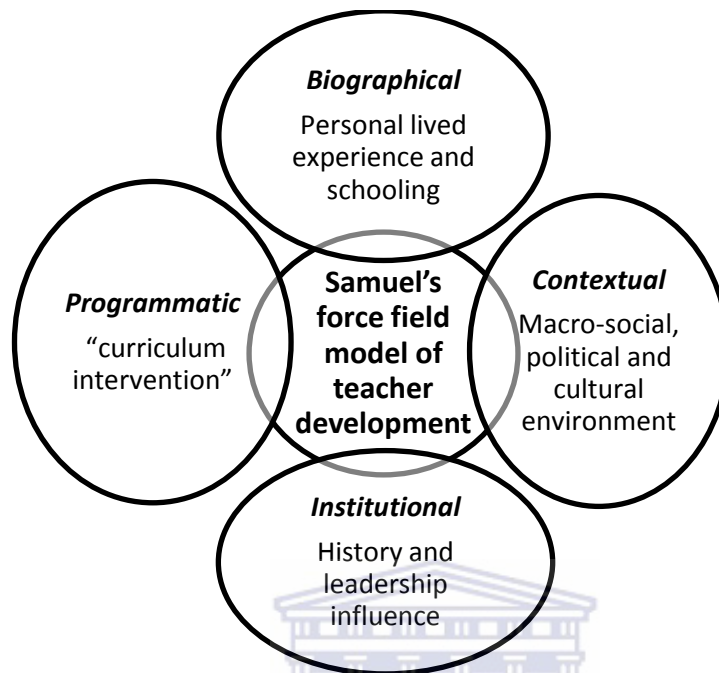
Palmer proposes a model with four stages to becoming an undivided community as presented in Table 8 below. He admits that the stages in the model are “ideal types ... as they overlap, circle back, or sometimes play leapfrog with each other” (ibid, 2007:172). Similarities and connections can be made with Fanon (1968), Zerubavel (2006), Max-Neef (1991) and Duran (2006). The main thrust of this model is that reform needs a process and a commitment to that change. The process starts with the individual teacher deciding to get connected to others and by so doing effecting a new movement.

**Table 8: Palmer’s (2007:172-173) model to live “divided no more”**

Stage 1	Isolated individuals make an inward decision to live “ <i>divided no more,</i> ” finding a centre for their lives outside of institutions.
Stage 2	These individuals begin to discover one another and form <i>communities of congruence</i> that offer mutual support and opportunities to develop a shared vision
Stage 3	These communities start <i>going public</i> , learning to convert their private concerns into the public issues they are and receiving vital critiques in the process.
Stage 4	A system of <i>alternative rewards</i> emerges to sustain the movement’s vision and to put pressure for change on the standard institutional reward system

Consistent with Palmer’s definition of identity, Samuel (2008) proposes that teacher identities are influenced by biographical, contextual, institutional and programmatic forces as shown in Figure 9 below. In this figure we can see that biographical forces draw from “personal lived experiences” and Samuel (2008:12) believes that these forces are a residual force that teachers will revert to when they “retreat”. It is this force that will drive teachers when they are tired. Contextual forces, he suggests, could assist teachers in interpreting their role and identity, and

allow teachers to be more flexible and become more powerful as, “We are all products and processors of our history.” (ibid, 2008:13)



**Figure 9: An adapted representation of Samuel's force field model of teacher development**

Samuel believes that these forces do not act individually but in combination. Samuel (2008:15) states that:

Those forces are likely to be a combination of several sources from within teachers themselves as well as within the contextual policy environment within the kinds of institutional cultures we create, and also the programmes that we lead teachers into.

The above quotation is profound as the forces cannot be captured in a neat way. If the forces are combinations and each teacher is unique, we can propose that every teacher has a unique teacher identity. Every teacher has the ability to reinvent themselves as they journey in their institutions. Should they switch institutions they have the opportunity to stretch their teacher identities as well. In addition as the contextual policy environment is altered, so the teacher identities can shift. One can therefore voice that teacher identity is not a phenomenon that can be trapped but that as I capture it in this particular exploratory multiple case study, the teacher identity that the researched teachers manifest will be the ones that I will expound upon.

Teachers as such are influenced by all the education policies that they have been exposed to in their teaching careers. They are introduced to new methodologies and expectations as the departments of basic education and higher education publish them; however, the essence of who they are as teachers remains. Their true identities are etched by their past experiences and they will intuitively know what they did to achieve good results from their learners. Alternatively, if a teacher has not achieved much success with their learners they might feel inadequate. They are also impacted upon by all the policies that they have been exposed to over the years and to expect a teacher to dramatically change overnight is very optimistic. Research findings of the previous modus operandi are documented to justify the need for change and then once more the teachers have to deliver. Some teachers have internalised the need for change to be their inability to teach and many have fallen into depression and other stress related diagnosed disease. Paule (2005) researched 115 teachers to determine sources of occupational stress for teachers and specifically focussed on the inclusive education model currently practised in schools. I will report more on this when I discuss my findings in chapter four.

The position that Samuel (2008) holds connects to that of Sachs (2005:15) who states:

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience.

Focussing on “negotiated through experience” in the Sachs quote one could infer that every influence on the teacher inside and outside the education arena could shape their teacher identity. Taking this argument further one could also conjecture that all literature and life experience could stimulate teacher identity and every theorist and ideology could be contributing to the identity of teachers. All teacher education and all education history and approaches would encourage the development of educational identity or professional identity. In this way one could posit that irrespective of the information or circumstances that teachers expose themselves to, this reality has a positive or negative impression on the teachers. However, Beijaard, Meijer, & Verloop (2004) state that since 1994 researchers have classified the concept of “teacher identity”

as a separate research area. Guided by this information I have chosen only to focus on research that has been completed post-1994 and I will now expound on a selection that I have made of research in various countries covering the phenomenon of teacher identity.

### **2.3.3 Recent teacher identity research**

Beijaard et al. (2004) researched in the Netherlands and affirm that in investigating teacher identity, the researcher relies on the practical knowledge of the teachers. They report that cultural, political, religious, ethnic, economic and societal facets influence the development of teacher identity. In their research they create three categories that can be identified from recent research interviews on teacher identity. Using these categories I have grouped a few researchers who have contributed to these areas. They are those that focus on the formation of teacher identity (Samuel & Stephens, 2000; Hoveid & Hoveid, 2008; Beauchamp & Thomas, 2009; Lopes, 2009; Rogers, 2011), those that investigate the characteristics of teachers' professional identity (Jansen, 2001; Robinson, 2001; Viljoen & Van Der Walt, 2003; Robinson & McMillan, 2006; Samuel, 2008) and those who search for the narratives or reflections of teachers (Wieder, 2004; Smit & Fritz, 2008; Smit, Fritz, & Mabalane, 2010; Francis & Le Roux, 2011). Beijaard et al. (2004) ultimately believe that research on teachers' professional identity has to be reconsidered as more attention needs to be paid to the relationship between concepts like "self" and "identity", what counts as 'professional' in professional identity, the role of the context in professional identity formation as well as perspectives other than cognitive that may also play a role in designing research on teachers' professional identity (ibid, 2004:107). I will now focus on the three research categories referred to in this paragraph in a chronological fashion.

#### **2.3.3.1 Research category: Formation of teacher identity**

Samuel & Stephens (2000) in their chapter on developing and maintaining teacher identities and roles investigated nine pre-service teachers in Durban, South Africa. In their investigation they refer to the work of Nias (1985, 1989) in which she differentiates between the "inner" self and the "eternal" self. Samuel & Stephens come to the conclusion that "tensions exist between the hopes and ambitions that individuals have for themselves and what they can achieve as a teacher" (Samuel, 2008:477). They collected their data at different stages of a one year pre-service teachers' programme in 1997. Their conclusions included that policymakers should



“learn ... more about the ‘identity baggage’ that student teachers bring with them into the professional arena” (ibid, 2008:488).

Hoveid & Hoveid’s (2008) research bridged the gap between teaching and learning. They investigated teachers in Norway after educational reform had yielded low scores. Their arguments include that “teachers are the main caretakers ... of an educational system but also the main agents of developing the system to a better level of functioning” (ibid, 2008:126). They base their arguments on the work of Ricoeur (1967, 1982, 1991, 1994) and support the *idem*-identity (sameness) and the *ipse*-identity (selfhood). The *idem*-identity is retained by teachers even after retirement; the *ipse*-identity is commonly called a teacher’s character which can be re-identified over years. Focussing on knowledge promotion this research concentrates on the power of initiative and believes that the teacher has to become a questioning learner and accept the concept of the “other”. The reflexive nature of the teacher will allow the possibility of a mutual sharing of knowledge and self-transformation. This concept is very similar to Palmer’s (2007) community of truth as depicted in Figure 8 in section 2.3.2.

In Beauchamp & Thomas’s (2009) research in Canada they also refer to the internal and external influences on identity and rely on the work of Gee (2001) who classifies the forms of identity into nature-identity, institution-identity, discourse-identity and affinity-identity. This is similar to Samuel’s force field model of teacher development as shown in Figure 9 in section 2.3.2. Beauchamp & Thomas focus on pre-service teachers and the teacher competences they have to acquire which is very similar to the norms and standards for education (2000). They conclude that teacher identity further develops in the course of practical teaching.

Lopes (2009) completed her research in Portugal. She draws on the work of Bronfenbrenner and focusses on his ecology of human development studies which believes that development comes from the interaction of the micro, meso, exo and macro levels. She combines Bronfenbrenner’s work with the psychosocial viewpoint of Doise (1980, 2002) which co-ordinates the micro and macro approaches. This allows her to consider the individual, small group, organisational and societal levels of analysis. In a similar vein to Palmer (2007) she investigates the “teacher within” with the desired outcome of improving the quality of teaching in Europe. She, too,



promotes the need for sharing and reflective practices and that teacher training should be for both in-service and pre-service teachers.

Rogers (2011) investigated in the United Kingdom using a constructivist approach towards epistemological development for pedagogic practice of pre-service primary school teachers. He concludes that the process of learning is more important than just gaining knowledge. He believes that learning has to be at the heart of teacher education. This conclusion is similar to Palmer's (2007) thoughts on the paradox in teaching and learning.

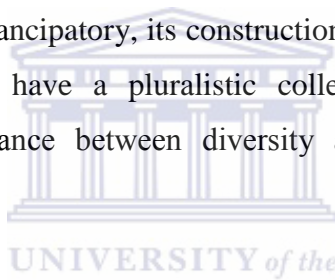
### **2.3.3.2 Research category: Teachers' professional identity**

In this research category I chose to focus on South African research as there is an overlap of researchers classifying "teacher identity" as a separate research area and the dawning of the South African democratic era. Jansen (2001) identifies that there is a political, emotional and professional basis for teacher identity. He differentiates between the images teachers have of themselves during and after apartheid. During apartheid he states that "teachers were obedient civil servants" (ibid, 2001:243) and after apartheid they were liberators, facilitators and performers. He classifies the teacher in the 1980's as a liberator having a weak professional identity but a strong emotional and political identity. He categorises the 1990's teacher as a mediatory facilitator with weak professional and emotional identity but strong political identity. The teacher as performer from the 2000's is regulated by policy reform and they form a strong professional identity and weak emotional and political identities. He concludes by saying that "teacher identity research is being undermined by theoretical positions that cannot explain the problems of policy reform within the third world" (ibid, 2001:246).

Robinson (2001) conducted a case study with five high schools in the Cape Flats area of the Western Cape in 1995 and 1996 where teachers were mentors for pre-service teachers during their practical component of their teaching certificate. She identifies professional isolation as a key issue of South African teachers and states that teachers' approach to teaching is not collaborative but rather privatised. This methodology hampers teachers developing their transformative skills. She therefore promotes mentoring as a powerful strategy for teacher development as it encourages teachers to engage in critical self-reflection. She highlights that

school culture is a key element for institutional development and that changing school policies were critical in teachers developing burnout as they were not empowered to take authority in their schools. She therefore links critical pedagogy as being crucial to the professional development of teachers and the implementation of school policies in South African schools. She promotes the need to value teachers and concludes that neglecting to value teachers will lead to the demise of professional pride, and questions concerning the standard of teaching training and the practice of teaching would be posed by stakeholders.

Viljoen & Van Der Walt (2003) focus on the fundamental need to (re-)define our understanding of (South) African educational identity. They question the demographic make-up of South African citizens and comment on whether the African Renaissance and Afrocentrism can simply be used in South Africa. They question the implementation of OBE and believe that even though the education discourse sounds emancipatory, its construction is from western education models. They therefore believe that we have a pluralistic collective psyche which requires the establishment of a “delicate balance between diversity and communality in schools and curricula” (ibid, 2003:15).



Robinson & McMillan (2006) focus on teacher educators. They argue that teacher educators have to imbibe research, reflection and enquiry as essential aspects of their lives. They believe that the attitudes and motivations of teacher educators are crucial to the process of teacher education. Teacher educators are required to display pastoral care as the academic well-being of students is pivotal to their socio-emotional health. What the pre-service teachers see reflected in the teacher educators will eventually be displayed in the classroom.

Samuel (2008) endorses the need for creative discursive spaces for teacher development. While in the process of developing a South African national framework for teacher education, he identified the forces that impact on the identities of teachers. He describes the teachers as villains in the 1960's, victims in the 1970's, individual free agents in the 1980's and reconstructionists in the 1990's. He believes that teachers should be “agents of change” and not “agents to be changed” as the many directives to teachers are leaning towards. He then designed the force field model of teacher development as depicted in Figure 9 in section 2.3.2. He defines competent

teachers to be professionals who can rationalise their choices confidently and who can emotionally, intellectually, socially and politically grow their learners.

### **2.3.3.3 Research category: Narratives or reflections on teachers**

Wieder (2004) came from a history of investigating integration in New Orleans to South Africa to listen to South African teacher stories. At the time of his research, he was a professor at the University of South Carolina and at the University of the Western Cape and specifically came to South Africa to work on an oral history of teachers who fought apartheid. He saw that teacher identity was developed through the combination of pedagogy and politics. He concluded that teacher experiences correspond to issues facing schools and society and that their stories are important for all South African children in their quest to create a better future.

Smit & Fritz (2008) completed an ethnographic inquiry with two teachers in South African schools. The culture of the schools was the inquiry's landscape and the teachers investigated were at a "township/rural" school and an established Afrikaans school. Symbolic interactionism was Smit & Fritz's (2008) theoretical framework which focussed on the integration of language, meaning and thought. Passive observations, journal data, interviews and informal conversations were their data sources. They determined that the personal, situational and social narrative constitute teacher identity with none of these being dominant. They therefore propose that professional workshops should consider all three narratives and address the needs of teachers in all three areas if effective change is to occur in teaching and learning. They found that teacher identity was shaped by both situational and social challenges in and out of the classroom irrespective of the location of the school. Personal and social identity were influenced by the teachers' situational control. Loss of control resulted in stress and burn out. They established that teachers are not always equipped to support learners in a professional or personal manner. Teachers do not necessarily possess counselling skills and do not have opportunities to debrief from any emotional trauma that they might encounter on a daily basis. Demands on teachers exceed teaching and learning. Challenges to teacher identity include external pressures, constant policy changes, administrative demands, family disintegration, poverty and dysfunctional family issues. The power of the educational landscape was their major finding and the impact that this

landscape has on the forging of teacher identity. They report that teacher identity is more influenced by this working context than national education policies.

Smit et al. (2010) completed an ethnographic case study in a purposive sample of three schools in the northern part of South Africa. Like their previous work discussed above in Smit & Fritz (2008), they focussed on the educational landscape. Their concluding thoughts were that teacher identity is forged at the “margins of the educational space” (ibid, 2010:104), more effective and positive negotiation has to be engaged in by teachers in their workplace, within schools themselves learning has to be improved, and values, norms and beliefs of school cultures have to be better understood. Their recommendation is that amidst poor and unsupportive conditions in educational spaces, further in-depth inquiries into teacher ecologies of practice have to be completed.

Francis & Le Roux (2011) completed narrative analysis with eight pre-service teachers around issues of identity, agency and social justice. After their investigation they pronounced that: “How a teacher’s professional identity is constructed is linked to interconnections between personal identity, social identity, context and the roles teachers play in schools.” (ibid, 2011:300) This point of view links in with Samuel’s (2008) force field model of teacher development.

A common thread found in the research on teacher identity mentioned in this section is that the willingness to change or resistance to change, as well as the attitude of teachers towards the concept of development are intertwined with teacher identity as a phenomenon. Another commonality is that the teachers have exposure (external) and a frame of reference (internal or external) and that an internal/external equilibrium has to be established for transformation to take place. No intervention assumes that their participants are devoid of skill or understanding, and the researchers acknowledge that encouraging a process of learning is more beneficial than expecting a predetermined outcome.

I will now proceed to discuss possible ways that could address these challenges in research as mentioned by Beijaard et al. (2004).

## 2.4 Political influences on teacher identity

According to Samuel (2008:6): "... post-apartheid teachers are considered to lack the 'competence' to be agents of the new 'transformatory agenda'." This statement would have been based on the assessment of teachers against the competences listed in the Norms and Standards policy document (DoE, 2000). Samuel (2008:6) further states that the "new educational bureaucracy" did not recognise where teachers were before demanding transformation. He also argues that teachers in the apartheid era were mainly focussed on dismantling the separatist approach to teaching and had not paid "sufficient attention to what a reconstructed system would demand from them" (ibid, 2008:6).

Fanon (1968:197) declares:

To hold a responsible position in an underdeveloped country is to know that in the end everything depends on the education of the masses, on the raising of the level of thought, and on what we are quick to call "political education".

Fanon (1968) alerts us to the additional pressure of remembering the struggle South Africa has overcome and to educate the learners to avoid the pitfalls of the past. Teachers have the responsibility to be custodians of the future by teaching learners to be responsible citizens but at the same time they might still carry the scars of South Africa's past injustices. The scars include colonisation, slavery and apartheid rule. This is also seen in Duran's (2006) work amongst original peoples wherein he proposes that the decolonisation process is crucial to the healing of the patient and he suggests processes that will enable the patient to trace the origin of their choices of behaviour and actions. In South Africa we can all term ourselves the "once colonised". We too have been affected by the injustices of the past. This fact has special significance on teachers especially in the light of "teacher identity". Historically we have been labelled in one way or another and now in our democratic era we are confused by wanting to free ourselves from the shackles of the old racist labels and yet still being asked to use them for statistical purposes. As South Africans we are therefore trying to reinvent ourselves but policies and procedures that are forced on us might not be encouraging reinvention. Teachers who have remained at their schools throughout the change into democracy could also be stunted. Alternatively, they could be evolving as they adapt to the change of the homogeneous learner

pool that they had in the past. Whichever way we look at teaching since 1994, teachers have had to change and this would have an impact on their teacher identities.

According to Fanon (1963:222-223) the three phases of transformation are as follows (words in italics are my emphasis):

In *the first phase*, the native intellectual gives proof that he has assimilated the culture of the occupying power. ... In *the second phase* we find the native is disturbed; he decides to remember what he is. ... Finally in *the third phase*, which is called the fighting phase, the native, after having tried to lose himself in the people and with the people, will on the contrary shake the people. Instead of according the people's lethargy an honoured place in his esteem, he turns himself into an awakener of the people; hence comes a fighting literature, a revolutionary literature, and a national literature. ... The native intellectual nevertheless sooner or later will realize that you do not show proof of your nation from its culture but that you substantiate its existence in the fight which the people wage against the forces of occupation. ... The native intellectual who comes back to his people by way of cultural achievements behaves in fact like a foreigner.

As discussed in chapter one, South Africa has celebrated its democracy with changes to the constitution and subsequent policy design and implementation. Many evaluation structures have been put in place and monitoring is continuous. However, in the teaching profession curriculum 2005 has resulted in literacy and numeracy being very low. The ANA report (2011) has highlighted this. There could be numerous reasons for the language and mathematics skills of South Africans to be on the decline but if teachers are to be seen as intellectuals then they have to come up with solutions to this situation. Gibson (1999:438-439) states that:

The intellectual's job is to convince the people that the future depends on them. "Education for liberation" strives to effect a fundamental change in the native's consciousness and self-knowledge; confronting the "internalized" oppressor and the belief of their own ineptitude, ignorance and fear. Political education ... promotes ways to get beyond Manichean thinking which are already intimated in the mass movement's activities. ... Fanon calls it a new type of politics "living inside of history" ... the native's drive to achieve a fuller self-understanding and the organisation's ability to reveal new meanings are impeded ... by the "laziness" of those intellectuals who persist in a Manichean analysis when more apposite "shades of meaning" are needed.

Similarly the primary school teachers involved in the study can be deemed "once colonised" and the baggage of the past, if not addressed, can impact on these teachers in the classroom. If these teachers are not comfortable within themselves as individuals they might carry this tension with

them into the school. An almost unspoken expectation of all stakeholders in education is that teachers will be able to compartmentalise their lives so that they are effective in the classroom.

An alternative point of view of the impact of colonisation on the behaviour of those who were colonised comes from Freire (1996:26) who cautions that “the oppressed must not in seeking to regain their humanity become in turn oppressors of the oppressed, but rather restorers of the humanity of both”.

Another aspect that affects contextual forces is school funding and I will now focus on this in section 2.5.

## **2.5 Economic influences on teacher identity**

The restructuring of education expenditure was implemented to achieve equity in education provision with The Norms and Standards for School Funding policy introduced to provide a framework for allocating non-personnel recurrent costs on the basis of need (DoE, 2001:19). The current norms and standards are based on the original norms and standards published in 1998 (Notice 2362 of 1998). They include amendments introduced in 2003 (Notice 20 of 2003) and amendments made in 2006 following the publication of proposals for public comment (Notice 1357 of 2004) (DoE, 2006a:8). The norms became national policy from 1 January 2007 (DoE, 2006a). The national quintile for public schools is described as follows (DoE, 2006a:27):

One of five groups into which all South African public ordinary schools are placed, and where the grouping is according to the poverty of the community around the school. Quintile one is the most poor quintile, quintile two is the second-poorest quintile, and so on. Each national quintile encompasses one-fifth of the learners enrolled in public ordinary schools. In this policy, 'national quintile' means 'national quintile for public schools'.

This description has caused that in the multiple case study all three schools that participated are categorised as quintile four schools even though there were definite differences in the poverty levels at the schools with two of them operating daily feeding schemes. On further investigation this has come about because the schools are categorised according to the geographic area around the school and according to this act (DoE, 2006a:30) “the basic methodology behind the score



should be national in order to promote a pro-poor funding framework that treats equally poor schools equally, regardless of the province they find themselves in.”

The ANA Grade 3 numeracy and literacy scores and Grade 6 language and mathematics scores illustrated in section 1.3 can be reflected in quintiles as in Table 9 below. The scores are those of South Africa and not the Western Cape only.

**Table 9: Average percentage scores of Grade 3 and Grade 6 learners (DBE, 2012:28-31)**

Quintile	Grade 3 Literacy	Grade 3 Numeracy	Grade 6 Language	Grade 6 Mathematics
1	31	24	21	26
2	30	22	22	26
3	33	26	26	29
4	37	29	34	34
5	49	42	47	47

In Table 9 quintile 1 represents scores of the poorest schools and quintile 5 the least poor schools. The ANA results and poverty have a correlation in Grade 6. However, in Grade 3 the weakest results are scored in quintile 2. The highest results are recorded in the least poor schools (quintile 5) but the level of achievement is “partially achieved” which is in the percentage band of 35%-49%. Closer inspection of the quintile 4 results show that except for Grade 3 literacy where “partial achievement” was scored, the Grade 3 numeracy, Grade 6 language and Grade 6 mathematics was “not achieved”.

The latest amendment to the policy was published in 2011 and the projected quintile schedule is as follows (DBE, 2011c:4):



**Table 10: National table of targets for the school allocation (2012-2014)**

<b>National Quintile</b>	<b>2012 (R)</b>	<b>2013 (R)</b>	<b>2014 (R)</b>	<b>% schools in WC</b>
1	960	1 010	1 065	9.5
2	880	926	977	13.6
3	880	926	977	16.9
4	480	505	533	22.1
5	165	174	183	37.9
Overall	633	665	747	100
No fee threshold	880	926	977	
Small schools: National fixed amount	22 218	23 373	24 752	

The Minister of Education stated:

In terms of section 39(7) of the South African Schools Act, I hereby determine all learners in quintiles 1 to 3 (60% of the public school learners nationally) to be in no fee schools for 2012. If funds are available, the Provincial Education Department (PED) may offer Q4 and Q5 schools no fee status at the threshold level of R880 voluntarily. In declaring these fee charging schools as no fee schools, the PED needs to ensure all these schools are informed that they will be declared no fee schools from 1 January 2012. PEDs also need to ensure that these schools have informed parents of the change (DBE, 2011c:4).

The Western Cape Education Department followed up this amendment by sending out circular 0003/2012 on 21 February 2012, ([http://wced.pgwc.gov.za/circulars/circulars12/e3\\_12.html](http://wced.pgwc.gov.za/circulars/circulars12/e3_12.html) accessed 21 March 2012).

This section on teacher identity has shown that economic influences impact on teacher performance. However, the teachers are reliant on the national education department's decisions regarding their monetary allocations for schools. The teachers are not in control of the quintile classification of the school they are teaching at and they seldom have any input on which learners will enrol at their school. In-migration, the influx of refugees and socio-economic vagaries like unemployment, substance abuse and teen-age pregnancies all impact on teacher identity.

I will now address some social influences that cultivate teacher identity.

## **2.6 Social influences on teacher identity**

Max-Neef (1992:34), a Chilean economist, proposed that statistically half the inhabitants of the Third World are deemed “invisible”. He believed that Third World countries should aspire to “self-reliance” which they would achieve by fostering a “creative and imaginative spirit”. They should rather pursue this than try and embrace the “trickle-down effect” that they would experience from any dependency relationship. Human beings feel “a sense of identity and integration” with their environment. However, they could also feel both affirmed and alienated in their situations. If what they do is accepted they would be affirmed; while they would allow others to make decisions for them if they felt “alienated”. Development would therefore only be possible when people are “humanized” (Max-Neef, 1992:132).

The development and achievement of self-reliance for Max-Neef (1991) is possible because of both the individual and collective ability of societies to overcome the injustices of the past. It enables communities to overcome their barriers to advance and rise above their painful memories. It frees them not only to dream, but to put into action their perception of their way forward via the compilation of their positive and negative Human Scale matrices. These matrices can be seen in Table 11 below where Max-Neef reflects human needs to be both existential and axiological. The way teachers identify themselves can be viewed in an existential and axiological way. The primary school teachers’ views, perceptions and approaches to the CCP role could be a reflection of their existential and axiological needs. For example, the axiological need of “subsistence” is related to an existential need of “being” and “adaptability” is listed as an attribute. If teachers are not coping financially then it will impact on their ability to adapt to the demands of teaching. It could therefore also affect their views of their teacher identity.

Max-Neef, Elizalde and Hopenhayn found in Max-Neef (1991) noticed that while human needs influenced the fields of psychology and philosophy, its “focus of attention was in political, economic and social disciplines in general” (ibid, 1991:13). They therefore saw their challenge

to be to “internalize an approach to development based on human needs which would guide our actions and expectations” (ibid, 1991:15).

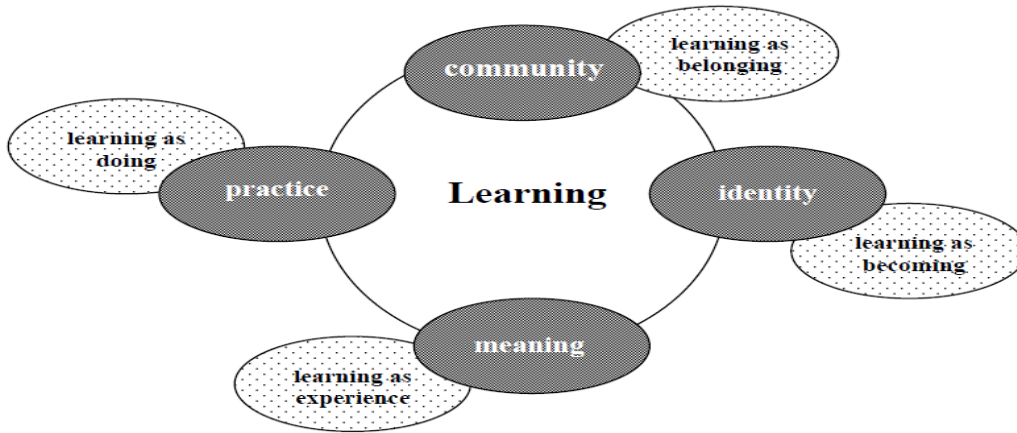
As seen in Table 11, Max-Neef et al. identified the needs of Being, Having, Doing and Interacting as existential (ibid, 1991:17). The axiological needs are: Subsistence, Protection, Affection, Understanding, Participation, Idleness, Creation, Identity and Freedom (ibid, 1991: 17). They also question whether Transcendentalism should be added to this list.



**Table 11: Max-Neef et al.'s matrix of needs and satisfiers (Max-Neef, 1991:32-33)**

Needs according to existential categories → Needs according to axiological categories ↓	BEING Attributes, personal or collective	HAVING Institutions, norms	DOING Actions	INTERACTING Locations (as time and space)
<b>SUBSISTENCE</b>	Physical health, mental health, equilibrium, sense of humour, adaptability	Food, shelter, work	Feed, procreate, rest, work	Living environment, social setting
<b>PROTECTION</b>	Care, adaptability, autonomy, equilibrium, solidarity	Insurance systems, savings, social security, health systems, rights, family, work	Cooperate, prevent, plan, take care of, cure, help	Living space, social environment, dwelling
<b>AFFECTION</b>	Self-esteem, solidarity, respect, tolerance, generosity, receptiveness, passion, determination, sensuality, sense of humour	Friendships, family, partnerships, relationships with nature	Make love, caress, express emotions, share, take care of, cultivate, appreciate	Privacy, intimacy, home, space of togetherness
<b>UNDERSTANDING</b>	Critical conscience, receptiveness, curiosity, astonishment, discipline, intuition, rationality	Literature, teachers, method, educational policies, communication policies	Investigate, study, experiment, educate, analyse, meditate	Settings of formative interaction, schools, universities, academies, groups, communities, family
<b>PARTICIPATION</b>	Adaptability, receptiveness, solidarity, willingness, determination, dedication, respect, passion, sense of humour	Rights, responsibilities, duties, privileges, work	Become affiliated, cooperate, propose, share, dissent, obey, interact, agree on, express opinions	Settings of participative interaction, interaction, parties, associations, churches, communities, neighbourhoods, family
<b>IDLENESS</b>	Curiosity, receptiveness, imagination, recklessness, sense of humour, tranquillity, sensuality	Games, spectacles, clubs, parties, peace of mind	Daydream, brood, dream, recall old times, give way to fantasies, remember, relax, have fun, play	Privacy, intimacy, spaces of closeness, free time, surroundings, landscapes
<b>CREATION</b>	Passion, determination, intuition, imagination, boldness, rationality, autonomy, inventiveness, curiosity	Abilities, skills, methods, work	Work, invent, build, design, compose, interpret	Productive and feedback settings, workshops, cultural groups, audiences, spaces for expression, temporal freedom
<b>IDENTITY</b>	Sense of belonging, consistency, differentiation, self-esteem, assertiveness	Symbols, language, religion, habits, customs, reference groups, sexuality, values, norms, historical memory, work	Commit oneself, integrate oneself, confront, decide on, get to know oneself, recognize oneself, actualise oneself, grow	Social rhythms, everyday settings, settings which one belongs to, maturation stages
<b>FREEDOM</b>	Autonomy, self-esteem, determination, passion, assertiveness, open-mindedness, boldness, rebelliousness, tolerance	Equal rights	Dissent, choose, be different from, run risks, develop awareness, commit oneself, disobey	Temporal/spatial plasticity

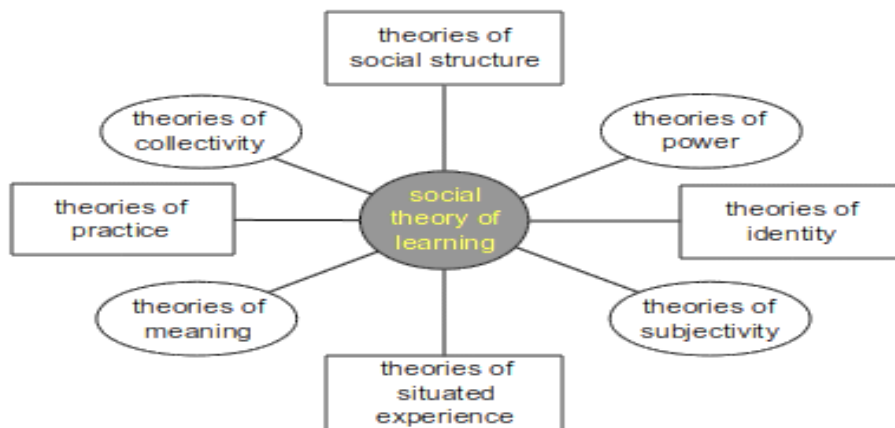




**Figure 11: Components of a social theory of learning (Wenger, 2008:5)**

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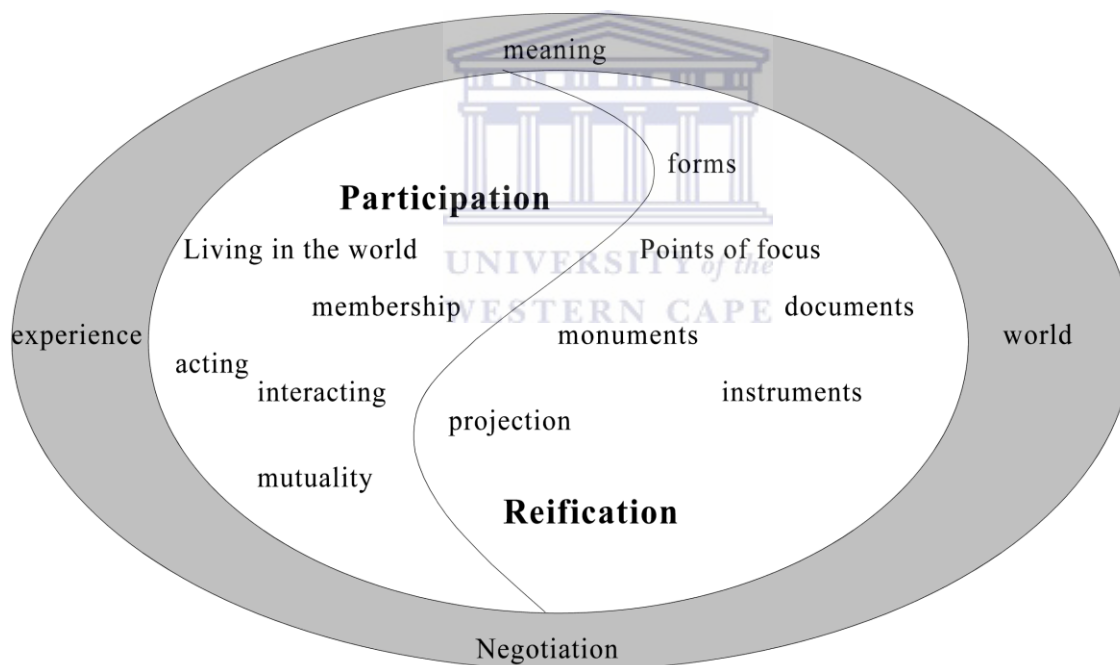
In Figure 11 we can see that learning is not an isolated activity and when connecting Figure 11 to the case studies the learning of a teacher is influenced by identity, community, meaning and practice. Wenger takes his theory further by saying that there are intersections of intellectual traditions as depicted in Figure 12 below. From Figure 12 we can further hypothesise that the theory of identity is influenced by the theories of power and subjectivity. In addition, power is on the same axis as meaning, and subjectivity is connected to collectivity. This would imply that one's identity is influenced by collective ideas within one's community of practice, while one attaches meaning based on that which one considers to be powerful.



**Figure 12: Refined intersection of intellectual traditions (Wenger, 2008:14)**

[http://coevolving.com/maps/1998\\_wenger/1998\\_Wenger\\_Figure\\_0.3.png](http://coevolving.com/maps/1998_wenger/1998_Wenger_Figure_0.3.png) Accessed 2 June 2012

Practice, according to Wenger (2008:51) “is a process by which we can experience the world and our engagement with it as meaningful”. To formulate a meaning we have to have a duality of participation and reification as seen in Figure 13 below. “Reification as a constituent of meaning can be viewed as double-edged and could be seen as always incomplete and on-going” (Wenger, 2008: 61-62). Our experiences are influenced by our participation in the world. These interactions are used for us to make meaning in our daily situations. We will also use these meanings as we negotiate with others and interact with reification items. The whole concept of making meaning and negotiating is therefore “incomplete and on-going” (Wenger, 2008: 61-62) and our experiences in the world are constantly evolving.

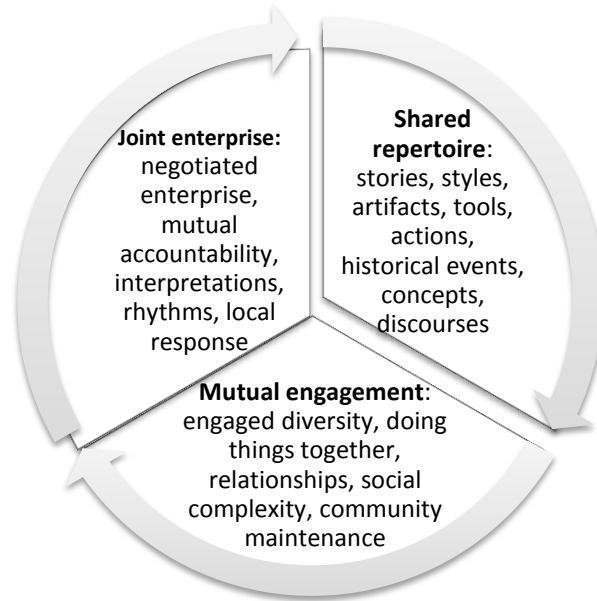


**Figure 13: The duality of participation and reification**

<http://informationr.net/ir/8-1/p142fig3.gif> Accessed 10 April 2012

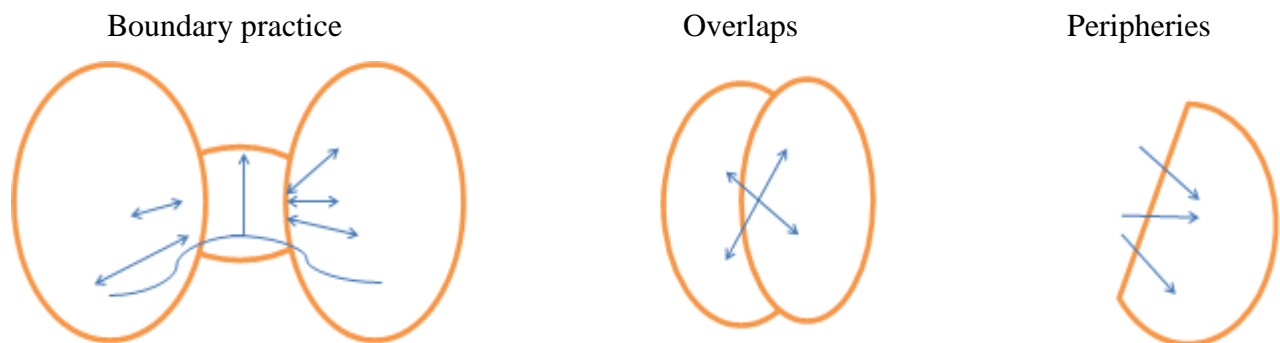
To associate community and practice, Wenger adds three dimensions of practice to his theory, namely, joint enterprise, shared repertoire and mutual engagement as seen in Figure 14 below.





**Figure 14: Dimensions of practice as the property of a community (Adapted from Wenger, 2008:73)**

According to Wenger (2008:106), sociologist Leigh Star “coined the term *boundary object* to describe objects that serve to coordinate the perspectives of various constituencies for some purpose”. For this reason they could participate in “multiple communities of practice at once” (Wenger, 2009:105). However, Wenger goes on to express that connections provided by practice could be seen as depicted in Figure 15:

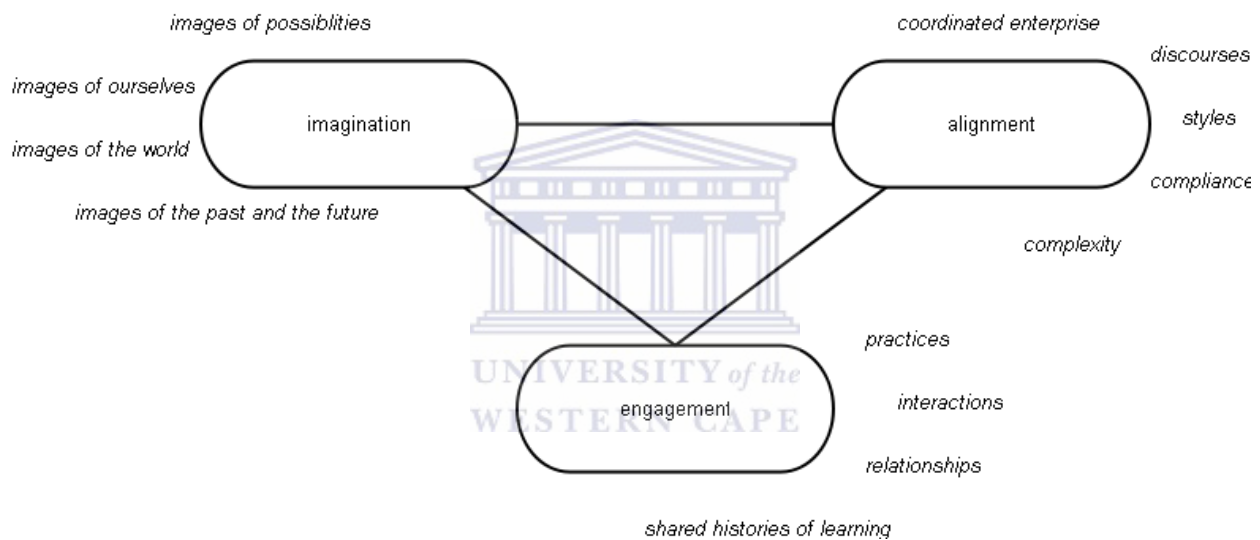


**Figure 15: Types of connection provided by practice (Adapted from Wenger, 2008:114)**

Figure 15 represents people working in different areas symbolised by the various shapes. In the overlapped ovals, the communities would be focussed on work being completed in both the



ovals. In the boundary practice illustration, workers in the outside ovals are merely interested in their own practices. When this happens it is very easy to misunderstand what is happening in the other oval and at times huge amounts of criticism may be aimed at the other oval. The ones in the interlinking area are more fluid in their practices as they are concerned about all three areas. At the same time the interlinking area could be criticised by both the outside ovals. The peripheries diagram indicates that people inside the shape may act as gate-keepers to all who come into contact with their work spaces. They will determine to whom they allow entry. Some workplaces may not have contractualised peripheries, but some workers might still feel left out. If a periphery culture exists some workers might choose to remain on the outside.



**Figure 16: Modes of belonging**

<http://www.timhoogenboom.nl/images/belonging2.png> Accessed 10 April 2012

In viewing Figure 16 above one is struck by the modes of belonging being quite subjective. Our imagination is engaged with past, present and future images. These imageries include our interpretation of the world, ourselves and our possibilities. However, it could also be seen as our views on the possibilities in the world for others. Our descriptions of the past and the future could therefore also be influenced by the lens we use to observe the world. These pictures are connected to our engagement and alignment. Our engagements are motivated by our practices, interactions, relationships and those with whom we share histories of learning. If we engage with individuals who have been injured in their imaginations we might skew what we witness as well. Similarly when we engage with positive people we will be encouraged to adjust our imaginations

accordingly. The reviewing and amending activities which stimulate our engagement are part of our alignment practices. So it could be stated that in our modes of belonging, the more we expose ourselves to in our alignment frames of reference, the more this will influence our imaginations and will influence those we engage with in general.

Wenger’s (2008) ideas on participation and identity concur with that of Max-Neef’s (1991) as illustrated in Table 11. There is also an overlap with Palmer’s (2007) culture of fear as seen in Figure 7. Wenger (2008:145) expresses that when one focuses on identity, one has to look at the issues of participation and non-participation. When one does this one has to consider inclusion and exclusion as well as one’s ability and inability to fashion one’s meanings to define communities and forms of belonging. Figure 17 below expounds on these categories in the social ecology of identity. In Figure 17 we can see the dangers of non-participation.

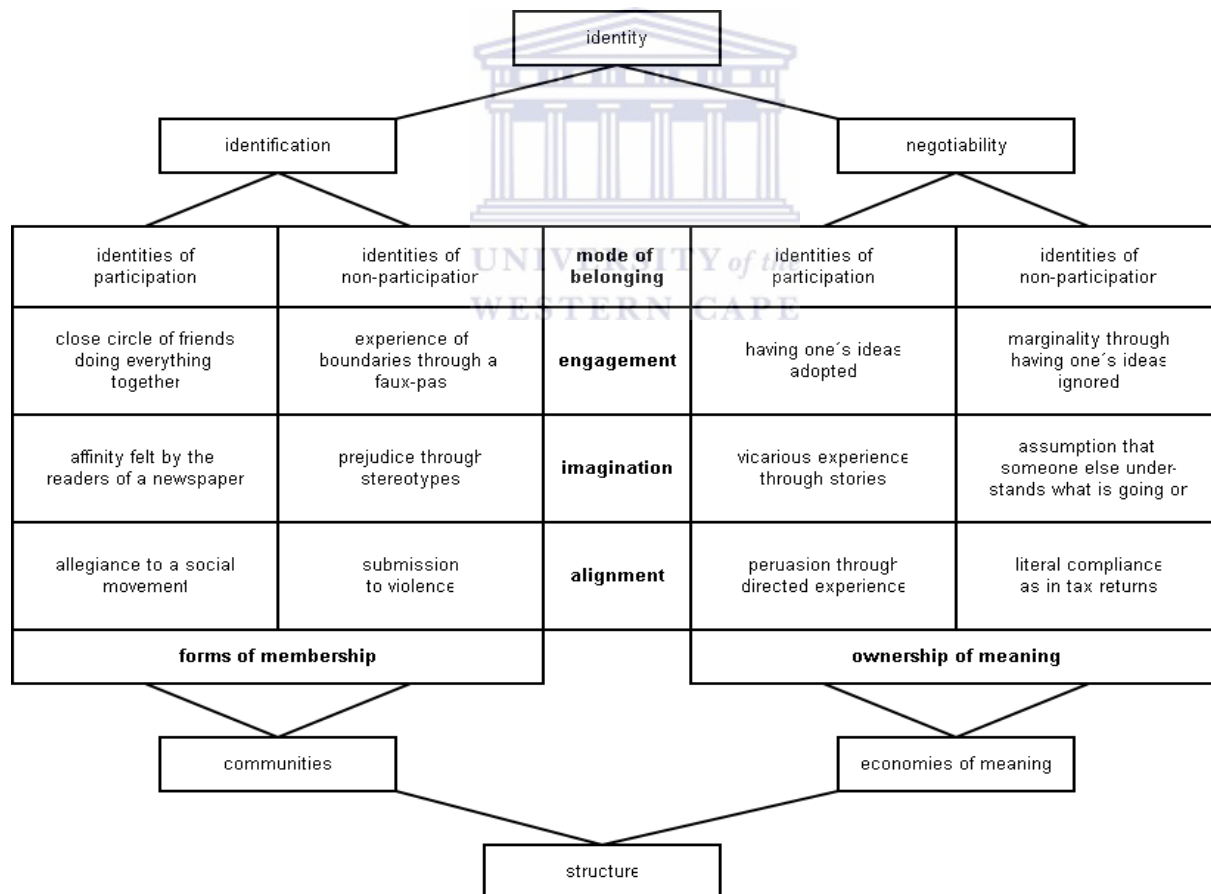


Figure 17: Social ecology of identity (Wenger, 2008: 190)

<http://www.timhoogenboom.nl/images/identity.png> Accessed 10 April 2012

For example, dangers in our imaginations could be that we create prejudices through stereotypes and we assume that someone else understands what is going on and that we are excluded from processes. In our alignment, for example, the danger is that we could submit to violence in our communities, while in our engagement with others we could, for example, experience boundaries created by our mistakes.

If we focus on communities of practice (Figure 10) and modes of belonging (Figure 16), there are avenues to assist teachers in remaining well and reducing stress. However, if non-participation is chosen there could be other consequences for the health of teachers which will now be argued.

## **2.7 Teacher wellness and stress**

Zohar & Marshall (2005:3) explain that wealth (*old spelling, welth*) in its Old English definition had nothing to do with money or material possessions. It meant “to be well”. Zohar & Marshall’s definition of wealth has developed to “... that which we have access to that enhances the quality of life” (ibid, 2005:3).

Capital means wealth that we can live by and that enriches our lives. By determining our deepest values, our basic purposes and highest motivations, and by seeking a way to embed these in our lives and work we gain wealth or wellness.

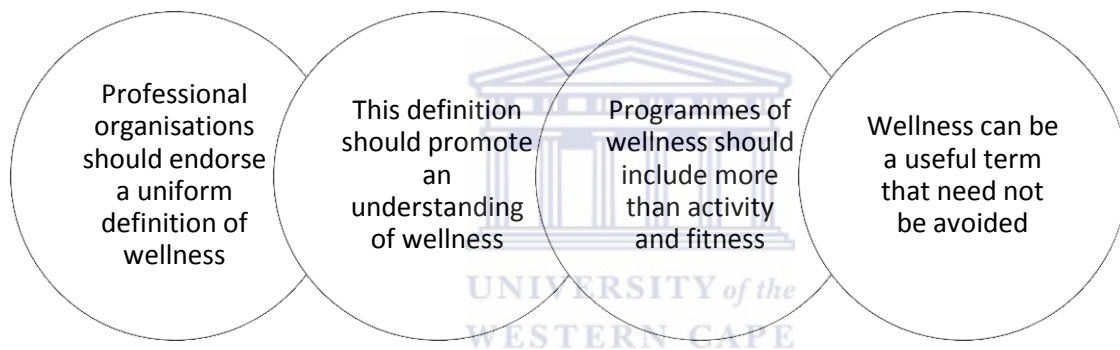
Corbin & Pangrazi (2001:1) adapted the definitions by Bouchard et al. (1990), Corbin, Lindsey, Welk, & Corbin (2002), as well as Corbin, Pangrazi, & Franks (2000) and came up with the definition of wellness to be a multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and a sense of well-being. Their article goes on to describe what wellness is and what it is not. According to them wellness is:

- Multidimensional;
- A state of being described as positive;
- Part of health;
- Possessed by the individual.

Quality of health and well-being are the descriptors of wellness, and health and wellness are integrated. Wellness is not the same as physical fitness. Wellness is what you are, not what you do and wellness is not a form of alternative medicine. The critical issues related to wellness are:

- We must develop valid and reliable methods of assessing wellness;
- Once good measures are established the factors that affect or influence wellness must be studied.

The implications for professionals are listed in Figure 18 below. From Figure 18 we can predict that should teachers as professionals not have a uniform definition of wellness, they will be unable to understand wellness, the need for programmes to promote wellness will exist and stress will increase.



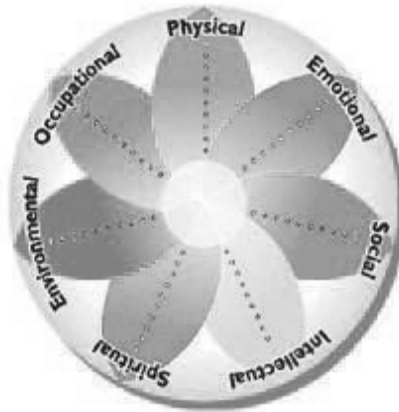
**Figure 18: Representation of implications for professionals in achieving wellness**

**Adapted from Corbin & Pangrazi (2001:6)**

According to Mda & Erasmus (2008:22), while teachers may grumble about not being known as professionals, South African teachers are also to be blamed for not being considered professionals; they are more unionised than professional. Unionised teachers are seen to focus almost solely on what they call “bread and butter” issues, rather than the intellectual and critical engagement with education as a phenomenon, curriculum, and subject development.

However, in relation to Figure 18 if teachers are to be considered professionals, they would have to be supported in their creation of a “uniform definition of wellness” (Corbin & Pangrazi, 2001:6).

Below in Figure 19 we are shown that wellness can be divided into seven areas. The ultimate motivation of a person seeking wellness would be to have these seven areas balanced in their lives. The challenge that most teachers have is that they not only have to aim towards balancing their lives but the lives of the children they teach.



**Figure 19: Dimensions of wellness**

<http://www.definitionofwellness.com/images/dimesions-of-wellness.jpg> Accessed 12 April 2012

A stress prevention and management strategy is represented in Figure 20 below. In Figure 20 the words that are significant are “on-going” and “continual”. Teachers can alter their stress profiles by being committed to a new way of viewing life.



**Figure 20: A stress prevention and management strategy**

[http://psycnet.apa.org/journals/str/10/4/images/str\\_10\\_4\\_280\\_fig3a.gif](http://psycnet.apa.org/journals/str/10/4/images/str_10_4_280_fig3a.gif) Accessed 11 April 2012

In Table 12 below are the sources of stress that teachers experience, according to research completed by Paulse (2005) with 115 teachers in the Western Cape.

**Table 12: Paulse’s sources of stress (2005:78)**

Sources of stress	Mean	S
Administration	17.73	4.38
Support	31.28	6.34
Student behaviour	33.26	5.26
The classroom	26.32	3.63
Parents	29.84	4.35
Professional competency	18.58	5.92
Personal competency	27.42	5.78

In her study she found that the most stressed teachers are female foundation phase class teachers, aged between 41-50 years with five or fewer years of teaching experience. Additional stress is also found amongst teachers with qualifications not higher than a teaching certificate and who had not undergone training to work with special needs’ learners. Paulse (2005) reported that sources of teacher stress included the lack of time, poor staff relationships, poor learner behaviour, large class sizes, inadequate resources, role conflict, poor salaries and adapting to change. Her study also highlighted that when support is offered to an employee, burnout is reduced and well-being is increased.

Table 12 reflects student behaviour scores as the highest stressor, however, support is the second highest and this stressor behaves that this study considers the potential of creating a teacher support strategy presented in Figure 20 above. Paulse (2005) also recommends that support networks be built and suggests that stress management be included as a part of professional training. All the stressors mentioned above appear to lead to teacher attrition.

### **2.7.1 Teacher Attrition**

The teacher attrition rate is currently estimated at between 5% and 5.5% nationally. In relative terms this is not out of line with international trends but in absolute terms this translates to between 17 000 and 20 000 teachers lost to the system each year (DoE, 2005).

According to the same report (DoE, 2005:12) the factors influencing attrition are as follows:

- Disintegration of discipline (thus causing unfavourable working conditions).
- Lack of facilities for teaching – especially subjects such as Science and technology.
- Severe overcrowding of schools and classrooms – this in spite of a generally acceptable national average learner-teacher ratio.
- Lack of adequate incentives.
- Poor parental participation at all levels: school governance and the disciplining of children.
- Policy overload, leading to dissatisfaction with time allocation, and making working conditions unbearable through the increase in administrative work.
- Role conflict. Teachers claim they have to adapt and adopt a multitude of roles depending on circumstances presented at school. These roles include attention to counselling, teaching, acting as *locus-in-parentis*, doubling as security personnel and sometimes even performing as midwives.
- Blatant favouritism and nepotism at school governance levels.

Other factors that could influence attrition are: lack of safety at schools, low teacher job satisfaction and morale, and inadequate remuneration and other material incentives.

Considering all that has gone before in this chapter pertaining to teacher identity I will now communicate a possible new paradigm that can influence teacher identity.

## **2.8 A possible new paradigm to influence teacher identity**

Zohar (1997:31-39) discusses three kinds of thinking: serial, associative and quantum. Table 13 below lists some information about these types of thinking.

**Table 13: Three kinds of thinking (Adapted from Zohar, 1997:31-39)**

Thinking	Brains	Explanation	Advantages	Disadvantages
Serial	Intellect	Straightforward, logical, dispassionate, functions within boundaries.	Fast, accurate, precise and reliable.	Can only operate within a given paradigm, programme or set of rules. Inflexible.
Associative/ Parallel	Heart	Enables us to recognise patterns like faces or smells. Rooted in our emotional and physical experience.	Can wire and rewire with experience. Trial and error learning. Tacit learning.	Slow, inaccurate and tends to be habit bound. Have difficulty sharing it with others.
Quantum/ Intuitive/ Spiritual/ Vision	Spirit	Creative, insightful, holistic. Rooted in and motivated by our deep sense of meaning and value.	Questions itself and the environment. Used when the unexpected happens. Sees the thinking behind our thinking.	

Using all three ways of thinking assists human beings to operate in a holistic way. Zohar ultimately believes that allowing people to “operate at the edge” will bring about transformation. Zohar & Marshall (2000:3) propose that human beings have three kinds of intelligence represented in Table 14 below. Rational/Mental/Intellectual intelligence (IQ) is what we use to solve logical or strategic problems. Emotional intelligence (EQ) gives us awareness of our own and others’ feelings. Spiritual intelligence (SQ) helps us solve problems of meaning and value. Zohar & Marshall, (2005:5) define spiritual intelligence as “the intelligence with which we access our deepest meanings, values, purposes, and highest motivations”. Zohar & Marshall (2000) believe that individuals who are well balanced are able to draw from all three types of intelligence.



**Table 14: Three kinds of intelligence (Zohar & Marshall, 2000:3)**

<i>Intelligence</i>	<i>Function</i>
Rational/Mental/Intellectual	Solve logical or strategic problems
Emotional	Gives us awareness of our own and others' feelings
Spiritual	Solve problems of meaning and value

Indications of highly developed SQ include (Zohar & Marshall 2000:15):

- The capacity to be flexible (actively and spontaneously adaptive)
- A high degree of self-awareness
- A capacity to face and use suffering
- A capacity to face and transcend pain
- The quality of being inspired by vision and values
- A reluctance to cause unnecessary harm
- A tendency to see the connections between diverse things (being 'holistic')
- A marked tendency to ask 'Why?' or 'What if?' questions and to seek 'fundamental' answers
- Being what psychologists call 'field dependent' - possessing a facility for working against convention

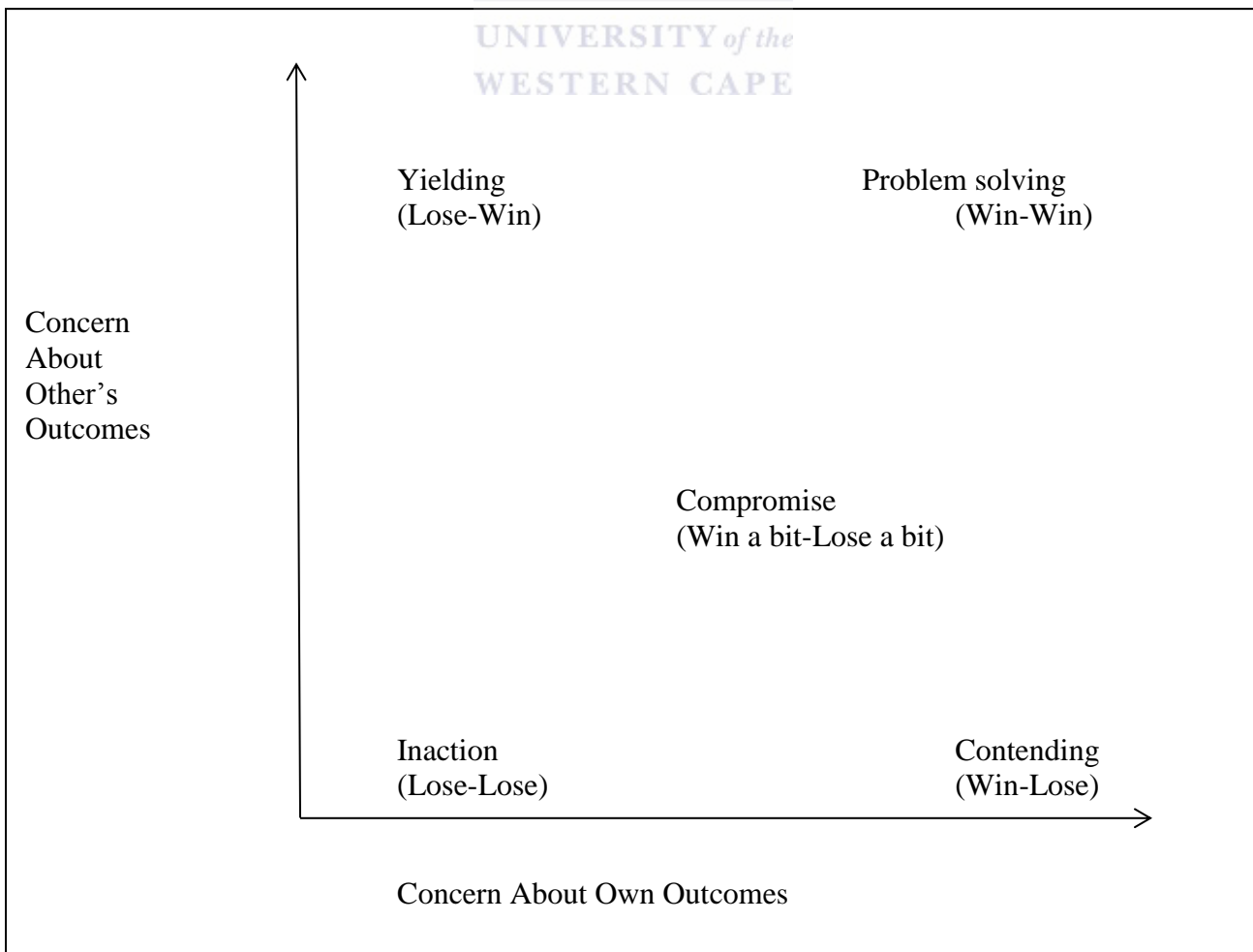
Zohar & Marshall (2000:11) state that spiritual intelligence has been awkward for academics because existing science is not equipped to study things that cannot be measured objectively. This point of view ties in with Palmer (2007:13) discussed in section 2.3. Zohar & Marshall (2000:10) express that while SQ does not depend on religion, it makes religion possible and perhaps even necessary. They also caution (ibid, 2000:111) that the mere sense of the spiritual does not guarantee that we will use it creatively in our lives. An outward sign of a high SQ would mean that the person will use the spiritual to bring greater context and meaning to living a richer and more meaningful life. A sense of personal wholeness, purpose and direction would be the outward sign of SQ.

Therefore comparing the three types of intelligence with the research study I could say that IQ is the desire to be effective in the classroom and can be likened to the practical competences of the teacher.

EQ has been introduced to schools and especially amongst school management teams as it forms part of the Advanced Certificate in Education for school management teams. However, while the benefit of practising EQ in schools is encouraged, there is still the possibility that an authoritarian management style may be practiced when the institution is in crisis. This is discussed in chapter four as part of the consequences of stress.

The third intelligence is SQ and this intelligence can be used to assist staff and SMT's to resolve conflicts and challenges that institutions can face at any given time. This form of intelligence acknowledges that the person is able to look at other human beings from a moralistic and value based foundation. It requires all stakeholders to admit that each has value and to envisage a future for all concerned. It encourages dialoguing to resolve or devise ways forward. This intelligence relies on the collective having the ability to address issues and to find joint solutions.

Below in Figure 21 is a representation of the range of negotiation options “based on the work of Thomas (1976), Moore (1986) and Johnston (1982), where salient negotiation styles include: contenders, yielders, compromisers and problem solvers” (Anstey, 1999:82).



**Figure 21: Negotiation options (Adapted from Anstey, 1999:82)**

These positions have winners and losers. The ultimate position to work towards, where both parties have changed their attitudes, is problem solving. IQ, EQ and SQ when blended will assist the teachers to jointly problem solve. A further understanding could be that the teachers can be self-reliant (Max-Neef, 1991) or live divided no more (Palmer, 2007).

A supplementary aspect of transformation is the development of teachers into servant leaders which is spoken about next.

### 2.8.1 Becoming servant leaders

According to Zohar & Marshall (2005:175) the process of dialogue is not necessarily about consensus. The etymology of dialogue is (Greek) *dia* – “through” or “by the way” and *logos* – “word”, “relationship”, “meaning flowing through”. Debate literally means “to beat down”. Discussion means “to break things up”. Discussion has the same root as percussion or concussion (Jaworski, 1998:110). Considering these three words we are more accustomed in academic circles to debate and discuss. It is not very often that we are encouraged to dialogue except if it is to critique at a later stage.

Dialoguing dates back to Socrates where he believed that this technique could lead people “to find knowledge latent even in the most ignorant and to discover the good in every person” (Zohar & Marshall, 2000:179). Differences between dialogue and debate are tabulated in Table 15 below. Teachers could explore the value that dialoguing could bring them in their quest to reduce their stress levels.

**Table 15: Differences between dialogue and debate (Zohar & Marshall, 2005:177)**

Debate	Dialogue
Knowing	Finding out, discussion
Answers	Questions
Winning or losing	Sharing
Unequal	Equal
Power	Respect and reverence
Proving a point or defending a position	Exploring new possibilities and listening

Zohar & Marshall (2005) believe that the shift in the human experience happens when the individual consciously moves from debating to dialoguing. While this transference in conversation is beneficial for growing as a person, the societal constructs of learning would still require people to discuss and debate. It would therefore be important to differentiate in particular settings which method of communication is needed. Stress reduction could be achieved by dialoguing in certain locales but to discard the value of discussion and debate would also be detrimental. Similarly, to believe that dialoguing is mere talking and a waste of time would also be incorrect. The necessity for balance in our daily lives would therefore be intertwined with our choice to debate, discuss or dialogue.

Zohar (1997:153) also speaks about the four essential qualities of Servant Leaders to be:

1. Deep sense of interconnectedness of life and all its enterprises
2. Sense of engagement and responsibility – what I *have* to do
3. Aware of human endeavours
4. Know who they ultimately serve

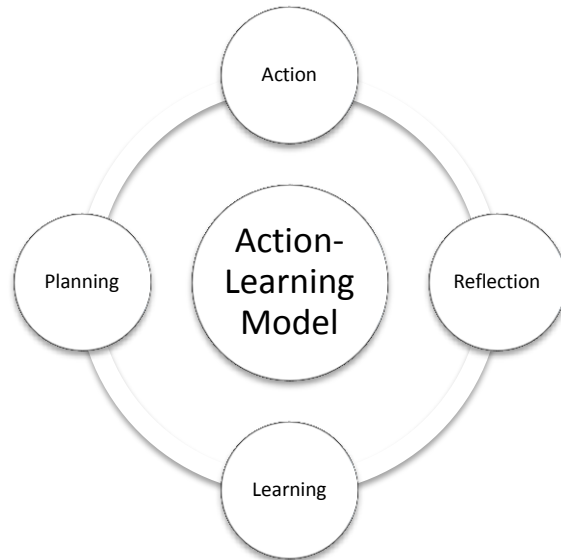
Mahatma Gandhi, Mother Teresa, Nelson Mandela and the Dalai Lama are examples of servant leaders, according to Zohar & Marshall (2000:34).

A way of achieving the four essential qualities as listed above could be by using the action-learning model revealed next.

### **2.8.2 Action-learning model**

This model designed by Taylor, Marais, & Kaplan (1997) states that action is followed by reflection which in turn allows learning. These learnings we use in planning for our next action. Similarly the converse could be that without action we will fail to reflect, learn or plan. We could also be philosophical and question which process actually comes first and Taylor et al. (1997:2) justify their model as follows:

Learning happens in many different ways. Many people believe that thinking is the most important way of knowing about the world. In our experience, however, action-learning is an event more practical and a powerful source of learning. The action-learning approach takes into account that actions and understandings and feelings are extremely important sources of knowledge.



**Figure 22: Action-Learning model (Adapted from Taylor, Marais, & Kaplan,1997:2)**

In chapter four the way that the findings report is presented is that the data collection tools used constitute the ACTION and I will start from that point as depicted in Figure 22 above. My deliberation and observations are REFLECTION. The findings would be classified as LEARNING and possible conclusions and recommendations would be listed under PLANNING. I will further expand the learning into the Wenger (2008) components of a social theory of learning as shown in Figure 11 in section 2.6. In conjunction with these two models, I will be commenting in Max-Neef's (1991) transdisciplinary way where the data is described, explained and a means of understanding is presented.

## **2.9 Conclusion**

Transformation in teaching and learning practices is complex. There is no one solution and synergy is needed amongst the stakeholders. The copious gazettes and reports that have been produced by the DoE, and now the DBE and DHET, are a testament to the fact that South Africa as a fledgling democratic country is resolute in forging a new education system that maintains equality of all its citizens. South African teachers are the ones who have to embrace and implement these education acts and policies and for the many reasons listed before, they need support.

Palmer (2007) highlighted the understanding that teachers have to own the courage to teach. He alerted us to the fact that irrespective of what the teacher is exposed to as teaching methods and pedagogy, the heart of the teacher has to be intact. He emphasised the culture of fear and the impact this can have on a teacher's performance in the classroom. He exposed the hidden wholeness that all teachers possess and he challenges teachers to embrace paradox. He believes that teachers can be divided no more when they have a heart of hope and they can achieve this by knowing, teaching and learning in community.

Wenger (2008) depicted the duality of boundary relations and shows that teachers do not work in isolation. They are not bound to schools per se but their work permeates every facet of society. Teachers' work reaches far beyond the classroom and their identities follow their learners into their homes and communities. The meaning, attitudes and presence that teachers bring to the classroom are translated into so many different aspects of society. Teachers act as both brokers and boundary objects. They encourage and deny participation in their actions. The power they have over their learners is tangible and the reification they choose either enlarges or limits the boundaries of their learners. The true impact teachers have on society is phenomenal.

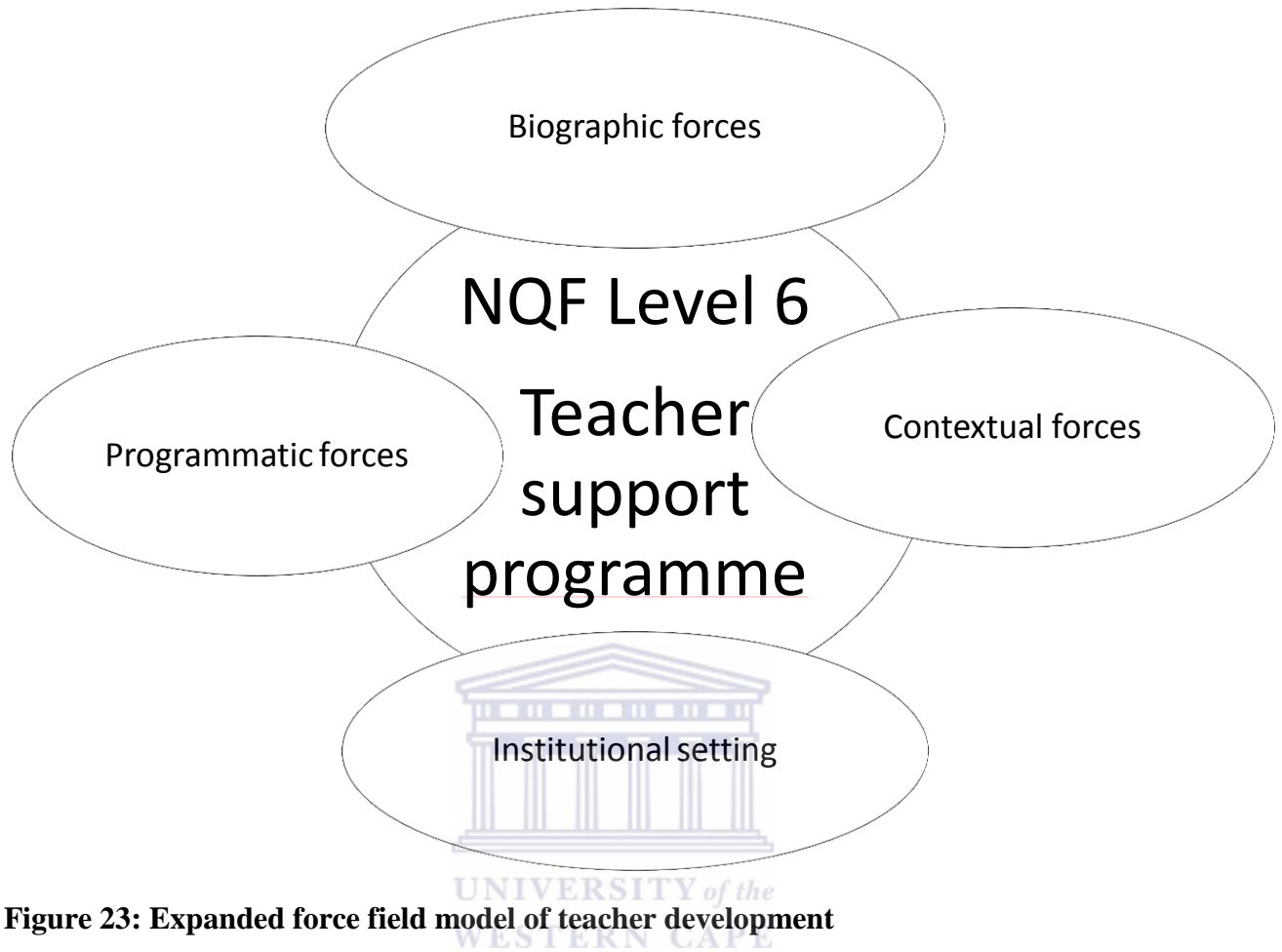
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Fanon's three phases of transformation (1963) alerted us to the impact that South African history and a growing capitalistic democracy could have on teachers. He guarded us against believing that indigenous peoples (the native) are protected from oppression and future influences in modern society. He magnified the fact that the teachers (awakeners) in a democratic South Africa have been called upon to educate the masses. The oppression we are currently facing is that of low literacy and numeracy levels. Teachers are held responsible for the poor results and they are also at the forefront of changing this statistic. In reflecting on this fact, one could say that the teachers assimilated the culture of the new curriculum (power) and by doing this they became estranged from the teaching practices that they had been previously taught. The outcome of this "estrangement" is reflected in the reduced literacy and numeracy results. After a period of evaluation they were disturbed (phase two) and they had to be reminded of who they actually are as teachers. This awakening brought about the "fighting phase" which has now caused many teachers to revisit their teaching and learning practices and they have to re-educate the masses (the learners).

Max-Neef (1991) explores axiological and existential needs and satisfiers. He believes that all people should be allowed to develop self-reliance. He demonstrates the development of self-reliance by using transdisciplinary approaches. He understands that people have to create and maintain their own reality. He does not accept that your financial state determines your potential. He implores us to see the potential in each person.

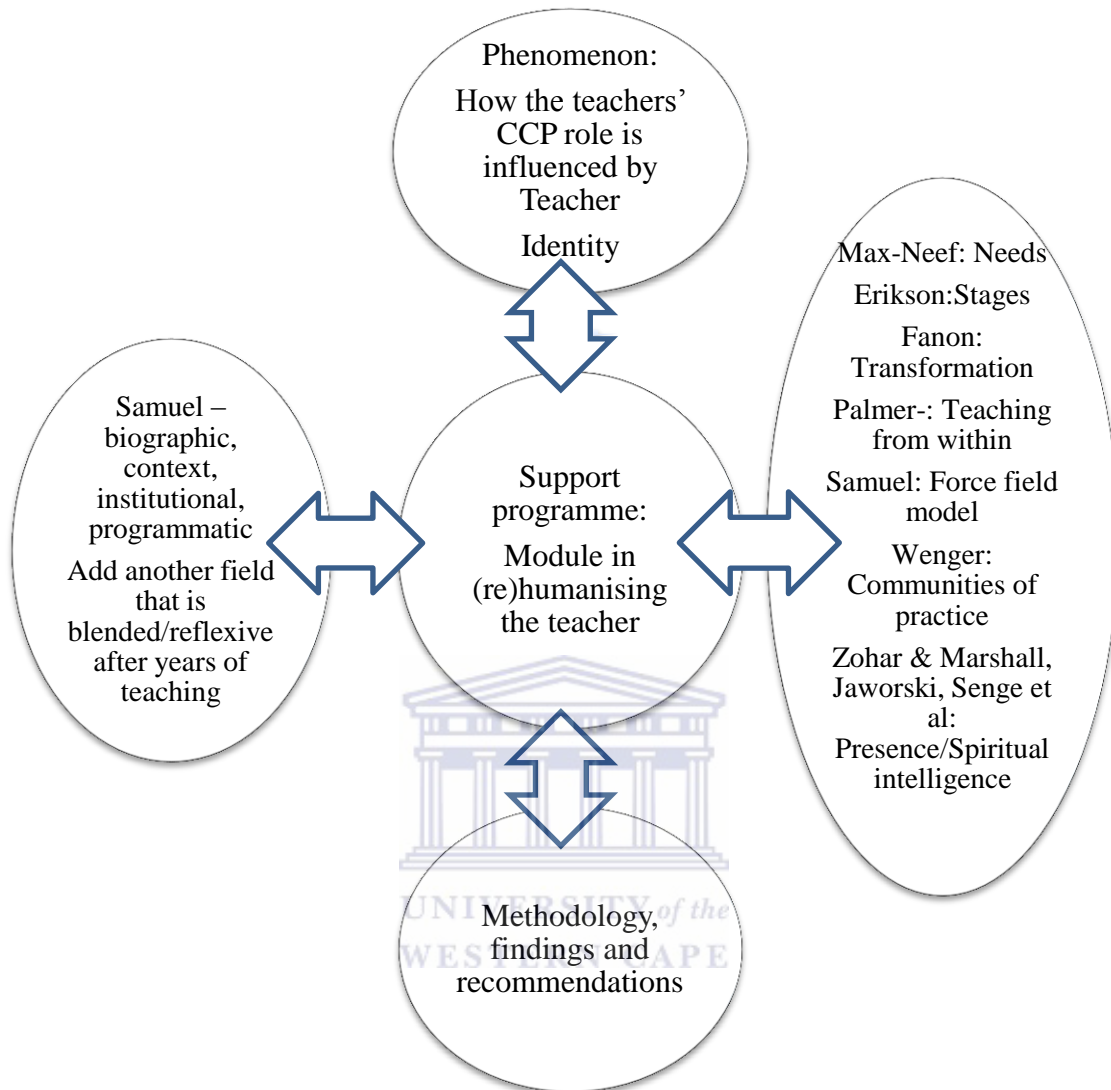
Reflecting on the concepts dialogued in this chapter, I would like to suggest that a further field is added to Samuel's model. He suggested that teachers have a biographic identity (Samuel, 2008) that they bring to teacher training institutions and that after further exposure to teaching styles, curriculum design and teaching techniques (amongst other influences), these teachers then live out their newly founded teacher identities. His force field model proposes that the context within which teachers work, the institutional settings they are taught in, and the programmatic forces they will adopt all contribute to their teacher identities. These identities are challenged throughout the teachers' lives and are shaped by the teachers' communities of practice. In this study I would like to complement Samuel's existing force field model by recommending that educational provision be designed to support teachers, and to propose that the quality of the support network will enhance or stunt teacher identity.

Beijaard et al. (2004) comment that many reviewed studies focus mainly on teachers' personal practical knowledge and only a few studies concentrate on the explicit relationship between knowledge and professional identity. I have identified that there are no studies that have investigated the impact that emotional and spiritual intelligence have on the development of teacher identity and the subsequent impact these additional skills will have on teaching and learning. I have expanded Samuel's (2008) teacher development model and this is depicted in Figure 23 below.



**Figure 23: Expanded force field model of teacher development**





**Figure 24: Conceptual framework**

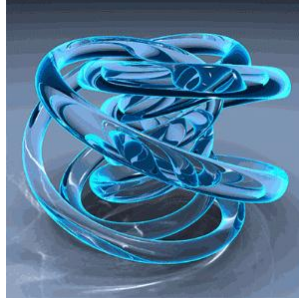
In Figure 24 above is a conceptual framework where I both summarise and propose the need to (re)humanise teachers. I suggest that a possible starting point is the design and implementation of the twenty credit level six support course. From Figure 24 it is evident that we have “wheels within wheels” and the concept of a support programme is guided and influenced by the literature review, the phenomenon of teacher identity and the methodology used in the study. These combined aspects determine the conceptual framework adopted.

In the following chapter the research design and research methodology chosen for the multiple case study is discussed.

## Chapter Three

### Research Design and Research Methodology:

#### Never ending or beginning on an ever spinning wheel



**Figure 25: Never ending or beginning**

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Accessed 4 April 2012

### 3.1 Introduction

In this chapter I describe the methodological considerations regarding my study. Samuel & Stephens (2000:490) conclude their study by stating that further study into the development of teacher identity “should adopt a methodology that unashamedly puts the experience and voice of the teacher, whether at the start of her profession or after many years of teaching, at the forefront of the inquiry”. I will reveal the qualitative research design chosen and the reasons for using an exploratory phenomenological multiple case study for my investigation.

### 3.2 Qualitative research

I chose a qualitative research design with data collection tools that explored the real-life world of the teacher. I chose to observe the teachers in their classrooms to experience the realities that they have to face daily. I was not evaluating their teaching styles or their approach to discipline or their adherence to the syllabus. My primary focus was to see their classroom situations and their working conditions as Jansen (2001) proposes that the working conditions of teachers influence their teacher identities. I submerged myself into their world even though it was brief because of the time constraints of school life.

According to Henning, Van Rensburg, & Smit (2004:3):

In qualitative research we wish to give as clear and detailed an account of actions, and representations of actions as possible, so that we can get a better understanding of our world, hopefully to use it to bring about a measure of social change.

In this research project the motivation for the investigation was to ultimately bring about a “measure of social change” which I report on in chapter five and therefore a qualitative methodological paradigm was used.

The primary school teachers were researched to ascertain their teacher identity and to investigate the possible connection between how they describe their teacher identity and how they view, perceive and approach the CCP role. Henning et al. (2004:6) further states: “The analytical instrument is largely the researcher.” An analytical researcher would utilise thick description as it includes a coherent, empirical and interpretative account of the phenomenon. The classroom observations were therefore used to gather detail of the situations the teachers find themselves in and illustrate their approaches to the CCP role.

Patton (1990:54) states:

Case studies are particularly valuable when the evaluation aims to capture individual differences or unique variations from one programme setting to another, or from one programme experience to another. ... Regardless of the unit of analysis, a qualitative case study seeks to describe that unit in depth and detail, in context, and holistically.

A hypothesis was that employed teachers had certain teacher identities that would embrace the CCP role expected to be achieved at the school. To test this hypothesis three schools were chosen in the Western Cape Metro education districts: one was in a leafy suburb, one was a disadvantaged school with a high refugee enrolment and one was catering for children on an urban rural fringe. The schools would therefore fall into a combination of the following categories: advantaged, disadvantaged, urban and suburban. The validity and reliability of the study was improved as various views, perceptions and approaches were investigated and compared in relation to the CCP role and the teacher identity of the primary school teachers. The design of researching three different schools was also linked to triangulation.

Silverman as cited in Henning et al. (2004:14) states that “theories are statements about how things are connected”. Silverman further goes on to illustrate three positions with regard to the subject of his research. The first position is where the researcher sees herself as separate to the researched and they work independently of each other. The second position is where the researched and the researcher work inter-relatedly and the third position is when the researcher and the researched have a mutual goal (Henning et al., 2004:15). I used the third approach where the teachers and I had a mutual aim in mind regarding the research. Both the teachers and I were committed to a mutual form of freedom in the world as opposed to one that constantly thrives on unequal power relationships.

Researchers can choose to either view their researched communities from an insider or outsider perspective (Babbie & Mouton, 2001). I chose to be an insider as I have classroom teaching experience. Henning et al. (2004:19) also states that “the interpretative researcher realises that observation is fallible and has error and that all theory is revisable”. Henning et al. (2004:20) say that interpretivist research is “a communal process”. This understanding stresses to me that peer reviews and inclusive research techniques are essential to maintain validity and reliability in the research process. Denzin & Lincoln (2005:22) contend: “All research is interpretive; it is guided by the researcher’s beliefs and feelings about the world and how it should be understood and studied.” I agree with their statement and viewing teacher identity as the phenomenon, the approach used in this study with the primary school teachers from three schools in the Western Cape education districts was based on an interpretivist tradition, but also included an insider and outsider approach. Max Neef (1991) who concentrated on research among Third World participants designed an approach which I adopted as well. Some of the teachers who participated in the research had teacher identities that benefited from transdisciplinary views.

According to Max-Neef (1992:15), the transdisciplinary approach states:

Transdisciplinarity is an approach that, in an attempt to gain greater understanding, reaches beyond the fields outlined by strict disciplines. While the language of one discipline may suffice to *describe* something (an isolated element, for instance), an interdisciplinary effort may be necessary to *explain* something (a relation between elements). By the same token, to *understand* something (a system as interpreted from another system of higher complexity) requires a personal involvement that surpasses disciplinary frontiers, thus making a transdisciplinary experience.

By investigating the phenomenon of teacher identity and how this is demonstrated in fulfilling the CCP role, this study does not only *describe* teacher identity but also *explains* how teacher identity impacts on primary school teachers' views, perceptions and approach to the CCP role. From the indicators of “thick description” and explanation, an *understanding* of how teacher identity guides primary school teachers in their daily functioning towards the CCP role is revealed.

Erikson's (1950) psychosocial life stages and Max-Neef's (1991) matrix of needs and satisfiers (Table 11) will be used to enhance the interpretivist paradigm of the research, as generative teachers are more enthusiastic to implement the CCP role. Generative teachers value their teacher identity and manifest the CCP role to project hope in the learners.

### 3.2.1 Multiple case study research design and protocol

The case study protocol that I used throughout the research process is presented below in Table 16. I based this on the skeleton case study protocol (Yin, 2009:79-86) as it assisted me to focus on the procedures I would adopt. It guided me in improving my ethical considerations and channelled me in standardising the methods I would use while visiting the three sites. This also increased the validity and reliability of the study that I discuss further in 3.8.

**Table 16: Case study protocol**

Overview	Field Procedures	Case Study Questions	Guide for Report
Teacher identity and the CCP role	Approaching possible sites	Found in Appendices 7 and 8	Keep a research journal
Relevant DoE docs	Permission from the WCED	Complete the informal and formal pilot and revise questions and procedures if needed.	Tabularise data where possible
Critical theory lens	Signing of participant consent forms	Test the voice recorder and adjust its placement in an interview.	Transcribe as quickly as possible and complete the data collation and analysis.
Theorists: Palmer, Wenger, Samuel, Jansen	Negotiating the times to meet with teachers	Do not be rigid when interviewing. Give teachers a voice and a listening ear.	Write up using the university thesis guide.

Table 16 reflects the measures that I put in place for my exploratory research investigation. This protocol acted as my template and also my conscience. The preparation and data collection phase of any research project can be very overwhelming. I therefore relied on this practice to keep me calm and to ensure that I would not exit the field without completing all the steps I had to take.

Merriam (1998:29) states that a qualitative case study can be “particularistic, descriptive or heuristic”. Multiple case studies are also called “collective case studies, cross-case, multicase or multisite studies, or comparative case studies” (Merriam, 1998:40). Using her terminology I have conducted a particularistic cross-case study as the phenomenon that I investigated was teacher identity and I investigated at three schools.

The COSMOS corporation (Yin, 2009:8) suggests that a case study should be chosen when the research question begins with a how or why question. There is no requirement for control over behavioural events and the focus of the study is on contemporary events. My research question is: “How does teacher identity and the views, perceptions and practices of primary school teachers at three schools in the Western Cape relate to the practical, foundational and reflexive competences of their CCP role?” The contemporary event is teacher identity and I have no control over the identities that the teachers develop.

Yin (2009:18) scopes a case study to be an empirical inquiry that:

- Investigates a contemporary phenomenon in depth and within its real-life context, especially when
- The boundaries between phenomenon and context are not clearly evident.

Referring to the investigation that I completed, the phenomenon was teacher identity and the school was the real-life context. The boundaries were not clearly evident as teacher identity is influenced by emotional, political and professional factors (Jansen, 2001).

Heriot & Firestone (1983) (as cited in Yin, 2009) state that to make the overall study more robust, evidence from a multiple case is often more compelling. The need for a case study

protocol is imperative and I chose to complete three holistic case studies. All the schools were in the Western Cape Metro education districts but the types of schools chosen were different. Yin (2009) cautions researchers about the rigour of a case study and states that the research design improves the external validity of the investigation, data analysis the internal validity, and data collection improves the construct validity and reliability of the study.

### **3.2.2 Phenomenological lens**

In this multiple case study the phenomenon of teacher identity was investigated. A phenomenological paradigm as presented in Table 17 below was considered. Cerbone (2006:94) says that phenomenology:

... often characterises itself as a purely descriptive enterprise, its descriptions are not without practical significance; indeed, hitting on the right descriptions can be thoroughly transformative, converting us from passive, thing-like beings to lucid, active, fully attentive subjects of experience.

While phenomenology as a methodology has not been adopted in its entirety, the teachers were fully engaged to describe their teacher identities, and in the findings as well as the recommendations expounded upon in chapters four and five respectively, the transformative nature of the collected data is revealed.

**Table 17: Phenomenological paradigm adapted from Easterby-Smith et al. (1991:27)**

	<b>Phenomenological paradigm</b>	<b>Used in this research</b>
Basic Beliefs	The world is socially constructed and subjective	Yes
	The observer is a party to what is being observed	Yes
	Science is driven by human interests	Yes
The researcher should	Focus on meanings	Yes
	Try to understand what is happening	Yes
	Construct theories and models from the data (inductive approach)	Yes
Methods include	Using multiple methods to establish different views of a phenomenon	Yes
	Using small samples researched in depth or over time	Yes
	Qualitative methods	Yes

Table 17 also operated as a guideline as I did introspection of the research process. It motivated me to stay focussed, showed me that I should focus on meanings and reminded me that I had to work towards understanding what was happening during the data collation and analysis periods.

Mouton (as cited in Coetzee, Graaff, Hendricks, & Wood, 2001:12-13), states that human beings are members of different “worlds”. World 1 is the world of everyday life and lay knowledge (pragmatic interest), World 2 is the world of science (epistemic interest) and World 3 is the world of metascience (critical interest). Very often the needs of people are only focussed on “pragmatic interest”. In this study it is endeavoured to include all three worlds in the concept of teacher identity and the impact this has on teachers’ CCP roles. There are also synergies between the three worlds and this suggests the need for experienced teachers to be supported.

This exploratory phenomenological multiple case study has been designed to include three primary schools that are relatively close to each other geographically, but are classified as advantaged, disadvantaged, urban or suburban schools. The communities that feed into these



schools influence the pragmatic, epistemic and critical interest of the teachers and impact on their internalisation of their teacher identity. The phenomenon under investigation is “teacher identity” and how this translates in the primary school teachers’ attitude towards their CCP role. Furthermore remembering the Henning et al. (2004:6) quote: “The analytical instrument is largely the researcher”, I would now like to discuss my preparation to become a skilful researcher.

### **3.2.3 My trek and preparation to become a skilful researcher**

I am a qualified teacher who “retired” in 1998 after teaching for nearly a decade. According to the establishment of the school at which I was teaching, we were twelve teachers in excess. The education changes were proliferous and the teachers were not coping with the myriad of government circulars and the demands of C2005. Many of my colleagues were petrified of the future and I felt that I was young enough to branch out into other areas of education.

As mentioned in chapter two the NQF was in the process of being shaped and SAQA was still a fledgling body. The information given in the SETA launching road shows was confusing as the opinion of the time was that we were pioneering a new educational approach. Qualifications and life-long learning were the terms we heard constantly and to be accredited, competent and compliant was the aim of all of us aspiring to offer training. In 2005, after an arduous programme accreditation journey I also became an accredited outcomes-based assessor and an assessment guide developer being found competent in Unit Standards 397411 and 630918. My national learner records database number is L345556BUR. It was with these skills that I returned to academia and completed a Masters in Development Studies at the University of the Western Cape. For my mini-thesis I evaluated empowering volunteers for capacity building.

Yin (2009) states that a high quality case study requires a researcher that displays the ability to ask good questions, has good listening skills, is able to be both adaptive and flexible, has a firm grip of the issues that they are investigating and is unbiased by preconceived notions. To practise these five skills I designed a standardised open-ended interview and focus group questions (found in Appendices 7 and 8) and completed what I term both an informal and formal pilot. In the “informal” pilot I asked random teachers these questions and they ranged from first year

teachers, to experienced teachers and to retired teachers. I then also completed the “formal” pilot where I gained permission from the WCED to complete the entire research process with teachers in the school setting before embarking on the research in the three schools. I attended and completed Lifeline’s Personal Growth Course and their Basic Counselling Skills Course which each consisted of a three hour session per week for nine weeks before I entered the research field to practise spontaneous questioning and to improve my listening skills. As I had taught before, these courses had me address issues that could have negatively impacted upon the research and therefore reduced my potential to be biased.

### **3.3 Methodological challenges**

#### **3.3.1 Entry into the research arena**

The first challenge I would like to highlight is that of getting access to schools to conduct research projects. The understanding of many a researcher is that people would like to be given an opportunity to state their side of any issue. However, I found that many schools were not interested in being part of the research process. I was informed by one principal that the only teachers who might be interested in assisting me would be the ones who were studying further themselves as the others would see my interaction with them as being yet another burden in their already crowded day. I was asked what value this research would have for the school as I would achieve a degree and they would not benefit. I was wary of giving hollow promises to the schools as I wanted them to choose to be part of the research process and I did not want to create the impression that I was bribing them to participate. This would negatively affect the reliability and validity of the data. I can report that I was never placed in the position where this happened during the research project.

Some principals were not prepared to meet with me at all. They scrutinised my research abstract and based on this, I was denied access to their schools. Some principals stated that their governing bodies were not in favour of the teachers spending time on this study. One principal reported that the teaching staff voted that they were not prepared to meet with me. They were having huge staff turnovers and needed to use their time to catch up with the syllabus and gain some momentum with the learners. One principal met with me and stressed the busy schedules of

the teachers but promised that he would engage them to see whether they were prepared to be part of the study. After numerous phone calls and emails I decided not to pursue the matter any further as I was not getting any response at all. These responses were from both advantaged and disadvantaged schools.

My initial proposal stated I would interview teachers at four primary schools. After I had received permission from the WCED to conduct the research, the intermediary on behalf of the school principal of the fourth school informed me that the school would no longer participate in the study. The dynamic at this school was interesting as at no time during any of the communication with the school was I allowed to speak to the principal. I found secretaries to be enormous gate keepers and they protected their principals at every turn. I was rerouted to so many other people via the secretaries. They, in turn, instructed: “But you should speak to the principal!” The day I presented myself to initiate the research process (and was turned away), I saw that the school was celebrating their fiftieth anniversary and all their attention was on these activities and the 2010 FIFA World Cup South Africa.

I initially planned to investigate intermediate phase teachers but not many intermediate phase teachers were willing to be part of the research. In one case the teacher signed the participant consent form allowing me to complete classroom observation; however, on arrival at the classroom the teacher stated that due to pressure they had nothing for me to observe. This further highlighted the fact that the stress experienced by teachers is great and their coping mechanisms include isolation. I therefore decided to investigate primary school teachers as they were research participants who were eager to participate.

### **3.3.2 Gaining the trust and respect of teachers**

Gaining trust was very important for me as a teacher/researcher. I wanted the teachers to feel comfortable with me and at the same time they had to trust that I would not be betraying their confidences to their colleagues or school management teams. I approached this by telling them that I would not be discussing their situations with anyone and that the classroom observations were purely for me to be able to identify with their realities. I was very open with the teachers and showed them what I had written in the classroom observation form (found in Appendix 5).

This was done right at the beginning of the interviews and they were encouraged to comment and to tell me whether they agreed or disagreed with my observation (member checks) as suggested in Teddlie & Tashakkori (2009). To honour the trust that teachers had placed in me I transcribed the interviews on my own. I also ensured that the voice recorder used for this investigation was in my possession at all times.

### **3.3.3 Maintaining and separating the role of teacher/researcher**

During my classroom observation periods there were a few occasions where I wanted to interact with the children. I was not tempted to teach a lesson but the children were fascinating and their inquisitive natures attracted me as they were bursting with questions that they wanted to ask me. It was obvious that many of the learners had been exposed to teachers' assistants and pre-service teachers and they wanted to know what I was doing. Their teachers always introduced me as a researcher that would be observing lessons. This introduction was understood by the learners and my presence was not viewed as an intrusion.

### **3.4 Sample and sampling procedure**

Patton (1990) states that in qualitative inquiry the sample size is typically small but the investigation will be in-depth. In typical case study sampling the participants are "illustrative, not definitive". Homogeneous samples are usually used for focus groups and these groups should consist of five to eight people. The topic discussed is an issue that interests and affects the homogeneous group. Teddlie & Tashakkori (2009) suggest that purposive sampling is typically used in case study research and that while qualitative research may suggest a small sample size, this can still provide valuable information related to the research questions being investigated. For this reason, I interviewed six teachers at each of the three primary schools that were chosen in the Western Cape Metro education districts with one school from the leafy suburbs, one school that has a large refugee attendance and one school attended by very disadvantaged learners in the Western Cape. Another school in a suburb with a very diverse school population was used as a pilot study. Even though initially I wished to research intermediate phase teachers, not all these teachers were willing to participate and as my ethical consideration of no coercion was important to me, when I was in the schools I used any teacher who was willing to participate and therefore the research used a convenient sample.

The Western Cape Education Department does not allow researchers into schools in the fourth term of a school year. I was given permission to be in schools from 1 March 2010 till 30 September 2010 (found in Appendix 3).

Due to the 2010 FIFA World Cup South Africa, teachers were accommodating soccer activities including teaching children the Disky dance, and hence I was in schools from March to June 2010 only. I exited at the end of the second term. The school holidays had been moved to accommodate the 2010 FIFA World Cup South Africa and the schools had a six week holiday over June and July. The teachers who participated in the study were planning around the consequences that such a long break could have on the primary school learners. They knew that they would have to do more revision than usual in the third term to prepare them for assessments. Bearing all these factors in mind and based on the fact that after the pilot I had identified obtaining observation time to be problematic, this was resolved by me reworking my observation schedule to only observe one lesson per teacher in the study.

I also found that the teachers were more willing to participate in the study as the time constraints were acceptable. The interviews were scheduled when the teachers were available during and after the school day. The focus groups were held after the school day and supplying documentary sources was not obligatory. I discovered that to ask teachers for any form of paper was stressful to them. They were not comfortable with more demands of any nature. Their daily administrative roles put sufficient strain on them and for that reason I did not insist on documentary sources.

### **3.5 Pilot study**

A pilot study is one way of identifying possible problems with my projected data collection instruments, assessing the feasibility of my research and identifying possible logistical problems with my proposed methods (Teddlie & Tashakkori, 2009; Yin, 2009). A formal and informal pilot study was completed over a period of two months.

### **3.5.1 Informal pilot**

I informally interviewed teachers about their identity and pastoral role in schools. I gathered as much information as I could pertaining to the opposition to and acceptance of researchers in schools as well. I was interested in the attitude towards “outsiders”. I had designed an emic approach and wanted to ascertain the possibility of me achieving this in schools. I also test drove how much information I could get in a condensed space of time as it was the 2010 FIFA World Cup South Africa and schools were having programmes to include this event in their syllabuses for the year.

### **3.5.2 Formal pilot**

I approached two teachers from a disadvantaged school in one of the Western Cape Metro education districts and tested the recording device with them outside of the school environment. I was testing to see whether the teachers were more comfortable being interviewed at school or off the school property. I was delighted at the information that I collected and saw that the interview questions elicited detailed responses from the interviewees. I identified that additional questions could be added and that all the questions I had on the CCP role were not engaged with in the way that I thought they would be. Despite this observation, I decided to keep the list of interview questions for the formal pilot study.

I included an advantaged suburban school in the list that I forwarded to the WCED and followed the required protocol to enter schools for research purposes. Entry into the school started with a phone call. I explained what my research was about and the principal then wanted an interview with me. Once he was satisfied with my ethical approach and he felt comfortable with my presence in the school, he consulted with the teachers. The teachers met and agreed to assist me by being part of the pilot for the research. After they had given me permission, I contacted the WCED for permission to observe lessons in the chosen school. I sent the school a copy of the abstract of the study as well as the permission letter from the WCED. The principal informed me of the day that the teachers had chosen timeously.

On the day of the pilot, the principal welcomed me to the school and an observation timetable as well as an interview schedule was given to me. As the WCED had given me permission to use

the school as a pilot site, I decided that the six participating teachers would sign the participant consent forms (found in Appendix 4). The teachers were briefed and ready for me on the appointed day. They had decided which day would be best for me to come and they chose a day when classes combined to do life orientation. The school felt that in this way I would not be imposing on the teacher's time as they would be available to accommodate me with the required research tools I had designed. My research tools included an interview, a focus group, informal observations and documentary sources.

Because of the school's timetable, grade classes combined to do life orientation. The school had assigned to me two Grade 4, 5 and 6 class teachers. I was supposed to speak to them in pairs. However, the one Grade 4 teacher was not willing to participate and I therefore spoke to one Grade 7 teacher instead. The Grade 4 teacher and the Grade 7 teacher were therefore interviewed individually.

The Grade 5 teachers were female and had been colleagues for more than a decade. They were relaxed when being interviewed and answered the interview questions with ease. A male and a female teacher made up the Grade 6 pair. Both of these teachers were fairly new to the school and one was relatively new to the profession. I observed that they were relaxed for some questions but not others. This could have been because they had to trust the other teacher with confidential information. The interview method I used was to pose the same question to both teachers with them answering in the order that they preferred.

As I had interviewed the teachers in pairs I chose a pen and paper method of recording the information. I captured the information as soon as I left the school to improve the validity and reliability of the data. On reflection I saw that the information I received when the teachers were alone was more detailed. I therefore decided that future interviews would have the teachers interviewed singly.

I also observed two classes. I was assigned to observe three but when I arrived at the one class the teacher was not willing for me to enter so I respected her and left. The teachers had decided



that they would stay after school to complete the focus group interview. Teachers who were not present at the focus group were those who had extramural activities.

I had an extended timetable for informal observations in my proposal but during the pilot I realised that teachers just did not have the time. They were inundated with deadlines and they were not willing to accommodate “observation”. For some teachers the presence of a “visitor” was perceived as a possible distraction to the learners. There was also the unspoken fear that I would be “assessing” their lessons. It also appeared as if teachers had too many responsibilities in the classroom.

### **3.6 Data collection methods and sources**

Research instruments were designed to collect information using each of the data sources mentioned below. Appendices 7 and 8 have examples of the face-to-face interview questions and focus group questions.

#### **3.6.1 Face-to-face interviews**

An interview is a one-to-one interaction between the researcher and the participant. According to Teddlie & Tashakkori (2009) the face-to-face interview is a powerful form of data collection. Kelly (2006:297) states that interviews are a “more natural way of interacting with people ... and therefore fits well with an interpretative approach”. However, Leedy & Ormrod (2005:146) caution that people might recall what might or should have happened in an interview and this could be problematic. Patton (2002) (as cited in Teddlie & Tashakkori, 2009:229) presented four types of interviews: informal conversational, general guide approach, standardised open-ended and closed fixed-response. I used the standardised open-ended interview because the questions were placed where the respondents were able to read them beforehand and this increased the sense of trust between myself and the participants. This openness allowed them to relax and in my opinion gave them the courage to answer the questions honestly without feeling that I was judging them. Eighteen primary school teachers were individually interviewed at the three schools in the Western Cape Metro education districts to determine their views, perceptions and practices pertaining to the practical, foundational and reflexive competences as listed in the community, citizenship and pastoral role for educators. The interview questions are found in



Appendix 7. In the multiple case study interviews the process of interviewing was more fluid than rigid, as suggested by Rubin & Rubin (1995). Yin (2009:109) states that audiotapes are a more accurate rendition of any interview and therefore I recorded the interviews with the permission of the teachers.

### **3.6.2 Focus group interviews**

Teddlie & Tashakkori (2009:227) state: “Focus groups are both an interview and an observational technique.” Kelly (2006:304) also states that by interviewing groups, “we gain access to an intersubjective experience”. By using focus groups as an additional instrument I increased the triangulation of my study. Krueger & Casey (as cited in Teddlie & Tashakkori, 2009) suggest that the focus group should be homogeneous, have between five to ten participants, that the sessions last no longer than two hours, that a group interview be done and that a focussed discussion is involved.

The homogeneous group was the primary school teachers from the three schools in the Western Cape Metro education districts. The six teachers who were interviewed individually were to be the focus group but at one school the teachers were unable to co-ordinate their schedules and I had four in that group. While I had successfully completed eighteen interviews, I only had sixteen in total in the focus group. The sessions lasted no longer than one hour each. The majority of the focus group questions were a repeat of the second half of the interview questions which focussed on their CCP role. The teachers therefore had the option to repeat their previous answers if they still felt that way after their individual interviews, or they could change their opinions having had time to reflect.

The focus group interview questions (found in Appendix 8) are an attempt to plan the focus group interview beforehand as suggested in Kelly (2006). The decision to repeat the questions was to reduce a possible feeling of marginalisation (Kelly, 2006). The three schools selected could be classified as advantaged, disadvantaged, suburban and urban schools. The research process did not advantage some teachers and disadvantage others. To decrease the uncertainty of the research process, I met with the teachers and explained what would be happening before they signed their participant consent forms.

### **3.6.3 Unstructured observation**

Before I started the data collection, I was aware that South Africa had won the bid to host the first African World Cup from 11 June to 11 July 2010. For this reason soccer development initiatives and world cup fever was running very high in schools. Initially I had planned that the primary school teachers from three schools in the Western Cape Metro education districts would be observed in their classrooms once a week on a different day per month for three months spread over the first, second and third terms of the school year. However, this projected data collection period was abandoned as the teachers were not open to being observed for so many lessons, and when I arrived at the schools I realised that teachers were exceptionally busy completing the curriculum and incorporating 2010 FIFA World Cup South Africa information.

According to Denzin & Flick (as cited in Teddlie & Tashakkori, 2009:218), observation is “the recording of units of interaction ... in a defined social situation based on visual inspection”. The disadvantages listed by Leedy & Ormrod (2005:145) are that trivialities can be recorded and that the presence of the researcher may impact on the performance of the participant being observed. Written notes may be insufficient to capture the essence of the lesson, tape recordings may be spoilt by background noises, and video cameras may create an artificial atmosphere.

Due to the constraints with regard to observing classes I only observed one lesson of each teacher. I further expound on the reason for this in chapter four. The observation notes were shown to the teachers and they were given an opportunity to comment on what I had observed. This instrument was only used to get a closer understanding of the reality of the teachers in their classroom and was used as what Max-Neef would have referred to as “barefoot research”. This tool was not designed or envisaged to be used as a report for the school management, EMDC’s or WCED. It was also used as a common point of reference when the interview was conducted. It gave me a sense of the reality of the teachers as they spoke to me and was very good when I analysed the data from an insider outsider interpretivist viewpoint.

### **3.6.4 Documentary sources**

Kelly (2006:316) states that “in practical terms, using documentary sources is in some ways easier than doing interviews or participant observation”. I did not collect many of these sources

but the teachers were encouraged to give me what they believed influenced their teacher identity positively or negatively. I was not insistent on everyone giving me sources as the time constraints and stress levels of the teachers were very evident and to them this looked like another administrative task.

### **3.7 Qualitative data analysis**

As different interests are important to consider during any analysis, the data showed that there was no one lens one could use to analyse it and for this reason immanent critical theory was consulted. I will now review the significance of critical theory to this research study.

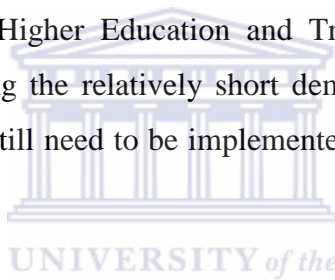
#### **3.7.1 Critical theory**

Popkewitz & Fendler (1999:xiii) purport that “critical theory in education has an important impulse for a wide range of educational practices”. They believe that critical theory has changed its emphasis since its inception with the Frankfurt School (Germany, ca, 1920-1950) and now includes contributions to a wider range of constructs including, amongst others, post-colonialism. With regards to transformation Popkewitz & Fendler (1999:3) say that it “... problematizes the structures of history that embody who we are and what we have become”. This point of view ties in with Bronner’s (1994) thoughts on immanence that is discussed later in this section. Popkewitz & Fendler (1999) challenge the construction of “the other” and for the purposes of this study I will address this challenge as it connects with the beliefs of the theorists I have chosen. This too is expounded upon in this chapter.

Brookfield (2005:16) claims that “... the fusion of critical theory and pragmatism is not to everyone’s tastes”. He further states (2005:17) that “... the exercise of human creativity are the meeting points for critical theory and pragmatism”. In my research it became very evident that human creativity had to be released into the daily realities of teachers and that teachers had to be given the scope to creatively interpret policy implementation. Geuss (1981) (as cited in Brookfield, 2005:40) writes that “the very heart of the critical theory of society is its criticism of ideology”. Fromm (1968:153) (as cited in Brookfield, 2005:41) infers that “ideologies are ready-made thought-commodities spread by the press, the orators, the ideologists in order to

manipulate the mass of people for purposes that have nothing to do with the ideology, and are very often exactly the opposite”. For teachers in South Africa, the rate of change in ideological approach required of them in the classroom has brought about a myriad of responses and this is discussed further in chapter four.

In 1994 (<http://www.info.gov.za/leaders/ministers/portfolios.htm>), President Nelson Mandela was sworn in as South Africa’s first democratic leader and Dr Sibusiso Bengu was the Minister of Education till 1999 when President Nelson Mandela stepped down. President Thabo Mbeki was then president from 1999-2008, Prof. Kader Asmal was Minister of Education from 1999-2004 and Naledi Pandor from 2004-2009. She served her final year when Kgalema Motlanthe was president. Jacob Zuma became president in 2009 and is still in office. In 2009 the education ministry was divided into the Department of Basic Education with Angelina Motshekga as minister and the Department of Higher Education and Training with its minister being Dr Bonginkosi Nzimande. Considering the relatively short democratic rule that South Africa has experienced and the changes that still need to be implemented, a critical theory lens was chosen in this investigation.



As a researcher I have chosen critical theory because teacher identity in the history of South Africa has been changed from enforcer to the role of liberator, facilitator and performer (Jansen 2001:243-244). Should the teachers in the study be trapped in their emotional, professional or political feelings towards their conditions of work, and be influenced by their need for dependency or independency, their teacher identity might reflect this as well. Should the teachers have come from deprived backgrounds or should they still feel that they are trapped economically, this could impact on their teacher identity. Should the teachers have come from privileged backgrounds, having to teach in integrated schools might also have an effect on how they view, perceive and approach the CCP role.

According to Wexler (1992:249), “Critical theory now is the social analysis and practice of this time in history.” With this idea in mind I thought it appropriate to choose critical theory for this investigation as currently South African education is definitely being socially analysed. Newspaper reports and social media are debating their thoughts on the state of education in

South Africa. As mentioned in sections 1.2 and 1.3, in South African education reforms and policy implementation, the cost of educating children is a constant topic of conversation and the numeracy and literacy levels in South Africa are an area of grave concern. To further endorse my choice of critical theory analysis for this multiple case study, Sim and Van Loom (2004:165) state:

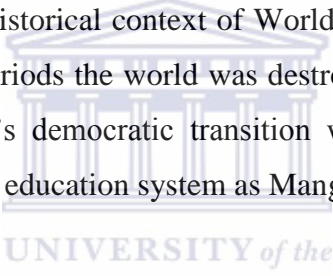
Critical theory is an innately pluralist exercise. It presents us with a range of possible methods and perspectives by which to analyse ... contexts - social, political, historical, gender, ethnic. Pluralism is very much the current cultural paradigm in Western culture. Critical theory helps to reinforce this by fostering debate between various readings and “multiple interpretations”.

Teacher identity is a pluralist phenomenon as many factors collectively shape teacher identity. Depending on what you are exposed to or how you perceive a situation you are in, this will influence your identity. While C2005 is still in vogue, teachers are also faced with a technologically driven school population and to keep up with the latest trends to which children are exposed, requires constant adaptation. The need to use the most modern technology can be both a daunting and expensive task. Information has never been as readily available as it is in this era, and the speed with which learners are able to access information is phenomenal.

Bronner (1994:2) purports that “critical theory is not a system nor is it reducible to any fixed set of prescriptions”. This flexibility and fluidity of critical theory is very attractive to me as education is also constantly moving. Every child is unique and parents are looking for the best education for their children. As stated before we have never been faced with as many choices as we are in this current time and teachers are expected to be at the forefront of this information shuttle. Teachers are still viewed as founts of information and they are to be in command of their classrooms. Despite societal change, the role of teachers seems to be caught in a time warp. Some parents still want teachers to teach and discipline as if time has stood still. These parents yearn for a time when all work was done in school and they were not involved at any level. They want teachers to resolve all school related issues. Some parents are not even the primary care-giver any longer as the teaching of basic skills like hygiene and manners are left to teachers. As education costs have risen some parents have taken to believing that their only responsibility is to pay the school.

Bronner (1994:3) writes that critical theory as a movement has kept its “commitment to the sociology of knowledge and the ‘critique of ideology’ (Ideologiekritik)”. It has “an explicit interest in the abolition of social injustice”. Its “objective was to foster reflexivity, a capacity for fantasy, and a new praxis in an increasingly alienated world”. Teacher identity is fragile in South African schools as teachers grapple with the evolution of South African education in a democratic political era. The education ministry focuses on education outputs and the roles that teachers play in achieving these outputs. Unfortunately the humanness of teachers is not always considered. The unionisation of teachers has attempted to give a voice to teachers’ concerns but here too the ideology of democracy can allow that opinions that are not in the majority can be discarded. Teachers can therefore be left isolated.

Critical theory emerged from the historical context of World War I and the Russian Revolution (Bronner, 1994:3). During these periods the world was destroyed and new ways forward had to be designed. While South Africa’s democratic transition was peaceful, the way forward in education was to totally destroy the education system as Manganyi (2001:26) states:



We did not go for the ‘old wine in new bottles’ solution. Instead, we introduced new approaches to learning and teaching, the real stuff of which education is made, by initiating what came to be known as Curriculum 2005 - thus seeking to break, once and for all, the stranglehold of the old Bantu Education and Christian National Education pedagogy of the not-too-distant-past.

The reality of this change meant that teachers were the guinea pigs utilised to test drive a new philosophy of democracy and the pedagogies that accompany that change. The current vibrancy of the education debate originates in the quote above. Teachers are evaluating the “new approaches to learning and teaching”. Their performance in the classroom using Curriculum 2005 is evaluated against the success rates of their learners. This approach to teaching and learning has been under scrutiny as the literacy and numeracy levels of South African learners has been questioned in schools and has been under the spotlight in the media.

Critical theory is usually associated with various members of the Frankfurt Institute for Social Research. Another attraction of the formation of critical theory is that it “projected an

emancipatory promise and a new interdisciplinary perspective seeking to inform the struggles of the oppressed” (Bronner, 1994:10). South Africans are still oppressed in many ways. While the system of apartheid might be off the statute books, many people are oppressed by others. In the case of teachers some of them felt that the management styles used by some school management staff still reminded them of the old system. Some teachers felt that new terminology is not good enough if the attitudes towards teachers were not changed as well.

“A work of art, once finished, separates itself from the author. It becomes an ‘objectification’ (Vergegenständlichung) or autonomous entity in which original intentions become moments of the organic whole.” (Bronner, 1994:174) The concept of teacher identity can also be viewed as that of objectification. This autonomous entity (the teacher) is part of the organic whole (global village) with outsiders only seeing that which they hope to view. The fact that the teacher (human being) is in need of support and love is not even considered. They have to perform a function in schools and their objectification comes from so many stakeholders who include the parents, community, learners, colleagues, school management teams, school governing bodies, commerce and the education departments both locally and nationally.

Kincheloe & McLaren (2005:308) express that “critical theory should always move beyond the contemplative realm to concrete social reform”. One objective of this multiple case study is that the teachers would not have merely “contemplated” their teacher identities but that as a research project I will propose “concrete social reform”. When Freire, A.M. (2001) and Slater, Fain, & Rossatto (2002) (as cited in Kincheloe & McLaren, 2005:309) think about the concept of immanence in critical theory, they evolve the concept into “ways of easing human suffering and producing psychological health”. Bronner (1994:10-11) also states that, “Immanence can no longer be played off against transcendence; emancipatory critique can develop only by reaffirming the connection between the two.”

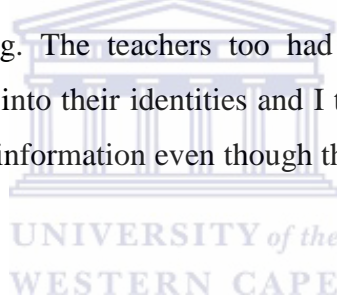
The majority of the teachers who participated in the study were schooled in Christian National Education pedagogy. They were expected to implement Curriculum 2005. While I am neither investigating policy implementation nor numeracy and literacy levels, Jansen (2001) alludes to the fact that teacher identity is impacted upon by policy implementation. The Manganyi



(2001:26) quote above therefore acts as a way of contextualising the education debate and the situation that the teachers who participated in the study found themselves in at the time. Subsequent to my investigation, OBE as an approach has been discontinued and the CAPS document has been introduced (DBE, 2011b). The new approach is far too new for me to comment on at this stage but I am sure other researchers will be evaluating it in the very near future. I will now elaborate on the techniques used in the investigation.

### **3.7.2 Techniques used**

Terre Blanche, Durrheim, & Kelly (2006:323-326) propose that the steps in interpretive data analysis should include: familiarisation and immersion, inducing themes, coding, elaboration and interpretation, and checking. In the light of these steps, data from the above-mentioned sources was transcribed and audio recorded, analysed and interpreted. During the pilot it was test driven to have teachers participate in pairs and it was found that these teachers filtered the personal information that they were giving. The teachers too had to be comfortable with me as a researcher to be able to go deeper into their identities and I therefore decided against having an objective data collector to capture information even though this could increase the reliability and validity of the study.



The time constraints of the teachers were very challenging and I discovered that to increase their work load in any way was very stressful for them. Many of them were not eager to participate if it entailed having to do more work. I therefore decided against giving them a report to verify after I had collated the data. Subsequent to the data collection period, I determined that the data collected was far more personal in nature than I had anticipated and I was amazed at the richness and detail that the teachers were going into during the interviews. It was also very clear during the data collection period that further data collection would not be welcomed as they were constantly running against the clock.

One school was contacted when the CAPS implementation started and the comment was made that the teachers have even less time now in the afternoon as even their school holidays were being filled with training sessions. Teddlie & Tashakkori (2009) and Mertens (2005) encourage peer reviewing and member checks to ensure that the credibility of the interpretation of the data



is acceptable. The time constraints amongst the teachers in my sample caused that I chose to do the peer reviewing with my supervisor and fellow researchers with similar research foci. The participants were not consulted before the data analysis was finalised.

### **3.7.3 Limitations of the data collection and analysis techniques used**

Time was a very scarce commodity in schools and the teachers who had agreed to be part of the multiple case study were visibly under pressure. The 2010 FIFA World Cup South Africa altered the school year and the traditional term times were adjusted to allow the school community time to participate in the festivities that accompanied the hosting of the first African World Cup. Teachers were incorporating these realities into their school calendar. For this reason I only observed one lesson per teacher and not the projected five. The motivation behind the unstructured observation was to get a clearer understanding of the teachers' reality. I wanted to use "barefoot research" and be submerged (if only for a lesson) into the world of the teacher that I would interview. I wanted to see the size of their classrooms and the relationship between the teachers and their learners. I wanted to ascertain whether their lived experience was the same as their reported data. This I was able to do after observing the lesson. The other data collection tool that was affected because of time was documentary sources. Teachers were not eager to hand over materials as this required them to look for something to give me and I therefore did not insist on them handing documentary sources over to me. I only received one in the pilot study and one in the study even though a few teachers promised to send me some.

The audio recorder was used throughout the interviews. The teachers were not opposed to its use but on occasion in the interviews they would be aware of the fact that they were being recorded and would feel awkward about what they were saying. The constant volatility of school life was also a factor that I had to take into account when transcribing as I had to listen through the background noise. Schools are disrupted by various situations and the teachers could not be held responsible for these interruptions.

One of the limitations of the focus group interviews was that all teachers could not be present as they had extra-mural activities for which they were responsible. Teachers tried very hard to be present but the end of a school day proved to be exhausting for many. Despite the fact that some

of them were not very enthusiastic and looked exhausted they made invaluable contributions that I further reveal in chapter four.

This research addressed teacher identity and the way that primary school teachers view, perceive and approach the CCP role; it did not address any personal issues that any teacher presented. School governance challenges and management dynamics were not investigated even though they came up in the research as factors that impacted on teacher identity.

### **3.8 Validity and reliability**

#### **3.8.1 Triangulation**

To improve the validity and reliability of this research, Denzin's concept of "triangulation" (as cited in Babbie & Mouton, 2001:275) was employed. A variety of research instruments were used to enhance triangulation. Flick (as cited in Denzin & Lincoln, 2005:5) advises that triangulation is a "strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry". According to Kelly (2006), triangulation entails collecting material in as many different ways and from as many diverse sources as possible. Stake (2005:443-444) further states: "For a research community, case study optimises understanding by pursuing scholarly research questions. It gains credibility by thoroughly triangulating the descriptions and interpretations, not just in a single step but continuously throughout the period of study."

The triangulation of data sources was made possible through unstructured observations, structured interviews, focus groups and analysing documentary sources. By using thick descriptions, interpretative analysis and a transdisciplinary approach, I increased the reliability and validity of the multiple case study.

#### **3.8.2 Ensuring validity and reliability**

According to Yin (2009:79), "a case study protocol is desirable under all circumstances but it is essential if you are doing a multiple case study". The need for the protocol is to improve the reliability of the investigation. The protocol I used has been presented in the introduction to this chapter. Freeman et al. (as cited in Teddlie & Tashakkori, 2009:212) state:

Data are produced from social interactions and are therefore constructions or interpretations. There is no “pure,” “raw” data, uncontaminated by human thoughts and action. ... Neither research participants nor researchers can be neutral, because ... they are always positioned culturally, historically, and theoretically.

While the above quote highlights the fact that I would not be able to collect “pure” data and that neither myself nor the participants would be “neutral”, I strove to uphold practices that did not contaminate the data collected. One way of safeguarding the validity and reliability of the research was that I was cognisant of the need for “credibility, transferability, dependability and confirmability” as proposed by Denzin & Lincoln (2005:24). I adopted strategies that included prolonged engagement, persistent observation, use of triangulation techniques, member checks and thick descriptions as proposed by Teddlie & Tashakkori (2009) to maintain trustworthiness.

To reiterate what was expounded upon earlier in the chapter, the modus operandi of the data collection process was to first observe the teachers in their classrooms to gain some insight into their reality in the classroom. Following this I would individually interview the teachers and ask them to submit any documentary sources to me. The focus group interview would conclude the data collection period. Before I would interview the teacher, I would engage in some member checking exercise as I revealed my classroom observations to the relevant teacher. In this way our trust levels would increase as they were assured that I was not doing any form of legalistic or clandestine classroom inspection. In the focus group interview I also encouraged certain teachers to repeat opinions they had expressed in their individual interviews. The prolonged engagement was therefore that I was with the teachers for a period of a month where I persistently and consistently observed them. The thick descriptions I used can be found in the portrayals I have of each school and the triangulation techniques I used in not only collecting the data but also in my presentation of the findings as further discussed in chapter four.

Cohen & Manion (1980:165-166) list the threats to internal validity in experiments in educational research to be history, maturation, statistical regression, testing, instrumentation, selection and experimental mortality. To reduce these threats, I collected the data within a year and so limited experimental mortality. The purposive participant sample was chosen to increase the validity and reliability of the selection.

Patton (1990:11) states: “The validity and reliability of qualitative data depend to a great extent on the methodological skill, sensitivity, and integrity of the researcher.” This sentiment immediately puts the spotlight on the intentions of the researcher before embarking on a research process. The methodological paradigm might be flawless but if the researcher directly or indirectly contaminates the findings of the research, the entire research process could be jeopardized. It is therefore vital to observe the following four mandates for the qualitative methodologist as described by Lofland when collecting qualitative data (as cited in Patton, 1990:32).

Firstly, the qualitative methodologist must get close enough to the people and situation being studied to personally understand in depth the details of what goes on. To achieve this mandate I chose direct observation of teachers in the classroom. I also spent time in staff rooms and watched learners in playgrounds. I observed the school day and the ways of communicating at the schools in the research process. Secondly, the qualitative methodologist must aim at capturing what actually takes place and what people actually say: the perceived facts. Thirdly, the qualitative data must include a great deal of pure description of people, activities, interactions, and settings. Fourthly, qualitative data must include direct quotations from people, both what they speak and what they write down.

The above four mandates of a qualitative methodologist were achieved by asking for permission to use a recording device in the interviews and focus groups of the teachers. These were then transcribed and the quotes I present in chapter four are taken from these transcriptions.

### **3.9 Ethical statement**

A UWC research project registration and ethics clearance application forms were completed. An application for permission to do classroom observations in schools (found in Appendices 9 and 10) was made to the Western Cape Education Department (WCED). After approval of the research proposal by the Faculty of Education and the ethics committee of the University of the Western Cape the permission letter was received from the WCED (found in Appendix 3). The

participants were approached and consent forms were signed (found in Appendix 6). Once all these requirements were completed, the study was conducted. Teddlie & Tashakorri (2009), Christians (2005), Yin (2009) and Bell (2005) highlight certain ethical considerations for human subject protection and in the light of these the following were observed:

- Anonymity: The identities and interests of all the respondents remained protected;
- Plagiarism concerns: All sources of data used were acknowledged;
- Informed Consent: The participants were informed of the purpose of the research before embarking on any process and permission to use their gathered information is documented in writing;
- Voluntary Participation: The participants were informed that they have the right to withdraw from the process at any time and that their participation is voluntary;
- Confidentiality: I used a privately owned voice recorder and computer that protected the identities of the participants. I also personally transcribed all the interviews; and
- Openness: At all times I behaved in a socially acceptable manner to all parties concerned in the research process. Courtesy and culturally accepted norms and values were practiced and adhered to throughout the research intervention. The rights of all the participants throughout the data collection phase were upheld and respected.

Once I had compiled and coded the data I was very aware that I could not disclose the identity of the schools or the teachers who gave up their time so freely. Gathering the information and living this experience far exceeded any expectation that I could have had prior to entering the schools. As I am conducting a multiple case study I am somewhat disappointed that according to the criteria listed in the permission letter from the WCED (found in Appendix 3) I cannot reveal the schools, as I feel all of them deserve the exposure. The interviewed teachers all have so many wonderful attributes that I firmly believe they are to be praised as they are such good ambassadors for the profession. They even performed beyond the call of duty and whether they were governing body appointments or WCED employed, they taught with passion and conviction. Irrespective of their dire working conditions or experiencing challenging constraints, they were present in all ways and giving of their best.

The following chapter will present the results and findings in this multiple case study. I chose to implement Taylor, Marais, & Kaplan's Action Learning model (1997) depicted in Figure 22 in chapter 2 in the presentation of the qualitative data collected. The data collection instruments would be viewed as ACTION. My deliberation and observations would be deemed, REFLECTION. The findings would be classified as LEARNING and possible conclusions and recommendations would be listed under PLANNING. To strengthen my data analysis and thereby advance my findings, I blended Wenger's components of social theory of learning, namely: community, identity, meaning and practice (illustrated in Figure 11 in chapter 2) into the LEARNING area of this model.



## Chapter Four

### Results Presentation, Findings and Recommendations:

#### As the images unwind



Figure 26: As the images unwind

[http://4.bp.blogspot.com/R7FE2xbZpzU/SIDZ25x2hII/AAAAAAAAABRU/r-w\\_f0viVxU/s400/DSC00614.JPG](http://4.bp.blogspot.com/R7FE2xbZpzU/SIDZ25x2hII/AAAAAAAAABRU/r-w_f0viVxU/s400/DSC00614.JPG) Accessed 4 April 2012

“The Second Coming” by William Butler Yeats (Jeffares, 1978:99-100)

*TURNING and turning in the widening gyre  
The falcon cannot hear the falconer;  
Things fall apart; the centre cannot hold;  
Mere anarchy is loosed upon the world,  
The blood-dimmed tide is loosed, and everywhere  
The ceremony of innocence is drowned;  
The best lack all conviction, while the worst  
Are full of passionate intensity.*

*Surely some revelation is at hand;  
Surely the Second Coming is at hand.  
The Second Coming! Hardly are those words out  
When a vast image out of Spiritus Mundi  
Troubles my sight: somewhere in sands of the desert  
A shape with lion body and the head of a man,  
A gaze blank and pitiless as the sun,  
Is moving its slow thighs, while all about it  
Reel shadows of the indignant desert birds.  
The darkness drops again; but now I know  
That twenty centuries of stony sleep  
Were vexed to nightmare by a rocking cradle,  
And what rough beast, its hour come round at last,  
Slouches towards Bethlehem to be born?*



## 4.1 Introduction

I entered the research field in 2010 and heard the opinions of teachers before the CAPS document (DBE, 2011b) was launched or the Minimum Requirements for Teacher Education Qualifications (MRTEQ) document (DHET, 2011) was completed. The assessments for the ANA report (DBE, 2011a) had not yet been conducted. During the data collation and analysis period of my research I recalled this poem by Yeats. I just had a strong sense that South African education was turning in “the widening gyre”. Things (education practices) were falling apart. The teachers were unhappy with the current state of education. I will expound on this further in this chapter. It was becoming more and more obvious that the literacy and numeracy levels (SACMEQ, 2011:4) of South African learners were grave areas of concern and that immediate attention was needed in the current teaching and learning methodologies to improve these levels. OBE was being questioned and found lacking and as an approach was found to be weak. The OBE approach was eventually replaced with the CAPS approach in 2012 (DBE, 2011b).

The ever widening economic gap was causing that more schools were being affected by the decreasing number of school fee paying learners (STATSSA, 2010). The global economic situation was impacting on schools that relied on funding from overseas. Non-governmental organisations that assisted schools were increasing the levies payable for their services or were not able to function optimally as they did not have salaries or honorariums to pay their volunteers. At the same time South Africans were euphoric about the upcoming 2010 FIFA World Cup South Africa that was held from 11 June 2010 to 11 July 2010. They were in awe of the possibilities and exposure which South Africans could gain from the “World” coming to visit us. Despite the carnival atmosphere, education was in need of radical change and a saviour would be welcomed. The form this saviour would take was not known at all.

To contextualise the political activity of the country as well, I would like to reiterate that President Jacob Zuma came to power in 2009 and he reshuffled his cabinet. He replaced Naledi Pandor with Angelina Motshekga and Dr Bonginkosi Nzimande as he divided the Minister of Education’s portfolio into two. Motshekga was the Minister of the Department of Basic Education and Nzimande, the Minister of the Department of Higher Education and Training (<http://www.info.gov.za/leaders/ministers/portfolios.htm>). As a nation we could surmise that



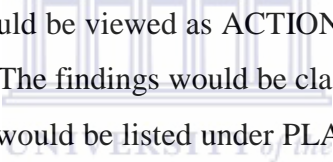
change in education was imminent but we were all waiting to see how sweeping the changes would be. The obvious amendments for me as a researcher has been that since I have been in the research field, the OBE approach has been replaced with the CAPS system and the NSE (DoE, 2000) document has been replaced with the MRTEQ (DHET, 2011).

Samuel (2008) states that the Norms and Standards for Educators policy document (DoE, 2000) was compiled after teachers were asked to take on new responsibilities in a post-apartheid South Africa. This is how the seven roles were formalised relating to the classroom responsibilities of teachers but it also went beyond their classroom practice. I could therefore infer using Palmer's (2007) hidden wholeness concept that the Norms and Standards for Educators document (DoE, 2000) could be referred to as an euphoric ideal of a new democracy or a well thought out blueprint as to what teachers could strive towards in their teaching practices. Irrespective of which lens one chooses to use, the reality of the situation for South African teachers is that the Norms and Standards for Educators policy document (DoE, 2000) is used as part of the principles of the framework for the National Policy Framework for Teacher Education and Development in South Africa (DoE, 2007). The motivation of this research was to investigate whether the teacher identity of the teachers interviewed affected or influenced the way they view, perceive or approach their Community, Citizenship and Pastoral (CCP) role as listed in the Norms and Standards for Educators document (DoE, 2000).

This chapter illustrates the findings of the data collection and analysis as well as the recommendations of this research process. This exploratory phenomenological multiple case study endeavoured to investigate eighteen teachers at three primary schools in the Western Cape Metro education districts. Qualitative methodologies were used throughout the study.

The results and findings of this multiple case study will be represented in a combination of Taylor, Marais, & Kaplan's Action Learning model (1997) depicted in Figure 22 in section 2.8.2 and Wenger's (2008) components of social theory, namely: community, identity, meaning and practice shown in Figure 11 in section 2.6. From this social theory we can infer that if the teachers are in a community (school) that they do not understand their value in the community, their "learning as belonging" will be affected. Similarly, their potential to grow in their "learning

as becoming” will be influenced by their identity (teacher), their ability to follow good practices (teaching) will be affected by their “learning as doing” and their ability to make meaning of their teaching will be influenced by their “learning as experience”. It would therefore be in the best interest of the teachers to have an understanding of themselves as this too would influence the way they approach their teaching and so impact on the learning of their pupils. If there is any form of disconnection the teachers will also not view, perceive or approach the CCP role with confidence. Furthermore the teachers’ identity will be swayed by their attitudes towards power and subjectivity but would also be affected if their theories of collectivity and meaning are not established. Isolated teachers who are often misunderstood could have a trying time on a staff and their teacher identity development could also be stunted. The challenge also exists that new teachers from teaching institutions would have to establish their teacher identities in their new environment. They could feel alone if the teacher identity modelled in their training institution is not accepted in their practicing school.



The data collection instruments would be viewed as ACTION. My deliberation and observations would be deemed, REFLECTION. The findings would be classified as LEARNING and possible conclusions and recommendations would be listed under PLANNING. In conjunction with these two models, I will be commenting in Max-Neef’s (1991) transdisciplinary way wherein the data is described, explained and a means of understanding is presented. The reason for this format is that “as the images unwind” the models chosen blend the results and findings in a refreshing way. This presentation style also depicts the concept of being “divided no more”. As my research started with the pilot study, I would like to begin my discussion with my findings from the pilot group.

#### **4.2 Findings in the formal pilot group**

The school where the formal pilot was conducted is over one hundred years old. The teachers are hard-working and the school has a good work ethic. The teachers are supported by the SMT and the SGB. The school has a computer laboratory, a website, a staff room used by some staff, a music department, an art room, a library, a school hall, a gym and playing fields. The school has been built with bricks and has a tile roof. The average class size comprises thirty learners. The

school actively participates in their Afritwin programmes both locally and internationally. The school is categorised as a quintile four school according to the National Norms and Standards for School Funding (DoE 2006a, DBE, 2011c) under the South African School Act of 1996. According to this act (DoE, 2006a:30): "... the basic methodology behind the score should be national in order to promote a pro-poor funding framework that treats equally poor schools equally, regardless of the province they find themselves in."

### **ACTION (data collection instruments)**

I completed classroom observations, face-to-face interviews, a focus group and a discussion on a documentary source. When analysing the data from the research investigation, I was struck by the similarity of information from three schools to that gathered during the formal pilot which had been conducted at one school. I have therefore decided to comment on this information as well as I thought it significant for my study.

**Table 18: Information from the formal pilot group from one school**

<b>GENDER</b>	<b>AGE</b>	<b>MARITAL STATUS</b>	<b>YEARS OF TEACHING EXPERIENCE</b>	<b>NO. OF CHILDREN</b>	<b>SOUTH AFRICAN CITIZEN</b>
Female	54	Single	31	0	Yes
Female	53	Divorced	25	2	Yes
Female	36	Single	14	0	Yes
Male	40	Married	17	2	Yes
Female	54	Married	24	3	Yes
Female	27	Single	4	0	Yes

### **REFLECTION (deliberations and observations)**

Table 18 details that the six teachers who participated in the formal pilot had 115 years of teaching experience amongst them. Five were female and one was male, three of them had children of their own, two were married, three were single, one was divorced and all were South African citizens. Their age ranged from twenty-seven to fifty-four. All of the teachers were born under apartheid rule and five of them had been trained when the separatist education system was

in place. Two of the sample had taught in schools under differing education departments and two had overseas experience as well. I created Table 19 below to demonstrate Terre Blanche et al.'s (2006:322-326) proposed steps in "interpretive data analysis". The suggestion is that data analysis should include: "familiarisation and immersion, inducing themes, coding, elaboration, and interpretation and checking".



**Table 19: Random responses to interview questions (found in Appendix 7)**

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
Why did you become a teacher?	Parental influence and childhood playing as a teacher.	Long family line	Father influenced me and said I would be off for school holidays.	Parental input but realised that teaching is for me.	Felt it was a calling.	Only appealing career.
What is teachers' work?	We tend to be dealing with life skills above anything else.	For me the ideal is planning but planning changed. It is very different to when I was trained to teach.	It is supposed to be about teaching and learning but we are dealing with social problems more than anything else.	I always have the end in sight. Teaching is a factual process. The process is important.	Teaching and learning and much more. The children have specific needs and I try and help where I can.	We are facilitators but we also have to have the skills of psychologists as the children need support. For me the syllabus is important but the child as a person is more important.
Influential people who shaped your teacher identity?	Past teachers and family.	My family, past teachers and principal.	Past teachers.	Past teachers.	Parents and past teachers in both primary and high school.	My mother, two primary school teachers and one high school teacher. My religion and my current mentor.
What does the CCP role encompass for you?	Not enough time to get to the question but answered in focus group.	The parents and community have to be part of what you teach a child.	Not enough time to get to the question.	Children are important and how they learn and what affects their learning is what I focus on.	It is about the child, the parent and the community.	I think it is very important and children are integral to what I do.
How do you achieve the CCP role?	Not enough time	By being supportive and addressing issues that I believe they are experiencing.	Not enough time	Not enough time.	By talking to the children and making them see that while the curriculum is important, it is more important who they become as people. People won't remember as much how the water cycle works as much as they respect each other and live good lives.	By being supportive

The class observation process was informative. Although I only observed each teacher for one lesson, I was able to see the reality of the teacher's teaching environment during that one lesson. I observed that the class was not affected by my presence and the teacher was confident as I was not observing them to assess their pedagogy.

## **LEARNING (findings)**

### ***Community/Belonging***

The teachers felt that they belonged to the community that they served but they also saw that their community could be moving away from them as the learner population was evolving. In the focus group it was highlighted that the school was working with a counselling support NGO in the area to assist the children and their parents. Teachers also mentioned that the school was integrated and sometimes the social problems that were manifesting were not always common to the teachers and their backgrounds.

### ***Identity/Becoming***

The teachers' identities were mainly influenced by other teachers who they knew or by whom they had been taught. They were not always comfortable speaking about their identities and I had to coax them into speaking in some cases. I also found that some teachers were not exactly sure what I meant by the question on teacher identity and I had to either rephrase or clarify what teacher identity is before the question was answered.

Teachers appreciated being mentored by their more experienced counterparts. Some teachers felt that they would not remain at any one school for more than two years as this allowed them to grow and to experience new realities. Some felt that South African teachers who are able to teach in other countries for a while, would on their return be a benefit to the South African teaching fraternity as they would be able to bring a different dimension to the classroom. This dimension would not be from a superior perspective but from an understanding that when you are exposed to another way of "doing things" you have more frames of reference to consult.

In focus group meetings the opinions of the stronger teachers are usually accepted and here was no exception. I gave all the teachers an opportunity to speak; however, they usually just stated that they agreed with the previous speakers.

### ***Meaning/Experience***

The teachers were comfortable with who they are but many of them acted differently in the focus group than they did when they were interviewed individually. Some teachers compared their previous school experiences with their current one, and even though they felt that on a teacher level they did not feel very connected to one another, they believed they were there for the children. From Table 19 it is clear that the teachers did not feel that they were teachers only.

### ***Practice/Doing***

The teachers expressed that they are dealing more with social problems, life skills and the needs of children. They voiced that they have to find a balance between the syllabus and the immediate needs of their learners. One of the teachers said that one role of the teacher was to plan and that the current ways of doing things were very different to the ones taught in teacher training.

UNIVERSITY of the

### **PLANNING (possible conclusions and recommendations)**

What I learnt overall from the pilot was that teachers do not have lots of time to take part in research processes. Some of the teachers were willing to participate but when the allotted time slots came, their responsibilities on that day could have changed. As they shared with me they were very vulnerable and the stress of their jobs was evident. During the pilot I interviewed two teachers together as they were both available during that time slot. However, I felt that I would not want to follow this procedure when I completed the multiple case studies. I felt that the teachers were more relaxed when they were alone with me and they were able to rely on my confidentiality. I decided to add two more questions to the interview process. I retained the CCP questions even though in the pilot I was aware that the CCP questions were not covered due to time constraints. I also saw that teachers tended to include answers to the CCP questions while answering the preceding questions.

The document sources requested were not readily given as the teachers were very busy. I felt that I was not going to pressurise them any further by insisting on them handing document sources to me.

I questioned the focus group process as the teachers were tired at the end of the day. Not all of them could attend due to extramural commitments but I identified this as a limitation of the study. In the focus groups the teachers with stronger personalities were agreed with even though all teachers were given time to make their individual comments. The focus group process was very insightful to observe the working ethos of the teachers and the relationships of the staff.

Revisiting my journal entry made after I had completed the pilot, I had recorded that “the teachers are very stressed and demoralised by the current state of teaching”. They felt that they had not been trained to deal with the current social problems that their learners are exposed to. They also felt that with apartheid abolished and democratic rule instituted, the impact that this change has had on teachers has not been adequately addressed. Teachers voiced that they were not exposed to all South Africans during the apartheid era yet as teachers under the new constitution they were expected to cope with cultural differences that they were not aware of. Some even voiced that their learners came from areas they had never travelled to before.

My initial aim was to explore how teacher identity can be interrelated to the applied competences (norms) and qualifications (standards) as projected in the practical, foundational and reflexive competences of the CCP role for educators. However, during the pilot I realised that in the individual interviews the teachers were aware of the CCP role but were not focussed or guided by the practical, foundational and reflexive competences. The syllabus was their focus along with the needs of the children that had to be addressed to allow for effective teaching and learning. The teachers were passionate about teaching but felt that over the years there had been a shift from allowing them to just focus on what they were trained to do. They felt that the burden to report on what they were planning to teach and the recording of what they had taught with the relevant assessments distracted them from what they believed their core function was – which is to teach.



One teacher went so far as to state: “I don’t want to drop my standards.” This teacher had a self-motivated goal of what she believed children could achieve in the grade that she taught and she therefore could not bring herself to lower her standards of teaching as she knew her children could still achieve these outcomes irrespective of the policy changes. This brought frustration and stress in her life as she had to find the additional time to complete all her administrative duties if she was to maintain her standards.

### **4.3 Primary school teachers**

Teaching as a profession has teachers moving around from school to school as they see fit. This could be because of relocation or promotion or choice. When crossing these “school boundaries” they would encounter another form of participation and reification as shown in Figure 13 in chapter two. In some instances teachers could influence others to accept their way of doing things in their new situations, or they could be a boundary object.

Referring to Figure 15 in chapter two, school life could be viewed as an overlapped oval where, for example, the school management team has to run the entire school but also teach classes. Alternatively, one of the overlapped ovals could be the teacher while the other oval could be the education ministry or the syllabus. When stakeholders ignore the fact that there should be joint responsibility from both ovals and the responsibility squarely rests on the teacher in the classroom, this becomes very stressful for teachers and this reality impacts on teacher identity.

When teachers are seen as peripheries then they always remain on the outside of school decision making. They have very little impact on school practices as they either choose to stay on the outskirts or they are kept on the fringes. Some teachers prefer operating on the periphery as then they are not obligated to participate when overlapping is required. Taking this point further one could state that their teacher identities are influenced by the institutional setting that they find themselves in and this changes the way they perceive, view or approach the CCP role. In most cases boundaries and peripheries are interwoven and it is in this overlap that confusion and animosity develop. It is also here that inter or intra conflict originates.

### **ACTION (data collection instruments)**

At each school I completed classroom observations, face-to-face interviews, a focus group and collected documentary sources from the primary school teachers.

### **REFLECTION (deliberations and observations)**

Beukes (2004:99) suggests: “The next phase of the restructuring programme is to develop a culture that promotes norms of collaboration, trust, collective risk taking and a focus on continuous learning for students.”

Years have passed since Beukes made this suggestion about developing a culture that will ultimately benefit the learners. However, this is not without its challenges. The professional, emotional and political bases which teachers use to determine their teacher identity will impact on their ability to collaborate with one another and to trust one another. As the courses that the WCED have offered since 1998 have mainly focussed on the curriculum content, the teachers have not been given the opportunity to grapple with their teacher identity in a democratic society. A “culture” is not developed overnight and the new practices that would encompass a “culture” would have to be accepted by others. Also bearing in mind Anstey’s (1999:328) key dimensions of trust, openness and integrity, while these may be the attributes of a teacher, should others not accept or value these qualities it would be very hard to display your competence, consistency and loyalty.

Another aspect which primary school educators have to take into account is the psychosocial stage of the learners. According to Erikson (1950) children aged seven to twelve are in the stage where they are in psychosocial crisis between industry and inferiority. The main question they would be asking is: “Am I successful or worthless?” They therefore internalise any form of praise as indicating they are worthy and any form of punishment as indicating they are worthless. The primary school teachers’ approach to their learners therefore has a profound impact on them for the rest of their lives. The children’s desire for acceptance and to gain the approval of their teacher is crucial. Should these teachers not be comfortable with their own teacher identity and their CCP role, then they could escalate the learners’ vacillation between industry versus

inferiority. Focus groups and interviews were therefore designed to enable the primary school teachers to talk with a view to prompting them to identify their current teacher identities and to give them an opportunity to explore their views, perceptions and approaches to the CCP role.

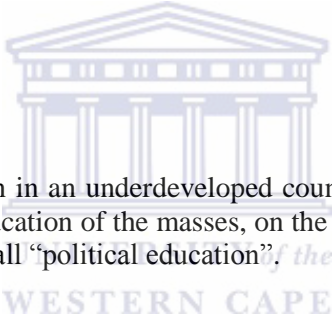
Zohar & Marshall (2005), Jaworski (1996) and Senge et al. (2005) believe that dialoguing (as opposed to debating or discussing) is the best way to resolve conflict or to vision a way forward for a group. They believe that “through relationship” human beings are able to transform any situation. South African educators are asked to be “learning mediators” in the NSE (2000) as well as to be active in a “pastoral role”. To achieve these roles educators have to be willing to transform their own approaches and perceptions. They have the challenge of possibly transforming society by embracing their CCP role. To inspire dialoguing the teachers were encouraged to find their own identities or voices and many of them were surprised at what they voiced given the opportunity, as suggested by Max-Neef (1991). A common problem expressed was that of school funding.

The teachers who I investigated displayed the hearts within them as encouraged by Palmer (2007). However, in my investigation I was aware that the teachers were filtering what they told me in the beginning of the interviews. However, once they were comfortable with me they were free to express their hearts. The ravages of capitalism as evidenced by economic inequality are seen in the schools and the teachers are affected by these as well. This finding endorsed the work of Smit & Fritz (2008) and Smit et al. (2010) which revealed that the educational landscape impacts on teacher identity and that the working context is very stressful.

In the light of Fanon’s (1968) phases of transformation, teachers come through a similar process of transformation. In the first phase they enter teaching training institutions and they have to display that they have assimilated the culture of teaching so that they can obtain a qualification. The second phase is when they enter the world of teaching and have to find their own identity. They remember who they were before they entered the teaching training institution and they are faced by this identity as well. In the third phase these teachers have evolved into individuals who are comfortable with whom they are as people and as teachers and they engage their learners in such a way that effective teaching and learning can take place.

Alternatively you may have people who enter the teaching profession with their identity intact but who wish to add a teaching skill to it. They therefore attain a teacher identity in phase one. In the second phase they are faced with many opposing approaches and voices and they blend in or stand out but they do not conform to a staff/school identity. These types of teachers may be marginalised at school level as they are not part of the preferred *modus operandi*. They may be given heavier workloads or be excluded from certain forums. At a certain period of time on that staff they may either voice their discontent or choose to move on. This is when they enter their third phase where they will also be an “awakener of the people”. Here the teacher might be a more proactive person in a classroom or they might leave the school setting to pursue other positions in the Department of Education. They might even choose to make other newcomers to that staff aware of the staff dynamics and then challenge them to make choices. Whichever decisions they make in the third phase it would be to effect some change.

Fanon (1968:197) states:



To hold a responsible position in an underdeveloped country is to know that in the end everything depends on the education of the masses, on the raising of the level of thought, and on what we are quick to call “political education”.

The challenge to South African teachers is that although South Africa is no longer governed via racist lines, we are definitely segregated financially. This divide has brought about disparity in schools. The Norms and Standards for School Funding (2006) once more legitimises the financial differences in schools. The government has tried to distribute national funding to those communities where the funding is needed the most. While this approach may resolve a national budgetary conundrum, it opens up another conversation of the differing teacher identities. Some teachers would be at what they could term, “underdeveloped schools” and their “political education of the masses” might be totally different to those teachers in affluent schools. Some teachers are not affected by the face of poverty in their classroom and would not have to consider whether the lessons or projects that they have designed will be impacted upon by the ability or inability of the parents to supply what their children need whereas other teachers may not have this leverage. In the affluent schools they might have social responsibility drives to alleviate poverty at other schools and this becomes a service that this school offers to poorer schools. The

various SGB's therefore approach their task with differing lenses. Each community has their specific requirements from their teachers as this too would affect teacher identity even in the third phase.

The teachers are the “intellectuals” in this multiple case study. The above quote shows the severity and consequences of not “living inside history”. The reality for South Africans is that we have a very young democracy. Many current teachers would have been part of liberation struggles themselves. We would have been exposed to black consciousness and the related teachings. Promises have been made to voters in the past elections and one of them has been “free education for all”. The majority of the poor have been patient but when the current political system allows some PDI's to benefit and corruption is prevalent in education departments, then people may resort to solutions outside of a democratic model. When teachers have been asked to deliver teaching and learning but the problems within communities that impact on schools are not resolved, then the projected outcomes of education delivery are not realised. This can be seen in so many schools where vandalism is rife. Those teachers work with children under very trying conditions. There have been numerous reports of school vandalism that has crippled the day to day running of schools. Yet these teachers still strive to deliver education to the learners despite the obstacles. While joint responsibility is expected from a SGB many schools battle to find the balance here too. At disadvantaged schools the teachers are the ones who have to supply the shortages in their classrooms when the school budget is inadequate. These teachers raise the additional money they need for the running of the school. I will now introduce a possible new paradigm that could influence teacher identity.

## **LEARNING (findings)**

### ***Community/Belonging***

In all the schools boundary practices, overlaps and peripheries as explained by Wenger (2008) were prevalent. At times I felt like an outsider as teachers were defending their opinions on certain teacher issues. In some instances my role as researcher could be viewed as me being on the periphery as I was allowed into the schools just to complete the investigation. When, however, I was interviewing both SMT and other staff I had to be very careful with my boundary practice so as not to overstep my confidentiality or to voice opinions that were not appropriate

for the position I found myself in. Wenger (2008: 120) states that: “Peripherality can be a position where access to a practice is possible but it can also be a position where outsiders are kept from moving further forward.”

In the case of teachers a few of them felt that the management styles used by some school management staff still reminded them of the old system. Some teachers felt that new terminology is not good enough if the attitudes towards teachers were not changed as well. They therefore saw the management and their attitudes to fall within Wenger’s (2008) periphery model.

### ***Identity/Becoming***

I had three totally different focus groups with the one being very silent as the teachers were not very enthusiastic or motivated after being criticised by the link team that day. The link team is a group of individuals that visits schools from their Education Management District Centre (EMDC). They act as a link between the school and the EMDC that is then linked to the WCED. The team assesses work outputs at school. It was very significant to see the same enthusiastic teachers in the individual interviews be reduced to rather looking when they could qualify for early retirement. The second focus group was more of a dialogue with teachers voicing how they really felt about their school and the practices they were involved in. I thought it was important to give the teachers the space to voice issues that the process had allowed them to unearth. Many looked less stressed when I left the school than when I had arrived. They were very adamant that the space created for them to speak was very valuable to them. The third focus group had teachers either confirming their view on their role at the school and how important the CCP role was to them. Irrespective of the form that the focus group took, the time factor was that we would not be together for more than one hour.

### ***Meaning/Experience***

While I agree that teachers have to experience teaching to grow their teacher identities I would also like to assert that with the added pressures of education reform and policy implementation in the South African context, the guidelines of “how to be, act and understand” could be shifting faster than the teacher can manifest and reflect on their identities.

### ***Practice/Doing***

Not one respondent was willing to trade their learners for any others and this was remarkable. They were all aware of the differences in working conditions in various schools but they were aware of the educational needs of their learners. Some teachers voiced that when they are tired they feel that they need a break from the children and feel that they are ready for an easier frame of reference. Yet once they are refreshed they are back on track as they are very aware that for many of their children their presence at school is one of the few things that their learners can rely on.

### **PLANNING (possible conclusions and recommendations)**

Primary school teachers are challenged daily because they are working with learners who are developing rapidly. In the developmental stages of Erikson (1950), ages five to twelve is called competency where the child navigates between industry and inferiority. Children internalise this by viewing when they are rewarded and punished. This affirmation or reprimanding response suggests that the learners are easily influenced by the points of view and behaviour of their teachers. The way a teacher treats a child has a fundamental impact on how they will view the world. They might embrace their talents or simply learn not to try and become withdrawn.

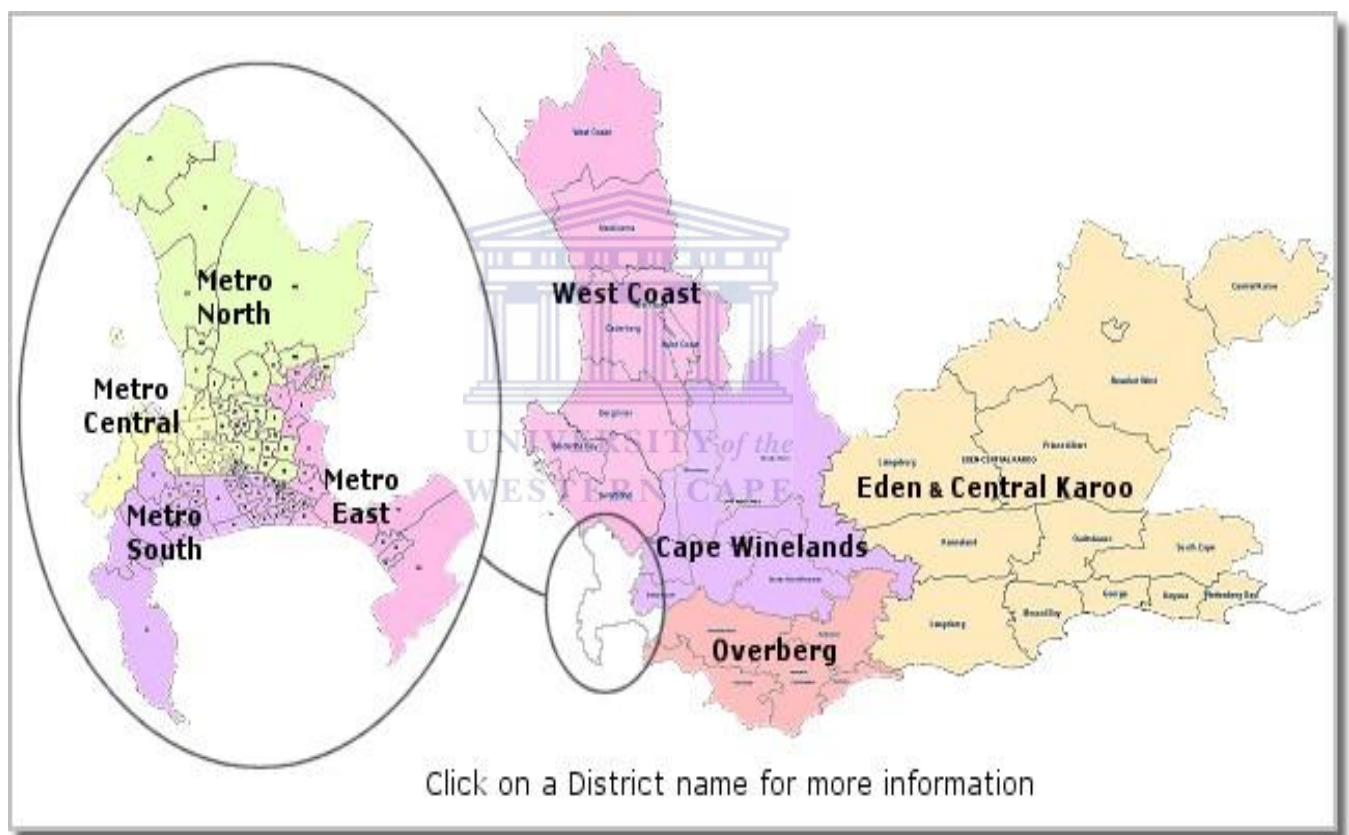
This additional reality is the challenge to primary school teachers in that not only do they have to fulfil the expectations of the Department of Education, but also that of their school managers, the parents and the learners. The teachers had voiced that they are not only responsible for the curriculum learning of the child but are drawn into societal changes in the constitution of family life as they have to step in and teach hygiene, self-discipline, social interaction and basic human behaviour. An aspect that should not be overlooked is that South Africa is a developing country and as such we can be influenced by the developed world. In the light of the increased exposure to different cultures and with aggressive marketing campaigns, traditional norms and values would also be challenged. These changes are first experienced by primary school teachers and as such they should be assisted in as many ways as possible. Capitalism has encouraged the amassing of wealth and theft at school level is a greater reality. Primary school teachers are therefore to be supported at as many levels as possible as they are pulled into the holistic



development of the child daily and are not merely responsible for the teaching and learning of the current curriculum.

#### 4.4 The location of the schools

A map of the Western Cape Education Departments' education districts is shown in Figure 27 below. The urban districts are in the oval. Appendix 2 can be consulted for a larger representation of the Education Districts.



**Figure 27: Map of the Western Cape Education Departments' education districts**

<http://wced.pgwc.gov.za/branchIDC/Districts/briefly.html> Accessed 14 February 2012

My initial description of the primary schools chosen included the local wards in which they were situated. In retrospect I removed them as their inclusion could expose the schools that I had visited to complete my research investigation.



The second condition of the permission letter as received from the Western Cape Education Department (found in Appendix 3) is that, “Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.” For this reason the only way I have chosen to differentiate among them for the purposes of identification in this multiple case study has been to state that one is a suburban advantaged school as it is situated in a leafy suburb, one is a suburban disadvantaged school and the third is an urban disadvantaged school.

The three primary schools that were used as the sites for the multiple case study are described below.

#### **4.4.1 The advantaged suburban school**

##### **4.4.1.1 School information**

Like the school used for the formal pilot, this school has a rich history that spans over one hundred years. They have worked with the community for many years and are a well-respected and sought after institution of learning. The teachers are supported by the school management teams and camaraderie is seen amongst staff members. They have a fully functioning school governing body. They have a large staff component which includes cleaners, administrative staff and teacher assistants. A social worker is at the school permanently. The school has a computer laboratory. They have a website, a school communicator system, a staff room that is fully utilised, a music department, an art room, a library, a school hall, a gym, playing fields and a swimming pool. The school has been built with bricks and has a tile roof. Benches and water features are in the playground and the school has a security guard at the gate during school times. The average class size comprises thirty learners. Teacher development and healthy staff relationships are evident and the learners are happy and enthusiastic. The school prides itself on being an emotionally intelligent school and emotionally intelligent programmes are designed for learners, parents and staff. The school actively participates in their Afritwin programmes both locally and internationally. The school is categorised as a quintile four school according to the National Norms and Standards for School Funding (DoE 2006a, DBE, 2011c) under the South African School Act of 1996.

#### 4.4.1.2 Researched teacher information

Teachers' work is about growing that little person as an individual and you've got to look at that little person and say what do I have to do to help you be the best you and it is going to be different for that one and different for that one and different for that one. (A quote from one of the teachers)

#### **ACTION (data collection instruments)**

The data collection process at the school included interviews, a focus group, classroom observations and documentary source collection. Unfortunately no one handed in documentary sources.

#### **REFLECTION (deliberations and observations)**

**Table 20: Information on the researched teachers at the advantaged suburban school**

<b>GENDER</b>	<b>AGE</b>	<b>MARITAL STATUS</b>	<b>YEARS OF TEACHING EXPERIENCE</b>	<b>NO. OF CHILDREN</b>	<b>SOUTH AFRICAN CITIZEN</b>
Female	46	Married	23	2	Yes
Female	52	Married	18	2	Yes
Female	31	Married	7	0	Yes
Female	36	Single	11	0	Yes
Female	44	Married	19	1	Yes
Female	29	Single	6	0	Yes

Based on Table 20 the six teachers who participated from the advantaged suburban school had 84 years of teaching experience amongst them. All were female, three of them had children of their own, four were married, two were single and all were South African citizens. Their age ranged from twenty-nine to fifty-two. All of the teachers were born under the apartheid system and three of them had been trained when the separatist education system was in place. Two of the sample had taught in schools under differing education departments and one had overseas experience as well.

## **LEARNING (findings)**

### ***Community/Belonging***

The teachers were vibrant and energetic. They loved being in this community but admitted that it had its challenges. The teachers were happy that the school had a social worker and voiced that this addition to the staffing component helped them when the learners had situations that needed assistance.

### ***Identity/Becoming***

These teachers were very comfortable with who they were. The school prided itself on being an emotionally intelligent school and the ethos of the school was styled accordingly. The teachers met each morning in the staff room for conversation and a briefing session. The staffroom was abuzz with coffee smells and beaming teachers. These teachers were confident in their teacher identities and believed that they could make a difference in the lives of their learners and the community. They embraced new ideas and met in groups to exchange ideas. They acknowledged their areas of concern but were comfortable that all issues could be resolved.

### ***Meaning/Experience***

These teachers had been stretched to discover who they are. They accepted the importance of emotional intelligence and they practised this in their classrooms. They were thankful that the school was equipped but did not take it for granted as they were aware of the needs at other schools. They were actively involved with their Afritwin partners and met regularly with these teachers to exchange ideas. They also had an international partner that sent sporting teams over to South Africa. They openly made use of their network and the teachers did not feel isolated.

### ***Practice/Doing***

These teachers embraced the uniqueness of their learners. They admitted that the children were busy and demanding at times. They, however, had good communication systems at the school and the parents could be informed easily. The teachers felt that easy access to parents was a great deterrent to aspiring delinquent behaviour. Most of the parents were either SMS or emails away. The teachers interviewed all said that they loved teaching but were challenged by the

administrative load. One stated that she believed that all teaching challenges can be jointly resolved.

### **PLANNING (possible conclusions and recommendations)**

These teachers inspired me to believe that teaching as a profession is still viable. They were very optimistic about the future and knew that all obstacles could be overcome. They were very adamant that sharing ideas and meeting together was important. They were not stating that the school did not have problems but they felt that they were not downtrodden in spirit. These teachers were not stressed about inclusive teaching as they had teacher assistance at school. They were also in the habit of referring parents of children with teaching needs to specialists. A clear recommendation that I formed after meeting with these teachers is that emotional intelligence is useful in the productivity and camaraderie of a staff. Isolation should be avoided and being motivated daily to deliver the best that you can truly improves the work ethic of teachers.

#### **4.4.2 The disadvantaged suburban school**

##### **4.4.2.1 School information**

This school was built in the 1960's and has a good reputation in the community. The school is led by an enthusiastic principal but the lack of a staff room isolates the staff members. The school does not have any sports facilities yet they excel in sport. It has a prefab structure and a zinc roof. There is no music department but art is taught. There is no security guard. There are no benches or much shade for the learners. They have a makeshift library which doubles up as printing room and meeting room. Parts of the grounds are tarred; the rest is sand. Learners are served meals daily as the poverty level is very high. Fifty-four percent of the school population are refugees. The school governing body is operational but not much support is given by the wider parent body and many of the parents are not conversant in English. The staff component is fourteen. This English medium school has an average class size of forty-five with many of the learners not having English as their mother tongue. The school was sponsored a Khanya computer laboratory.

The school lost a teacher in the first term as the post was deemed in excess and at the time that I was there the staff was in the process of rearranging the timetable to accommodate the class that

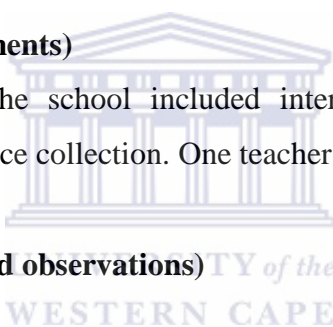
had been allocated to her. The school is used by the community for English competency classes for adults, and for computer classes. Despite all these shortcomings the teachers work well with the learners and the teachers are enthusiastic about their teaching practice. They are not actively involved with the Afritwin programme. The school is categorised as a quintile four school according to the National Norms and Standards for School Funding (DoE, 2006a; DBE, 2011c) under the South African School Act of 1996.

#### 4.4.2.2 Researched teacher information

You need a lot of patience when you want to become a teacher and you must love working with learners. It's not just I want to become a teacher because you see I can teach. I get my holidays and things like that. I get paid and things like that. It does not work like that. (A quote from one of the teachers)

#### **ACTION (data collection instruments)**

The data collection process at the school included interviews, a focus group, classroom observations and documentary source collection. One teacher handed in a documentary source.



#### **REFLECTION (deliberations and observations)**

**Table 21: Information on the researched teachers at the disadvantaged suburban school**

<b>GENDER</b>	<b>AGE</b>	<b>MARITAL STATUS</b>	<b>YEARS OF TEACHING EXPERIENCE</b>	<b>NO. OF CHILDREN</b>	<b>SOUTH AFRICAN CITIZEN</b>
Male	27	Single	4	0	Yes
Female	46	Single	24	0	Yes
Female	58	Married	27	4	Yes
Female	45	Divorced	20	2	Yes
Female	48	Divorced	28	3	Yes
Female	44	Married	13	2	Yes

Table 21 reflects information from the six teachers who volunteered to be part of the research group at the disadvantaged suburban school. These teachers had 116 years of teaching

experience amongst them. Five were female and one was male, four of them had children of their own, two were married, two were single and two were divorced. All the teachers were South African citizens. Their age ranged from twenty-seven to fifty-eight. All of the teachers were born when apartheid rule was in place and five of them had been trained under the separatist education system. None of the sample had taught in schools under differing education departments and none of them had overseas experience. Two of them had broken service when they left teaching to pursue other careers but had returned to teaching. Two of the teachers had taught at high schools before coming to primary school. They had moved as the stress levels at high school had been too much for them.

## **LEARNING (findings)**

### ***Community/Belonging***

The teachers felt that the community was not as supportive as they could be. The school had a very high refugee attendance which was accompanied by language barriers. The socio-economic conditions of the children were not very favourable and the school had a feeding scheme in place. It was clear from my observations that the teachers loved their children.

### ***Identity/Becoming***

These teachers were not very happy with the communication system at the school. They felt that some teachers were treated differently to others and that the lack of an official staffroom was detrimental to their relationship building at the school. Intervals were spent in separate classrooms and therefore the teachers could go through their school lives not seeing their colleagues. This reality impacted negatively on their teacher identity. This need for connectivity was expressed in the focus group as well.

### ***Meaning/Experience***

The teachers interviewed were happy to be teaching but felt that the children's needs were great. They were appreciative of their learning support teacher and felt that the link team was an aide to them. They were appreciative that outside assistance was available to the school and that volunteers came to the school on a regular basis. They were not actively involved in the Afritwin

opportunity. They felt that the communication process used at the school needed improvement as teaching time was disrupted too often.

### ***Practice/Doing***

These teachers tried their best to make education exciting for the learners. They took pride in their lessons despite the fact that they had class sizes of over forty. Many of the learners' histories were violent and the refugees had suffered much loss. The children were loved and respected and the teachers were openly nurturing. The teachers did not let the lack of resources dampen their spirits but they did feel very stressed and isolated in their teaching environment.

### **PLANNING (possible conclusions and recommendations)**

These teachers showed me that the human spirit can thrive in adversity. The desire of the children to learn was evident and the teachers enjoyed being around the learners. The classroom observations showed me the love and compassion the teachers had for their children. A recommendation I deduced from this school was that effective communication is essential for the well-being of staff. It was also clear that teachers yearn for recognition of work achieved and that not everyone has the same understanding of issues. If defining situations are left unresolved bitterness and disgruntlement can be the result. From this school I learnt that individually teachers can be effective but if there is a bond between teaching staff, their impact can be so much greater. Effective and ineffective teaching can be determined via the attitude of teachers and their perception of boundary objects.

## **4.4.3 The disadvantaged urban school**

### **4.4.3.1 School information**

This school was built in the 1970's on the gang infested Cape Flats. The school does not have a good parental support structure even though the school governing body does operate. The parents have substance abuse problems and many of the learners have foetal alcohol syndrome. The school does not have any music department or gym or hall or swimming pool. It does not have a library or a computer laboratory. It has one field that they cannot afford to maintain so it is

turning into a sand pit. They have managed to maintain the original trees planted. They have prefab buildings with zinc roofs. The school has regular burglaries with theft of infrastructure and equipment that impacts on the staff tremendously. The average class size is thirty-five and the staff component is twenty. Learners are served meals daily as the poverty and neglect levels are very high. The school has a staffroom which is only used for staff meetings but not lunch times. The teachers have to remain with their classes during breaks for the safety of their learners. They are also plagued by the lack of parental input but outside community organisations do support the school where they can. The surrounding community constantly vandalise the boundary fence and use the school for shortcuts. Recently they had a problem with the community dumping their refuse against the fence where their Grade R playground was. Notwithstanding all these constraints the teachers love their learners and strive to stand in the gap for them. The school is categorised as a quintile four school according to the National Norms and Standards for School Funding (DoE 2006a, DBE, 2011c) under the South African School Act of 1996.

#### **4.4.3.2 Researched teacher information**

At the end of the day, analyse yourself: “What did I achieve for the day?” At least 2 or 4 learners understood what you were trying to say and then you know you have actually done something for the day. (A quote from one of the teachers)

#### **ACTION (data collection instruments)**

The data collection process at the school included interviews, a focus group, classroom observations and documentary source collection. Unfortunately no one handed in documentary sources and I was not insisting as the time pressure on these teachers was visible.



## REFLECTION (deliberations and observations)

**Table 22: Information on the researched teachers at the disadvantaged urban school**

GENDER	AGE	MARITAL STATUS	YEARS OF TEACHING EXPERIENCE	NO. OF CHILDREN	SOUTH AFRICAN CITIZEN
Male	49	Married	28	2	Yes
Male	44	Married	10	3	Yes
Female	52	Married	32	3	Yes
Female	34	Married	13	2	Yes
Female	32	Divorced	3	2	Yes
Female	54	Married	32	3	Yes

Table 10 reflects the information that I received from the six teachers who participated in the research process from the disadvantaged urban school. One hundred and eighteen years of teaching experience was shared amongst them. Two were male and four were female. All of them were parents and South African citizens. Five were married and one was divorced. Their age ranged from thirty-two to fifty-four. All of the teachers were born when apartheid rule was in place and three of them had been trained in the democratic education era. None of the sample had taught in schools under differing education departments and none had overseas experience. Two of the sample were unqualified but in the process of completing their certificates. They held governing body positions.

## LEARNING (findings)

### *Community/Belonging*

The teachers were tired. The stress levels of being in a community that constantly burgles the school was taking its toll as the day I arrived they had just been hit again. The teachers felt divorced from their community and questioned whether the community cared about them as teachers and more so for their children. Substance abuse, poverty and gangsterism are rife in the community and the role models of the children are questionable.

### ***Identity/Becoming***

These teachers believed that they had to be the role models for the children. They no longer went to the staff room during intervals as the children had to stay with them for safety. It was common for me to see kettles in every classroom. This isolation was prevalent and the teachers did not communicate with one another often. Many of the teachers had chosen to stay at the school for many years as they believed that they had to show the children stability. They felt that they had been called to teach these children as they were very special despite what life had dealt them. The teachers' entire identity was focussed on the lives and needs of their children.

### ***Meaning/Experience***

Only one Grade 5 teacher was looking at Afritwin. She was very confused as to the way it worked and did not seem enthusiastic about the process as she was isolated in her approach. These teachers are confronted with Foetal Alcohol syndrome daily besides other medical conditions associated with poverty. The reality of inclusive education is their daily challenge. They feel that the need for a permanent learning support teacher is dire and that having that teacher only available to them twice a week is not sufficient. These teachers are not encouraged by the link team and feel that the quintile they are in does not reflect the financial situation of their parents.

### ***Practice/Doing***

These teachers are frustrated by their teaching environment. They do not feel supported by their community and the children are not equipped for school lessons. The teachers need to complete basic hygiene with their learners each morning. These children have to be fed by 09h30 in the morning as they cannot function on empty stomachs. Disruptive behaviour patterns associated with concentration problems were evident in the classroom observations. Teachers were passionate about their lessons but many of the children were mentally deficient.

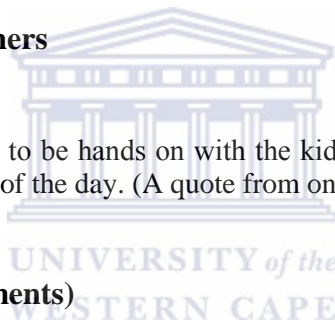
### **PLANNING (possible conclusions and recommendations)**

The time I spent in this school made me realise the impact of societal problems on South African classrooms. Poverties of all kinds were visible. The worst one for me was that these children were so obviously not responsible for the behaviour of their parents. The children were lovable

and they tried very hard in class but they were not academically sound. They were talented in many ways and the creativity amongst them was phenomenal. The fighting spirit of the teachers to educate their learners was commendable. They reported to school despite the situation in their classrooms. The pastoral role they had donned was amazing. These teachers were in desperate need of support in all spheres. They had to be held and empowered to improve the wellness amongst them. The saddest day for me was when I completed their focus group after the link team had visited. The same teachers who were willing to work with the learners had been deflated into considering when they could rather retire. I would therefore recommend that the link teams be sensitive to the special situations each school finds itself in and that they do not generalise their feedback to schools in a particular area.

#### **4.5 Oppression amongst the teachers**

I love being a teacher. I want to be hands on with the kids but if you don't get the help how do you go on for the rest of the day. (A quote from one of the teachers)



#### **ACTION (data collection instruments)**

Standardised open-ended interviews and focus groups were completed with the teachers. Classroom observations were done and member checks were finalised.

#### **REFLECTION (deliberations and observations)**

Freire (1996:26) cautions that “the oppressed must not in seeking to regain their humanity become in turn oppressors of the oppressed, but rather restorers of the humanity of both.”

On reflection on the above quotation the teachers who were interviewed saw themselves as oppressed once more. They felt that the education department was their oppressor as they were expected to perform all their tasks with absolute precision. For the teachers, they have to reflect on their teacher identities and how aspects of these identities make them the oppressor, the oppressed or both. They have to see how this aspect of their roles as teachers impacts on their ability to fulfil the CCP role. They should also consider the reasons for the vacillation between

being oppressor and oppressed and the impact that each position has on their ability to achieve or not achieve their CCP role. The views that the primary school teachers have of their teacher identity and their CCP role can also be influenced by their personal experiences and collective identities as the majority of current teachers were born in the apartheid era and were subjected to ideologies of the racist oppressor. Bearing in mind that the investigation was conducted in 2010, the investigated teachers felt very strongly that their voices were not being heard when they motivated the need for change in the OBE approach.

In relation to modes of belonging depicted in Figure 16 in chapter two, a teacher could choose to be part of the whole staff or teaching fraternity or not. If they could not align their discourse with that of others and their imaginations did not view “otherness” as acceptable then it was seen in their engagement practices. The converse is also true that if their imagination and alignment were accepting of the ‘otherness’ of their colleagues then their engagement was inclusive. This perception of belonging had a serious impact on their teacher identity. In the interviews I could see the conflict and cooperation on the different staffs. In some cases the teachers would voice it themselves as they knew that all they said to me would be kept confidential. However, their particular interaction of imagination, alignment and engagement contributed to their feelings of oppression.

## **LEARNING (findings)**

### ***Meaning/Experience***

These primary school teachers felt that the children were being expected to achieve at optimum levels with their guidance but that the classroom was not always the best medium for achievement. The high teacher learner ratio (40:1) that was determined by the department of education is a major contributing factor to the oppression that many teachers in disadvantaged schools endure. The children are taught in overcrowded conditions and mainstreaming primary school learners with learning challenges adds to the oppression. Learning support teachers are assigned to schools but many of these teachers are required to move between at least two schools per week. The continuity between the classroom teacher and the learning support teacher is not always present. The situation therefore disadvantages some learners and their teachers as the expectations all round for improvement in the learners’ ability are not always evidenced. When

the link team from the education department comes to assess the progress at schools they desire to see advancement in the performance of the teacher and the learner and this is not always possible. This added oppression takes away the humanity of the teachers and learners. The teachers reported that they feel undermined as the true position of that child or the situation is not directly addressed as the onus is on the teacher to create an intervention that will assist the learner in the classroom.

At advantaged schools, the teacher learner ratio is reduced by the SGB employing additional teachers. The teachers also identify learning areas that need support but qualified remedial teachers are employed and in the course of the school day these learners are assisted. Should the learning area that needs assistance require additional interventions, parents are informed of the therapy that the child has to attend. In this way the class teacher is still mainstreaming but with daily support at the school and from the medical profession.

Teachers at advantaged schools are worked hard as well. The parents are either expecting progress reports on a regular basis because of the additional money that they are paying in school fees and medical costs, or they are demanding that the teachers solve the child's problems as they are paying large sums of money for education. So while these teachers are relieved from having to create all the interventions themselves they are also "watched" more closely by parents and they are forced to report to both the education department and the parents. The classroom stress is present as, although the class sizes are more manageable, the parents are expecting that their children are tutored to some extent. They demand answers regarding their children's progress at more regular intervals than a term report and they are quick to "take matters further" when they are unhappy about any situation. These teachers are constantly reminded that they have fewer children in the classroom because of the school fees being paid.

In my analysis therefore I believe that the teachers (oppressed) have to liberate themselves from the oppressor (education policies/department/parents). The teachers in so doing will be able to humanise teaching and learning again and restore their humanity. Evidence of their feelings of being dehumanised was investigated in questions nine and ten of the interview questions (found in Appendix 7).

### ***Community/Belonging***

The majority of interviewed teachers felt isolated in their challenges at schools. They felt that the EMDC or the WCED was not always aware of their situations and in some instances they felt that they were not being heard. However, when we consider learning then what we choose to remember and forget is significant. During the investigation it was very interesting to observe the shift in teachers' energy levels when questions were asked that encouraged them to revisit their histories. Some of the teachers even commented that I was taking them "way back". Some of them at the end of their interviews commented that the journey to where they had come from inspired them to do their work with the enthusiasm they had recalled.

### ***Identity/Becoming***

Palmer (2007) voices reasons that affect identity and in my investigation I was aware that the teachers were filtering what they told me in the beginning of the interviews. However, once they were comfortable with me they were free to express themselves fully.

The participating teachers were very divided. Most of the teachers felt isolated and powerless. They were not experiencing good relationships with the parent body, the WCED or the community. The lens they used were "us and them" or as Palmer (2007:65) states "either-or". The challenge would therefore be to get them to start viewing the world as "both-and". The proposed support programme mentioned in chapter five is the start to this process of building togetherness again.

### ***Practice/Doing***

As dialoguing is seldom used in schools, the teachers initially thought there was going to be a catch with the research. Some of the teachers kept waiting for the axe to fall. They kept looking at me wondering when I was going to revert to what they believed investigations to be and were pleasantly surprised when all I wanted them to do was talk and engaged with them in both the face-to-face interviews and the focus group interviews. Reviewing and speaking about their feelings regarding their emotional, professional and political conditions of work would enable them to be (re)humanised. Teachers continued to give of their best in the classroom even though they hoped to get more support from their SMT's, SGB's, EMDC's and WCED.

## **PLANNING (possible conclusions and recommendations)**

After interviewing the teachers it can be said that some of them need assistance to become “self-reliant”, and opportunities for them to revisit their “teacher identity” should be created as their first step on this journey. By reviewing their feelings towards their emotional, professional and political conditions of work, they would be enabled to be (re)humanised. The painful memories of the past could be unearthed and they could strategise on their personal way forward. Max-Neef (1991) encourages people to become self-reliant. In the support programme that is presented in chapter five, the teachers will be empowered to become “restorers of humanity”.

## **4.6 Teacher identity and the need for identity**

### **ACTION (data collection instruments)**

This theme was investigated using all the instruments.

### **REFLECTION (deliberations and observations)**

Figure 17: social ecology of identity, found in chapter two, illustrates that teachers who do not participate in negotiations at schools and in the curriculum in general, suffer in the area of ownership of meaning. The entire structure of teaching and learning is prejudiced as these teachers grapple with their form of membership in the teaching profession. Some of the teachers who participated in the research had teacher identities that benefited from transdisciplinary views as they had enjoyed describing, explaining and understanding their situations as suggested by Max-Neef (1991). Teacher identity in relation to Max-Neef et al.’s (1991) ideology and matrix of needs and satisfiers states the following as presented in Table 23:

**Table 23: Identity section of Max-Neef et al.'s matrix (1991)**

Needs according to existential categories → Needs according to axiological categories ↓	<b>BEING</b> Attributes, personal or collective	<b>HAVING</b> Institutions, norms	<b>DOING</b> Actions	<b>INTERACTING</b> Locations (as time and space)
<b>IDENTITY</b>	Sense of belonging, consistency, differentiation, self-esteem, assertiveness	Symbols, language, religion, habits, customs, reference groups, sexuality, values, norms, historical memory, work	Commit oneself, integrate oneself, confront, decide on, get to know oneself, recognize oneself, actualise oneself, grow	Social rhythms, everyday settings, settings which one belongs to, maturation stages

Above is Max-Neef et al.'s axiological and existential category of Identity. The completed research revealed all the existential categories of Being, Having, Doing and Interacting as listed above and I will demonstrate this finding in the quotes used below taken from the individual interviews I completed. The teachers were very vocal about what they do at school and in preparation for school. However, for many when the question: “How would you describe your teacher identity?” (found in Appendix 7) was asked, they were very confused and some were silent for a long while. I interpreted this to be that they could be contemplating or grading how much they wanted to reveal. Some wanted clarity on this question and wanted me to explain what I wanted exactly. The quotations below extracted from teacher interviews, demonstrate the existential needs of teachers very well in relation to their axiological need for identity. Reflecting on the Existential categories one by one the teachers say the following:

***Being:-***

Education is still very top down and not bottom up. (There is a) breakdown in communication at management level which perpetuates the demoralisation of the teachers. Reporting structures have increased but ... how many times have they restructured the department. Your approach to be pastoral is tossed out of the window.



Right now all our teachers are powerless ... everything is external. EMDC or department says this (and) we have to jump to everything they say. Files must be in order so um, in that sense ja, well to say that a teacher's plate is full is an understatement right now and the administration of it all is just giving us a headache.

The quotations clearly reflect the sense of belonging that is yearned for: "everything is external", "our teachers are powerless", "education is top down and not bottom up". This teacher wants to be more involved and recognised. The teacher identity desired here is for the education department to come to the level of the teachers and for them to acknowledge that the teachers have a contribution to make. This teacher feels that to be pastoral in approach is not encouraged at all: "tossed out of the window". The teacher is concerned that the need to be pastoral is overshadowed by administrative functions and reporting.

***Having:***

I like to have calm surroundings because I don't believe that any learning or anything is going to happen in chaos. So in my class before we start everybody needs to be attentive, you know, and our surroundings have to be in such a way that everybody is in a happy space; we can now start our work. I need children, I do need children to listen to me (giggles) and I say this to them because this is how I was raised and it is how I raise my children, you know.

This quotation clearly demonstrates the history of the person, "this is how I was raised" and its impact on their current teacher identity: "I do need children to listen to me". This teacher needs the attentiveness of learners to be able to teach. This part of their identity has been influenced by the biography of the teacher as Samuel (2008) states as well.

***Doing:***

I am hardworking; I am loyal. I won't stab you in the back. I will do my best at all times. I will try and work religiously as much as I can. I hate failing.

This teacher is articulating that these characteristics determine the actions of this person as they reflect the teacher identity. The reason for them persevering in the classroom is directly related to who they are as a person. Their teacher identity is an extension of their personality.

***Interacting:***

They (the learners) don't have respect for teachers anymore.

Here a teacher expresses how their existential need for interacting is affected in their axiological need for identity. This teacher speaks earlier on in the interview about the need to nurture learners yet now the teacher is voicing that despite the fact that the pastoral role is important, the learners are making it hard to fulfil the role by not showing respect.

## **LEARNING (findings)**

### ***Community/Belonging***

Using the quotations as a guideline, the teachers are aware of their axiological and existential needs in identity. They have the ability to classify their teacher identity yet some of them were very wary in voicing their identities. Their *idem* identity as discussed by Hoveid & Hoveid (2008) in section 2.3.3.1 is captured in these quotations. The sameness in their identities displays the teachers' bond in the teaching fraternity.

### ***Identity/Becoming***

The teachers are aware that they need help in coping with the current demands of teaching. They are mindful of the fact that they are responsible for teaching children and desire that their learners become self-sufficient and productive citizens. They are generative regarding their classroom practices and despite their constraints they strive to impart information to their learners that will assist them in their futures.

### ***Meaning/Experience***

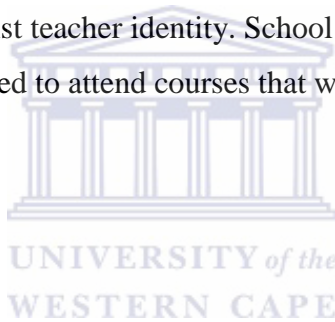
The *idem* and *ipse* identity discussed by Hoveid & Hoveid (2008) was displayed in this section. The teachers had knowledge promotion but on occasion their selfhood made them doubt their sameness and some were sceptical of their ability to express their identity. Some used their selfhood in distancing themselves from policy changes in education. They believed that they were not to change who they were as teachers and this brought about conflict in their teacher identities. In various cases for teachers, the programmatic forces were challenged in their institutional settings as they grappled with contextual fluctuations and the now mixed messaging of their biographical force increased their confusion as to their perceived teacher identities.

### ***Practice/Doing***

Despite the inner and intra conflict expressed in the previous paragraph, the teachers were not confused about what they had to achieve in the classroom. Their pride in being teachers inspired them to teach and that teacher within as suggested by Palmer (2007) came to the fore. Some teachers were visibly working through their culture of fear and hidden wholeness (Palmer 2007). Aspects of knowledge that teachers exposed themselves to in their personal capacities could be seen in their teaching practice.

### **PLANNING (possible conclusions and recommendations)**

Teacher identity can be influenced by many factors and the risk quotient of teachers has to be nurtured and developed. Teachers have to be encouraged to transform in multi-dimensional ways and their personhood has to be supported externally and internally. Management styles that encourage positive change will assist teacher identity. School management teams should therefore be nurtured and encouraged to attend courses that would assist them in leading schools where this support is offered.



### **4.7 Numeracy and literacy levels**

... I mean if you look at the system as well, you've got an outcomes-based system but they use systemic tests that are content based. So you've got a total clash ... (A quote from one of the teachers)

### **ACTION (data collection instruments)**

This theme was investigated using all the instruments.

### **REFLECTION (deliberations and observations)**

Soudien, Jacklin, & Hoadley (2001:80) state that poverty and privilege have both been exacerbated and exaggerated by a history of colonialism and racism. Transformation was aimed for when democracy came about but programmes like affirmative action could not be relied on to bring about all change. The nineteen education departments that were formed using racist ideology were dismantled and one education department was formed. This process was not without opposition and the challenge to bring all teachers to the same level is still an arduous

task. According to the DBE's ANA report (2011:9), for many years the education success rate has been determined by the Grade 12 examination results. However, over the past decade, the South African government has placed more emphasis on the learning performance levels in literacy and numeracy of Grade 3, and language and mathematics skills of Grade 6. Internationally formulated principles were used in the systemic evaluation programme and between 35 000 and 55 000 learners were sampled in 2001 (Grade 3), 2004 (Grade 6) and in 2007 (Grade 3). The report goes on to say that parents should have a greater involvement in the learning process of children. The ANA report (DBE, 2011:6) highlights the areas and subjects that need special attention and the school governing body (SGB) can inform the greater parent body as to where assistance is needed from them so that learning can occur in both school and the home.

### **LEARNING (findings)**

This point has a serious impact on teacher identity as some teachers felt that they are the teachers and the parents are parents. They felt that children get confused when their parents are teachers as well and that parents should leave the teaching to them. Other teachers felt that the SGB did not necessarily have the support of parents so that asking parents to assist in teaching would not be well received. Yet other teachers in the investigation mentioned the inability of parents to teach, their language barriers in some cases and their lack of schooling in others. Some teachers expressed the parents' substance abuse habits as far too advanced for them to be able to comprehend what they should be teaching the children. They felt that these parents need support themselves and that while some schools might have success in this area as suggested in the ANA report, not many parents would be equipped to assist their children at home. The socio-economic conditions of some homes results in some parents either not being home when children wake up in the morning or the parents are not there when the children go to bed at night.

### **PLANNING (possible conclusions and recommendations)**

Teacher identities are affected negatively when the numeracy and literacy levels of their learners are poor. They question their ability to teach and become despondent. The success rate of their children and their academic progress are their primary concern and they attempt to assist their learners in as many ways as they can. On occasion when the child's social issues impact on the

child's ability to learn, the teachers are conflicted as to what their primary focus should be, the wellbeing of the child or the learning of the child. Support of schools to reduce or improve the home situations of children in any way possible will have a positive impact on the numeracy and literacy levels of learners. Spiritual, physical, financial, political and cultural poverty are critical factors that impact on the success rate of the numeracy and literacy scores. These poverties would include the lack of support of teachers.

#### **4.8 Mainstreaming or inclusive education**

Right, we struggle a lot because times have changed. Parents are more into alcohol and drugs and then we get these little ones coming from those parents and now we are sitting with a learning problem. Now I say if they can bring back the adaptation classes that would partly solve the problem, and to be honest with you, I would love to go back into one of those classes because I still have a lot in me to help slow learners. (A quote from one of the teachers)

#### **ACTION (data collection instruments)**

This theme was investigated using all the instruments.

#### **REFLECTION (deliberations and observations)**

The teachers have to be very competent and innovative to accommodate all the learning needs of children throughout a lesson. Some teachers cope better with this area of teaching and learning than others.

#### **LEARNING (findings)**

Some teachers welcome the input of learning support teachers. Others feel that because of the fact that many learning support teachers are shared between two schools, the children are not supported sufficiently. In some cases teachers suggested that remedial specialists should be reintroduced as some children would benefit more from a setting where they were not made to feel inadequate. Teachers commented that the reality of many classrooms was that one teacher could not juggle daily with the amount of support certain children need. They said they were feeling guilty as some children were being neglected as they attempted to assist those who took longer to comprehend.

## **PLANNING (possible conclusions and recommendations)**

According to the RNCS (DoE, 2002:10):

The Revised National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners will be addressed in the design and development of appropriate Learning Programmes.

Paulse (2005:36) states:

Role ambiguity involves a lack of clear and consistent information about duties, tasks, responsibilities and rights (Smylie, 1999). The roles and responsibilities of teachers are changing as schools are attempting to create inclusive school communities (Sands, Kozleski & French, 2000).

Educators are faced with learners with disabilities within their classes, and many teachers feel unprepared and fearful of working with learners with disabilities (Kokhar et al., 2000), as they are not confident in their ability to fulfil the tasks that are needed to support inclusive education (Buell, Hallam, & Gamel-McCormick, 1999).

In the light of the RNCS and the comments of Paulse, teachers are obligated to continue with inclusive education and until new policies are implemented this stress will continue. A call to reconsider the number of learning support teachers being employed is suggested. Programmes to educate teachers in remediation processes are advocated.

### **4.9 Teachers and stress**

... yes and that is also why it becomes more stressful you see because of all the side factors that you still must do and you know your main focus would be teaching. That's your main focus you can't lose that focus besides all that even if you must go to court be a witness or whatever the child came to tell you they were raped you whatever you must still stay focussed you must still do your work here and yes, it is taking its toll on a person. (A quote from one of the teachers)

## **ACTION (data collection instruments)**

This theme was investigated using all the instruments.

## **REFLECTION (deliberations and observations)**

According to Forlin, Douglas, & Hattie, (1996) teacher stress occurs between teachers and their teaching environment and it can be seen as an interactive process. Atkinson, Atkinson and Hilgard (1981:438) comment that in stressful times people tend to resort to behaviour patterns that have worked in the past. The aggressive person might lose control and the cautious person might withdraw. From the above quote it can be seen that the teacher is overloaded. The lack of punctuation is a reflection of the way the teacher spoke.

Paulse (2005:2) cites the following references and reasons that the reality of the education system has led to the attrition of teachers resulting from resignations and premature retirement due to stress (Sinclair & Ryan, 1987, as cited in Howard & Johnson, n.d). For instance, teachers have to contend with taking responsibility for the high dropout rate in high schools, high work load, poor status and poor salaries (Travers & Cooper, 1997), role overload (Pithers & Soden, 1998), maintaining discipline (Lewis, 1999), lack of resources, lack of time, excessive meetings, large class sizes, lack of assistance, lack of support, and hostile parents (Krause, in Carter, 1994), inadequate teachers' training and resource allocation, lack of career development, lack of recognition, dissatisfaction with work policies or job insecurities, and health issues, in particular high blood pressure, diabetes, alcoholism and HIV.

I had an extended timetable for informal observations in my proposal but during the pilot I realised that teachers just did not have the time. All the factors listed in the previous paragraph were mentioned by the teachers in the interviews and focus groups. Teachers were stressed in many ways and this observation motivated me to design some form of support for the teachers. I saw that a further category had to be designed that expanded Samuel's force field model (2008). While I agreed with Palmer's theory of the culture to teach I still felt that these teachers did not lack courage as much as they had no more to give.

## **LEARNING (findings)**

### ***Community/Belonging***

Isolation and boundary practices of being on the periphery or being left out were voiced often.

Teachers felt that the lack of consultation caused conflict at schools. They felt that school



management teams were authoritarian and that teachers were informed in staff meetings of changes in school practices without being approached beforehand. The disregard for healthy communication channels was mentioned often. Practices that demoralised the teachers had a negative impact on the way they taught and the way they felt about teaching. They believed that this reality had a large influence on their stress levels.

### ***Identity/Becoming***

The need to be valued was mentioned in the interviews. Some teachers emphasised that they might value themselves but the WCED might not. They saw that the more they were devalued the less they coped with the constant policy changes that were being introduced. Some teachers felt that the education department officials were too removed from the demands of the classroom and challenged these officials to teach for an extensive period again and not visit for a day. In many cases the dispositions of teachers along with their teacher identity served as catalysts of their stressors as they put themselves under pressure.

### ***Meaning/Experience***

The duality of reification and participation (Wenger, 2008) was becoming incongruent as the reification increased to the point where the teachers no longer wanted to participate. Their inability to negotiate around issues of their own experiences was causing them to withdraw which, in turn, reduced their ability to find meaning in their practices and, by extension, in the world.

### ***Practice/Doing***

Teachers felt that while they desired to give of their best, this was not always possible. Some stories imparted included the community situations and the impact this has on schooling. The level of gangsterism and other social problems, including unemployment and family instability, influenced the teaching and learning capacities of teachers. One teacher even mentioned the inability of some mothers to identify the names of the child's father in birth application forms. These factors have a major effect on the stress levels of teachers.



### **PLANNING (possible conclusions and recommendations)**

Teachers need debriefing sessions. They are inundated with many situations daily and they are not afforded time to unburden. Teachers are expected to look after themselves and all their learners. The bombardment of internal and external situations in schools, in conjunction with the overall expectation of effective teaching and learning practices results in stressful realities for teachers. This situation is exacerbated by either the expectations of parents or the lack of interest amongst parents. The attitude of some parents that schools are places to send children to keep them busy and out of the way or off the streets does not aid the stress levels of teachers. The onus for schools to maintain their school grounds, arrange security and pay municipal bills also affects the running of schools. In non-supportive communities these financial constraints become the sole responsibility of teaching staff. The lack of funds amongst the poor also hinders schools from offering physical education, music and art at school. It also impacts on the ability of schools to participate in extra-mural activities that require inter-school participation.

### **4.10 Documentary sources**

#### **ACTION (data collection instruments)**

The voluntary documentary source submissions are presented in Figures 28 and 29 below. Figure 29 is in Afrikaans and an English translation can be found in Appendix 11.

#### **REFLECTION (deliberations and observations)**

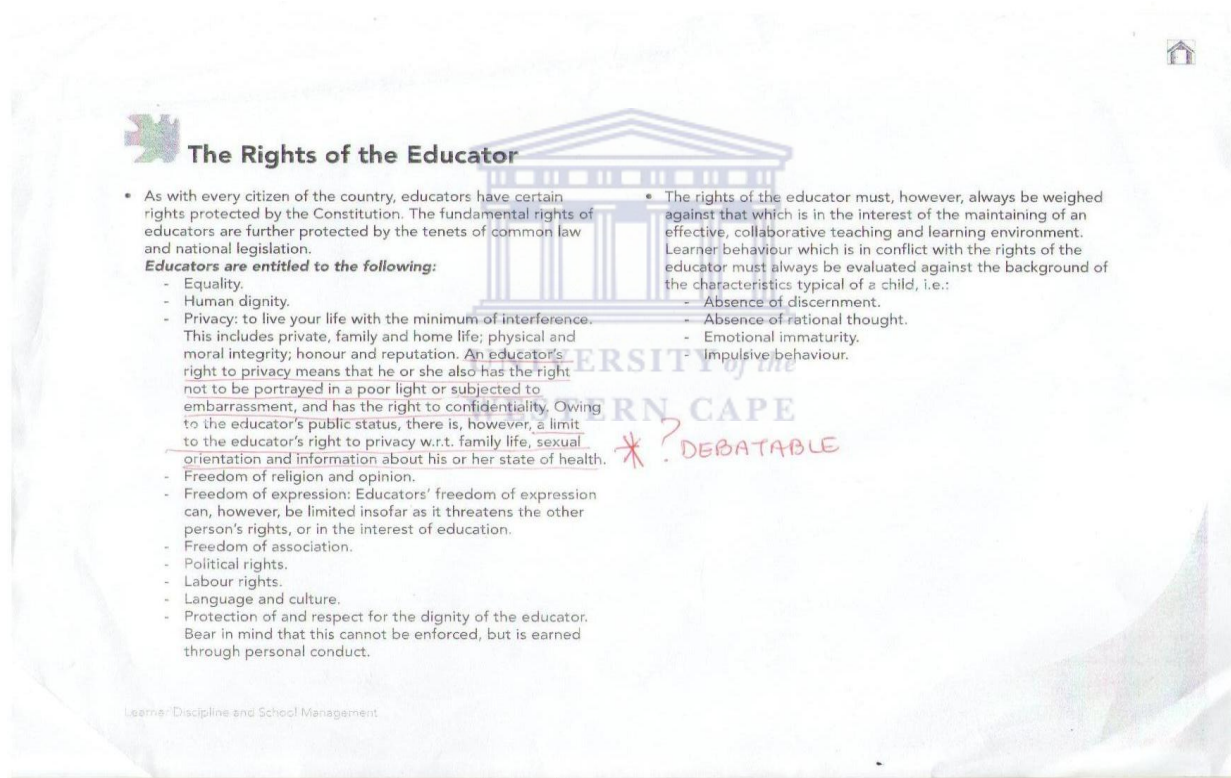
The time constraints at schools were very evident. All the participants were informed about the submission of documentary sources. However, even though I was promised more sources during the focus groups, they did not materialise and I received two in total.

One of the documentary sources was from the formal pilot school and the other from the suburban disadvantaged school. Each of the teachers who gave me the articles had over thirty years of teaching experience. I presented each article during the focus group of the school where the submitting teacher was working. The teachers present during the focus groups at the respective schools gave their comment and endorsement of the submissions. The teachers felt that these were apt sources to reflect their identities and the CCP role.

## LEARNING (findings)

### *Community/belonging*

Teachers are proud to be part of a profession that outwardly shows love. They were therefore concerned about legislation that guarded them from hugging school children. They said that they understood that abuse is a reality but that some children just needed a hug to settle them in class. They also said that the hugs were only given with the consent of the child. The teachers openly spoke about the home situations of children but in a confidential fashion. They emphasised that some children were overwhelmed with their home situations and that these situations required the teacher to be cognisant of these needs and to assist the child where possible.



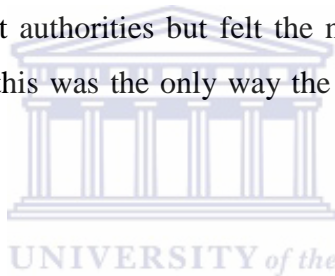
**Figure 28: The rights of the educator (comments are made by the submitting teacher)**

### *Identity/becoming*

The teachers who commented on *The Rights of the Educator*, Figure 28, felt that a double standard was being represented in this document. It was felt that it was unfair that teachers were under the spotlight in communities. They felt that this document stressed the behaviour of teachers outside of school environments but that the same emphasis or controls had not been

presented to other public figures like politicians and celebrities. They felt that all public figures were influential in the lives of children and not just teachers. They also felt that other community stakeholders including parents did not have a document that guided their behaviour in and outside their areas of work.

From Figure 29 we can see that the teachers felt that their teacher identities were influenced by their capacity to love. They were adamant that love was the key to their pastoral capacity and competence. The teachers voiced that they were reliant on supernatural forces on many a day to carry them through. They said that some situations that children are in are heart wrenching and that to try and analyse them logically was not possible. They said that they were aware that they could not physically change all the children's situations but that they were able to love them unconditionally when they were in school. They therefore would report all they could in particular situations to the relevant authorities but felt the need to love the children and to let them see that love, as sometimes this was the only way the children could make sense of their situations.



### ***Meaning/Experience***

The teachers did not feel that the document shown in Figure 28 made perfect sense throughout. Some of the teachers felt that even though these rights were mentioned, the school management teams were also capable of refuting these rights. They said that “equality” was a theoretical concept at many schools and that some teachers were able to get away with more leverage than others. However, from Figure 29 we can assume that the teachers were in agreement that to show love towards a child was invaluable. They said that no assessment could quantify the impact that love has on the child's ability to perform in a classroom. The teachers were also saddened that so many children come from homes that are unloving. It was stated that affluence and love are not synonymous or correlated. An incorrect stereotype was that poor children are not loved as much as rich children. The teachers stressed that all children need love.

## Reflection

### WORDS TO LIVE BY

BY G. BASSON, A TEACHER AT VREDENDAL PRIMARY SCHOOL.

#### 1 Korinthiërs 13 vir onderwysers:

Al sou ek die mooiste skool hê en die beste lesse vir die leerders voorberei, maar ek doen dit nie met liefde nie, dan is ek so waardeloos soos 'n leë klas sonder kinders of 'n stukkende pen.

Al is ek die besigste onderwyser en al koop die skool die duurste sporttoerusting en rekenaars, maar ek luister nie na my klas se kinders of help hulle wanneer hulle vashaak nie, dan is ek nog nie 'n ware onderwyser nie.

'n Liefdevolle onderwyser is geduldig – hy/sy help maar die klas skoon maak. 'n Liefdevolle onderwyser is lankmoedig en vriendelik – hy/sy ry maar die bus vol kletsende skoolkinders en kom soms laat nag terug.

Onderwysers vergelyk nie kinders met ander nie en is nie verwaand oor sport of kultuur prestasies nie. Hulle bedek alle skrape met liefde en pleisters en glo in elke kind. Hulle hoop net die beste en verdra al die klaery en kritiek van ouers.

'n Opregte drukkie en 'n belangstellende gesprek bly lank in die kinderhart, maar gemerkte boeke kry weer werk en 'n netjiese klas word weer deurmekaar. Die akademie hou nooit op nie, want daar sal altyd 'n afvlerkie wees wat drilwerk benodig.

Eendag, as die Volmaakte gekom het, sal jou skool en wonderlike apparaat tot niet gaan, maar die lewende siele van kinders oor jou pad sal ondersoek word.

Toe ek nog 'n jong onderwyser was, was ek gesteld op my voorkoms en aardste besittings, maar nou dat ek 'n gesoute onderwyser geword het, het die kinders se emosionele versorging vir my belangriker geword.

Nou kyk ons nog vas in opstandige en soms ondankbare gesigte, maar eendag, as hulle grootgeword het, sal ons die vrugte maai van die liefde wat ons elke jaar gesaai het.

En nou bly AANDAG, GEDULD en LIEFDE, hierdie drie, maar die waardevolste hiervan ..... 'n LIEFDEVOLLE ONDERWYSER !!

Figure 29: Words to live by (WCED news, April 2010:13)

#### *Practice/doing*

The teachers felt that Figure 29 (English translation found in Appendix 11) was a wonderful example of why caring for their children was a non-negotiable for them. They mentioned that

their identity was enmeshed with the underlying belief that children need love. They also felt that teachers who are unkind towards their learners should rather leave the profession. Freedom of expression was highlighted in Figure 28 and the need for teachers to know the impact that their words have on others.

**PLANNING (possible conclusions and recommendations)**

The documentary sources are a clear indication of the desire of teachers to be pastorally present in the lives of their learners. Teachers are also very aware of their rights and the need for them to be good role models. The teachers are eager to be examples for their learners irrespective of the home situations that their learners find themselves in. The comments made by the teachers and the information present in the documentary sources are also a reflection of Max-Neef et al.’s axiological and existential need of affection as represented below:

**Table 24: Affection section of Max-Neef et al.’s matrix (1991)**

Needs according to existential categories → Needs according to axiological categories ↓	<b>BEING</b> Attributes, personal or collective	<b>HAVING</b> Institutions, norms	<b>DOING</b> Actions	<b>INTERACTING</b> Locations (as time and space)
<b>AFFECTION</b>	Self-esteem, solidarity, respect, tolerance, generosity, receptiveness, passion, determination, sensuality, sense of humour	Friendships, family, partnerships, relationships with nature	Make love, caress, express emotions, share, take care of, cultivate, appreciate	Privacy, intimacy, home, space of togetherness



#### **4.11 The teachers and the CCP role**

That role just comes out, we don't, it is incidental more than it is a conscious decision.  
(A quote from one of the teachers)

I always tell my learners if you have a problem come and speak to me. I'm your mother; it does not matter what happened at home, you will come and speak to me and they feel very free and open because I don't know what it is but I get hugs from all the other learners, from the Grade 4's, the Grade 5's, they all come for their hugs. (A quote from one of the teachers)

#### **ACTION (data collection instruments)**

I used interviews and focus groups.

#### **REFLECTION (deliberations and observations)**

Teachers are caring and concerned about their learners. Like Robinson (2001) and Robinson & McMillan (2006) found in their investigations amongst teachers, the teachers in my research also felt very connected to their children and the needs of the children. Some more senior teachers acted in the role of mentor to their colleagues.

#### **LEARNING (findings)**

##### ***Identity/Becoming***

While this investigation brought the teachers to the point of voicing their personal problems, the research also revealed that some of the teachers were not very aware of the CCP role's official content. While saying this it should also be pointed out that the teachers achieved the competences and saw these achievements as part of their "calling" as a teacher. They might not have been aware of the full requirements of the CCP role but they were very aware of the needs of the children and the responsibility that they had as teachers towards their learners. One could say that they achieved this norm and standard as a matter of fact. They are constantly aware that children have to be productive in society and even stand in the gap doing the roles of parents when they see the parental role lacking.

Teachers are also very aware of the “trickle-down effect” and are forging ahead in recapturing their creative spirits. They accept that the link teams that visit schools from the EMDC’s are all ultimately reporting to the WCED. The teachers are resolute in producing the best results they can, given their school situations and are not impressed with the lack of empathy displayed by some education officials who occasionally visit. Here too it is visible in the teachers’ identity whether they are generative or stagnant as they report on what they perceive to be prevalent in education. When caring for their learners, teachers were not doing it because they were cognisant of their CCP role. They did it because caring for their children is part of their identity.

### ***Meaning/Experience***

A very significant finding for me was that teacher identity was shaped by many influences but this did not have any negative impact on how the teachers viewed the CCP role. I can state that while the teachers were aware of the CCP role they were not always cognisant of it as they did their daily work. The pastoral role that they presented was not in response to the fact that they were trying to achieve or display the competences, they rather were just doing what they believed a teacher did. They all believed that the child came first and that the wellbeing and safety of any of their learners surpassed any curriculum guideline. I can therefore state that when teachers were caring for their learners they were doing it because it was already a part of their identity.

### ***Practice/Doing***

The way teachers viewed their world and formulated meaning as well as how they experienced and negotiated life, guided them in their participation and the objects that they chose to include in their reification. This, in turn, affected their teacher identity and the way they viewed, approached and perceived the CCP role. Teachers were pastorally wired as they were very concerned about the home situations of their learners and they voiced that they knew that the syllabus was important but that the wellbeing of their children took a greater precedence.

### ***Community/Belonging***

Teachers in their pastoral roles felt both connected to and disconnected from their communities. In some cases they voiced that the parents just do not care and that the children cannot be

punished because of their delinquent parents. They expressed that the children are neglected and that they could pick this up easily in their classes.

At the suburban disadvantaged school where fifty-four percent of the learners were refugees, these teachers expressed that the language barrier made them feel disconnected from the community. The teachers felt that they were not being as effective as they could be because they could not adequately explain to the parents what they had to do. They also felt that culturally they were not always on par with the realities and practices of their learners. These teachers felt that the burden to educate the children, despite the language barrier, was squarely placed at their feet once they accepted the learner into the classroom.

The disadvantaged urban school had a high rate of foetal alcohol syndrome. These teachers felt that they were not always equipped to handle inclusive learning. They voiced that they could not converse with drunk, abusive parents. They stated that some of these parents would come to school to collect their children in their sleepwear while totally inebriated. They questioned what type of role models these parents were and therefore thought it even more their duty to love their learners. At this school many learners had to be taught to wash their hands every morning as they had come to school unwashed, and they had to be fed from 09h30 as they would not have eaten since the meal received at school the day before. These teachers felt that it was very important to push their learners to achieve Grade 5 as they could then be enrolled in the Cafda School of Skills. They felt that these children would then have a chance to succeed in life and become productive in society.

The teachers worked very hard to instil values and morals in their children as they felt because the drop-out rate in the community was very high, the children could then still fall back on the lessons learnt in primary school. These teachers were very aware of children having children and felt that some parents were in need of schooling themselves. Some teachers mentioned that it was not strange to have parents being eighteen years old with children either in Grade R or Grade 1. The teachers at this school were aware that the support they needed from the community was lacking and that they would have to work hard to achieve school targets. Economic resources were always stretched to the limit.



At this school the staffroom was mainly used for staff meetings which were not scheduled daily. The teachers remained in their classrooms during intervals as the children had to be protected from persons who might jump over the fence or older learners who would bully the younger ones. They stated that no amount of talking about bullying could help as the gangsters around the school were very influential. In the short period that I was at the school for research purposes, they were burgled. The copper pipes in the children's toilets were stolen for the umpteenth time and the school was without water.

Teachers at the advantaged suburban school also had to work hard in their community. They were very involved in the Afritwin programme and believed that their less affluent counterpart had as much to offer as they did. The teachers stated that they learnt a lot from the teachers at their twin school and that economic strength was not the only resource that needed sharing.

These teachers networked well. They felt that some of the children were neglected as their parents worked long hours. These children sought attention and love. The teachers sensed that not all the children were affluent and that the school was changing to be more reflective of South African society. They were challenged to remain current and relevant to their community despite growing economic constraints.

### **PLANNING (possible conclusions and recommendations)**

While the concept of the CCP role is noble, the reality of achieving competency in all the outcomes is challenging. The desire for a teacher to be current in teaching practices, fully equipped in producing quality results, as well as all their civic responsibilities is perplexing for many teachers. The CCP role expects teachers to display knowledge of counselling and key community problems which includes the viable support services. These practices do not stop with the learners but include the parents and colleagues. I would strongly recommend that teachers are supported in some of these duties and that other social development personnel be allocated to schools. More affluent schools have some of these support staff employed and their teachers are able to refer learners more easily.

#### **4.12 Teachers' recommendations to the WCED regarding the CCP role**

##### **ACTION (data collection instruments)**

The process of gathering recommendations was part of the focussed individual interview as question sixteen (found in Appendix 7) as well as the focus groups as question six (found in Appendix 8).

##### **REFLECTION (deliberations and observations)**

From Figure 14 in chapter two, we can infer that when teachers enter joint enterprise activities they are able to hold one another accountable and negotiate as to where they are heading as a staff or as a teaching fraternity. Their shared repertoire would be experienced via their stories, and styles. Mutual engagement would be witnessed in their relationships and their community maintenance. The extended stakeholders and role players in the running of schools would be included like the school governing body, the EMDC's and community involvement. However, some of the teachers interviewed were sceptical as to the value that their recommendations would have on the WCED. They stated that they are not listened to and that historically they have not been taken seriously. However, when they were asked to reconsider that position and opinion of the WCED, they had many recommendations to voice. The teachers expressed that it was a challenge to balance the completion of the syllabus as well as to fulfil the CCP role. They said that the child's need to be protected and nurtured caused that they focussed on this immediate need and adopted crisis management approaches to teaching and learning. However, they also saw the importance of getting through the syllabus. They felt that the lack of support from the community, parent body and WCED was one of the causes that the quality of education offered in schools was under scrutiny.

##### **LEARNING (findings)**

In relation to the practical competences of the CCP role, the teachers interviewed were striving to achieve all the competences but they were overwhelmed by the sheer magnitude of the teaching and learning demands in conjunction with the strains of the CCP role. In financially challenged schools many extra-mural activities were abandoned as the school was unable to pay for the

upkeep of their school grounds for certain codes of sport, could not afford the sporting equipment or the transport costs for attending inter-school meets.

The classroom environment is very stressful and at the schools where the teachers are isolated, colleague support is minimal. The emotionally intelligent school had systems in place that encouraged the teachers to interact. As a result the isolation levels were far lower under management styles that incorporated emotional intelligence.

Concerning the foundational competences, teachers are overburdened with the realities of the classroom. The age profile of the teachers interviewed revealed that the teachers had been exposed to many programmes over the years and these teachings assisted them in being competent in the foundational competences. Teachers newly entering the profession voiced their appreciation of both the valuable input of the more experienced teachers and the mentoring. The only requirement in this approach is that the mentors should be in possession of current information especially regarding support services.

The reflexive competences of the CCP role are evident as teachers agonise over the welfare of their children. Their comments concerning the learning support teachers and the constraints and barriers to learning that arise in inclusive education, all spoke to this competency. The teachers' frustration and stress levels all stem from their inability to change the outlook for their learners. They desperately want their learners to succeed and feel the lack of parental and community support is overpowering them in their quest. The teachers voiced the following recommendations in Table 25 below.

**Table 25: Teachers’ recommendations to the WCED to assist teachers in their CCP role**

SCHOOLS NEED FOR	TEACHER NEEDS	DEPARTMENT INPUTS
Psychologists	Training to teach effectively in inclusive education.	Readdressing the quintile classifications
Remedial classes	Enrichment classes/workshops	Possible grouping of schools to assist with the academic challenges.
Social workers	Inadequacy of the sharing of learning support teachers.	Interventions are sometimes used to window dress.
Assistance with reading to children.	Parents are not literate themselves.	Possible payment for volunteers assisting with reading.
The importance of recycling.	Teachers themselves have to make the shift in their lives.	Donating resources without empowering teachers to use them is not helpful.
School nurses	Possible access to interpreters in schools with a high refugee intake.	The importance of a resourceful link team representative who empathises with the needs of teachers in the school.
Support of the community	To be trusted more with the welfare of their children	Value teachers more and get over the constant need for the paper trail.

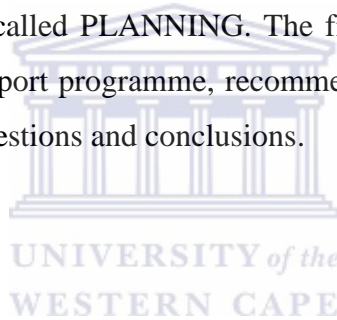


**PLANNING (possible conclusions and recommendations)**

It would be good for the WCED and the EMDC’s to view the recommendations and to address them. There are many overlaps and they come from all the schools irrespective of their location. The teachers are asking for support and they feel that the WCED has the potential to assist them. Training that encompasses the requirements that teachers are expected to display as outlined in the CCP role would be beneficial. Constant holistic professional development would be advantageous to the forming of healthy teacher identities. Evaluation free pastoral visits from EMDC’s would be valuable for teachers. Constructive workshops that encouraged staff interaction for the teachers, and parenting skills for the parents, would be productive for the enhancement of the CCP role. Community pride and civic duty has to be retaught as many communities are dysfunctional which impacts on the success of teachers in achieving their CCP role.

While the CCP role is a critical dimension to the function of a teacher, to achieve competency in all the competences is very optimistic. The social ills present in communities are on the increase and to solely expect teachers to address these is detrimental to the teaching and learning processes in the classroom. Teachers are in need of outside assistance as they cannot cope with all the needs that children have in addition to educating them. There is a correlation between the financial condition of a school and their success rate of incorporating learners into extra-mural activities. Many schools are not safe places and the security needed for the children while completing their extra-murals, as well as the safety of the child and teacher getting home after the activity, is paramount to many decisions made in school communities. Considerations in this regard would also be beneficial to teachers in achieving their CCP role.

Chapter four has presented the findings of the data analysis process and has made certain recommendations in the sections called PLANNING. The final chapter offers the summary of findings, the proposed teacher support programme, recommendations, limitations, the relevance of this study, further research suggestions and conclusions.



## Chapter Five

### Conclusions and Suggestions for Future Research:

#### Like the circles that you find in the windmills of your mind



**Figure 30: Like the circles that you find**

[http://fc05.deviantart.net/fs70/i/2010/242/4/d/the\\_windmills\\_of\\_your\\_mind\\_by\\_25percent-d2xn2dn.jpg](http://fc05.deviantart.net/fs70/i/2010/242/4/d/the_windmills_of_your_mind_by_25percent-d2xn2dn.jpg) Accessed 4 April 2012

*Like a tunnel that you follow  
To a tunnel of its own  
Down a hollow to a cavern  
Where the sun has never shone  
Like a door that keeps revolving  
In a half forgotten dream  
Or the ripples from a pebble  
Someone tosses in a stream.  
Like a clock whose hands are sweeping  
Past the minutes on its face  
And the world is like an apple  
Whirling silently in space  
Like the circles that you find  
In the windmills of your mind*

Verse two of *The Windmills of Your Mind* composed by Michel Jean Legrand in 1968 with English lyrics written by Alan and Marilyn Bergman (found in Appendix 1)

### 5.1 Introduction

As one reads/sings the above verse the rhythm and momentum of the song makes you feel like you are looping. The tunnel turns into a hollow that ends in total darkness. The door revolves but leads to something half remembered that takes you to a stream with concentric ripples that have been started by that someone tossing a pebble. Finally, you see the face of a clock and the apple world silently turning and so we return to this intriguing phrase “the windmills of your mind”.

As researcher and author of this thesis this song resonates with me. I hope to be that person tossing the pebble into the stream. I have gone down that tunnel (the research process) and have come into a tunnel of my own (the idea of a teacher support programme). *The total darkness* I would like to change by overcoming the fear of paradox as suggested by Palmer (2007) into *absolute light*. The light shone through the eyes of all the teachers who accompanied me on my research journey. Their information of their life experiences manifested in the classroom, gave me the pebble that I now wish to toss. The stream that I have chosen is teacher education and I hope the effect of this pebble (a teacher support programme) on the stream would be that teachers in the future would have the opportunity to transform themselves and refine their teacher identities.

This pebble is situated in the educational context as my expansion of Samuel's (2008) Force Field Model of Teacher Development illustrates in Figure 23 in the conclusion of chapter two. Samuel & Stephens (2000:490) end their investigation with six questions. The fifth one is: "Whose responsibility is continuing teacher development? At what stage (if ever) should the teacher education institutions abandon their responsibility to student teachers to ensure that 'alternative/new/better practices' are implemented in an 'impoverished schooling context'?"

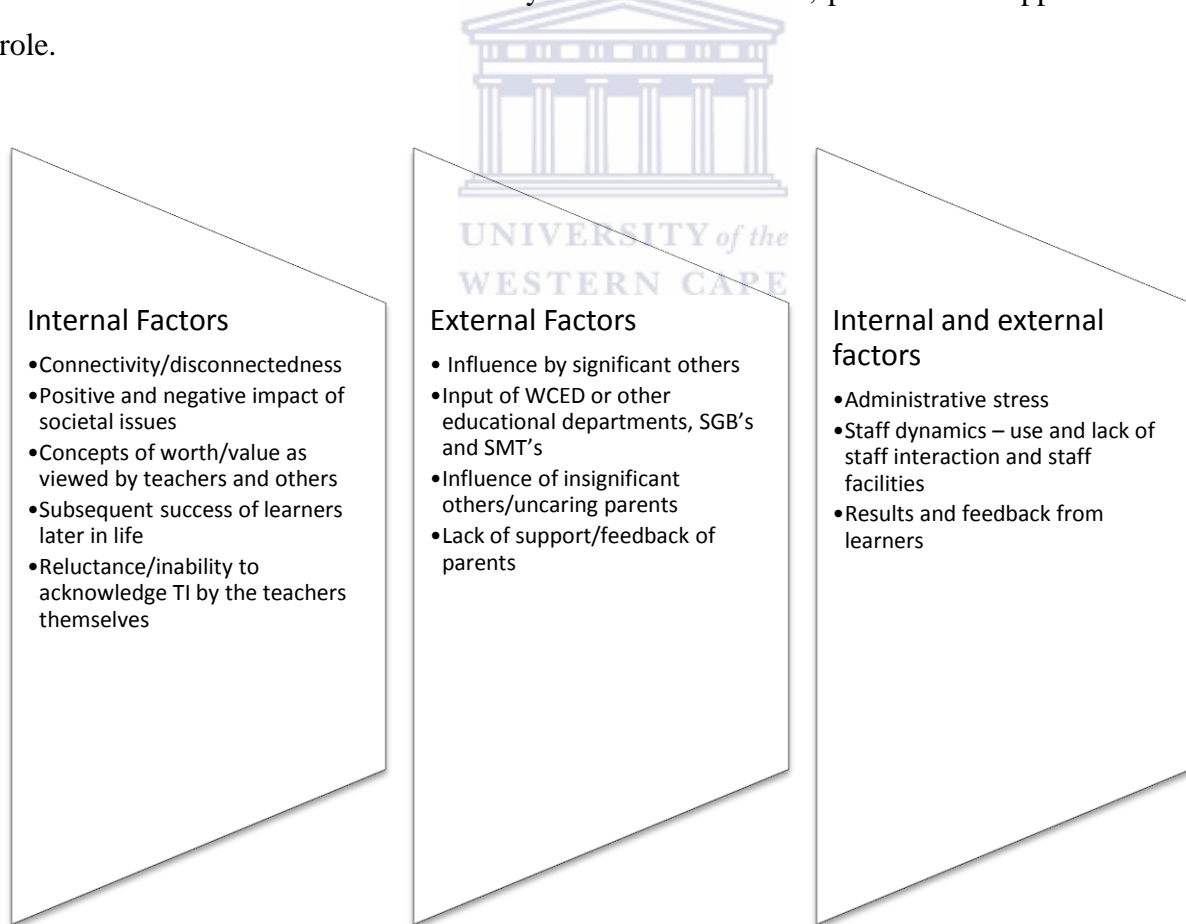
My response to that question is the pebble I am throwing into the stream in the form of the proposed support programme. Samuel (2008:11-12) contends that many different forces push and pull teachers' roles and identities in different directions. The key forces are biography, context, institutional settings and programmatic impact. After my exploration into primary schools I now suggest that while these key forces are present, the teachers need support to assist them in the challenges they face daily. Many programmes are offered to teachers as advanced certificates but they mainly concentrate on the context, institutional and programmatic forces. This suggested teacher support programme starts in Samuel's (2008) biographical force, but then moves further to enable teachers on their trek in schools while the outcome will empower them to enrich the schooling context. My hope is that just as Life Orientation has become a compulsory six credit subject in schools, so this teacher support programme will become compulsory for in-service teachers in South African schools as the programme strives to promote

wellness. The concept of dialoguing which is fundamental to this course can be continued in any school setting.

## 5.2 Summary of findings

The research question that was investigated in this multiple case study was: How does teacher identity and the views, perceptions and practices of primary school teachers at three schools in the Western Cape relate to the practical, foundational and reflexive competences of their CCP role?

Figure 31 illustrates the summary of the findings of my investigation into teacher identity and the impact that it has on primary school teachers at three schools in the Western Cape education districts. These factors influence the way these teachers view, perceive and approach the CCP role.



**Figure 31: Summary of findings that have an impact on teacher identity and the way the teachers approach the CCP role**



From the findings presented in chapter four I can summarise that teachers are competent in their CCP role but they need support. Teachers can alter their stress profiles by being committed to a new way of viewing life.

### **5.3 Proposed support programme for in-service teachers**

Wexler (1992:242) states: “Putting oneself back into theory is a way to reclaim what has otherwise become an alienated attempt to hold on to meaning by surplus discourse production.” When initially attempting to write this thesis I felt overwhelmed by the amount of discourse already in the field and wondered how what I was about to do would have an impact at all on future thinking or praxis. This Wexler quotation then encouraged me to make my points heard as I had to “put myself back into theory”. I accepted that submitting to the thoughts and opinions of those who had gone before would assist me in proposing yet another possible approach to the concept of teacher identity and the supportive needs of teachers. The process of reclaiming is not simple and alienation can come about very easily. One challenge I therefore had in this investigation was to balance my time of looking at the theory and seeing how I could bring it to life in a practical way.

My conceptual framework for this study was guided by how the teachers’ pastoral roles were influenced by their teacher identity. Steered by the theoretical framework of Palmer (2007), Fanon (1963), Freire (1996), Samuel (2008), Jansen (2001), Wenger (1998) and Max-Neef (1991), I was reinvigorated to address the transformation of the teaching and learning practice. Non-participation of teachers in their own growth should not be allowed and with the legislation repeatedly leaving the choice for development to the individual teacher (DoE, 2006b:18) this means that support for in-service teachers to develop self-reliance has to be encouraged. The NPFTED (DoE, 2006b:16) states that many teachers need to renew their enthusiasm and commitment to their calling. I firmly believe that this renewal has to begin with the (re)humanisation of teachers.

### 5.3.1 (Re)Humanisation of teachers

In the wellness circle (Figure 19) in section 2.7, spiritual wellness is one of the dimensions. For humans to be whole we need to be balanced. Placing one intelligence above the other is not the answer; dismissing people and their opinions based on their IQ, is irrational. Soul wounds can be healed and for transformation to take place in education, EQ and SQ have to be introduced in teacher identity. I therefore propose that a programme be designed that introduces the concepts of EQ and SQ to the South African teachers and by association it will translate into the South African classroom, homes and communities. Morrow (2009:5) states that: “Instrumental rationality is a tightly knit web of beliefs, conceptions and practices and there can, of course, be various ways of characterising it.” The support programme I therefore propose might not be readily accepted by all those in education circles but it is one way of addressing the isolation and stress needs of teachers currently. The programme will be based on the differences between dialogue and debate and the process would include cultivating methods of shifting one’s position on certain issues. The ultimate objective would be that the techniques learnt will be translated into daily practice and be a new development in teacher identity.

Morrow (2009) also suggests that e-learning should be in learning delivery models in higher education in South Africa as it is particularly suited for the lifelong learning market. I would consider e-learning for this programme but I also feel that human contact is needed to fully develop EQ and SQ.

In Freire (1996), Fanon (1963) and Max-Neef (1991) there are references to the oppressed, native or poor respectively needing to be humanised. The sad truth is that they are dehumanised by other humans or structures/ideologies that other humans have created. Duran (2006) summarises this behaviour by saying that they have been bitten by the vampire. The new vampires have no other way but to create more vampires. The question is therefore, how do we stop the bloodshed given that the option to destroy the vampires would still lead to more bloodshed?

History has also shown us that if a dictator is destroyed but that person’s ideology remains, someone else would just continue as the new dictator. In education therefore we need to guard

against another form of apartheid education coming to the fore. It is very easy to cause divisions and they do not necessarily need to be along skin colour divides as experienced in the past. As educators we tend to view schools according to their results and by extension the teachers at schools that achieve well academically are perceived to be better teachers. These teachers could be seconded to share their methods of attaining “success”.

I resolutely contend that the whole scenario has to be viewed and not just snippets. It goes back to the story of the blind men having to describe the elephant but they are only given one part of the elephant to feel ([http://en.wikipedia.org/wiki/Blind\\_men\\_and\\_an\\_elephant](http://en.wikipedia.org/wiki/Blind_men_and_an_elephant) accessed 23 April 2012). Each one has a different opinion of how the elephant looks which leads to conflict amongst the men. In all the different ways this story is told the commonality is that if the blind men hold onto their own opinions, conflict will remain. Similarly, if we only want to view things from our perspective then we will not get to explore the views of others. The truth is that all the views are correct as the blind men only felt that one part of the elephant and described it accordingly. So in the case of education we need to view as many aspects as possible.

For this study I started out investigating teacher identity and how this impacts on the teachers’ ability to fulfil their pastoral roles. However, I quickly had to accept that these identities were not superficial whims of fancy. They could not be manufactured in a teacher training facility. They were actually a representation of the teacher as an entire person. They were exposing their very souls to me and this therefore required that I treat the data with absolute care. I felt exceptionally humbled by the process and still feel the pain of so many of the teachers I interviewed. They are such magnificent creations with amazing dispositions and huge hearts. This to some critics might be trivial but to overlook the value of these teachers would be to stab teaching and learning in the heart.

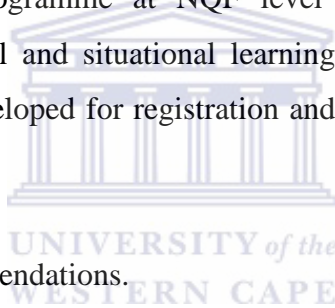
Whether teaching was the first choice or not of the teachers I interviewed, they were giving their all at the schools they were at. They were interested in the learners and desired only the best for these children. They were going over and above their call of duty to ensure that these children had a fighting chance in life, whether they were teaching at advantaged or disadvantaged

schools. They were genuinely concerned about their learners and this was expressed in so many ways.

Max-Neef (1991:94) in his quest to promote self-reliance states that “self-reliance gives us power to be”. He encourages us by saying that as “obsessed as we are with power, we always believe that things will change”. I want to endorse this enthusiasm of his by also promoting the desire for change amongst the teachers. They have the power within themselves to be set free from all that binds them in the classroom but they need to be validated and valued. I therefore suggest the following programme as a vehicle to enhance the teacher identity of teachers.

### **5.3.2 The proposed programme**

The suggested twenty credit programme at NQF level six has taken into consideration disciplinary, pedagogical, practical and situational learning as described in chapter two. The programme is currently being developed for registration and will be submitted for accreditation to the relevant qualification bodies.



I will now expound on my recommendations.

### **5.4 Recommendations**

In Table 25 shown in chapter four are the recommendations to the WCED from the teachers who participated in this study. Furthermore, in the sections called *Planning*, I list various recommendations. It is these recommendations that are reiterated in Table 26 below.

**Table 26: Recommendations**

Primary school teachers need support at as many levels as possible as they are pulled into the holistic development of the child daily and not merely the teaching and learning of the current curriculum.	Although time is very precious in a school, teachers need to meet as a staff daily for connectivity and support as this improves the work ethic of teachers.	It is essential for a staff to identify their boundary objects, as effective and ineffective teaching can be determined via the attitude of teachers and their perception of boundary objects.
Effective communication is essential for the well-being of staff.	Recognition of work achieved motivates teachers to do even better.	Emotional intelligence is useful in the productivity and camaraderie of a staff.
It is good for SMT's to attend courses as SMT's are pivotal to the successful running of a school and if they overlook issues, bitterness and disgruntlement can be the result.	Link teams from the EMDC's should be sensitive to the special situations each school find themselves in and that they do not generalise their feedback to schools in a particular area.	A call to reconsider the number of learning support teachers being employed is recommended, and remediation programmes for teachers are advocated.
Teachers should be supported to become self-reliant and they need debriefing sessions.	The risk quotient of teachers has to be nurtured and developed.	Social development personnel are required to assist teachers.
Community pride and civic duty has to be retaught as many communities are dysfunctional which impacts on teachers.	Community assistance is needed as teachers cannot cope with their role as educator and address the deficit amongst children in the areas of parenting, music and art.	Additional help with security is needed even though the safe school project is operational. Teachers and learners need aid during and after school with extra-murals.

As Table 26 emphasises, there is a dire need amongst existing teachers to be valued and to be heard. The teachers have so many good ideas but they are not empowered to take these ideas forward. It is therefore essential to give them tools that enable them to be more proactive and this can be achieved by including emotional and spiritual intelligence in the main stream courses for teacher education in the future. The benefit of being emotionally intelligent was seen amongst the teachers in the study who had been exposed to these ways of thinking. These teachers were more open to diversity and this was encouraging to see. They were able to view and manage their challenges from more than one perspective. A firm recommendation would be that teachers have

constant inputs in their teaching careers that assist them to cope with the realities of teaching and learning. These inputs should not only be addressed when the teacher enrolls for an Advanced Certificate in Education.

### **5.5 Limitations**

The limitations of this study have been that the teachers interviewed only came from the Western Cape Metro education districts. When the schools were approached I was not aware that all the schools were classified as quintile four schools because from an economic standpoint they appeared very different. The teachers had time constraints and the interviews and focus groups had to be completed in the time available. The consequence of this was that the perceptions and views of the teachers were more focussed on than their practices. Classroom observations are frowned upon by some teachers as they still have latent fears of the past schooling system where teachers were sometimes assessed unfairly.

### **5.6 Relevance of study and further research**

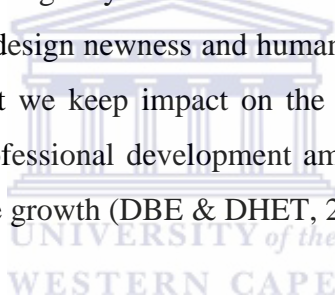
I do believe that this study clearly shows that South Africa has dedicated teachers who are willing to go the extra mile for their learners. Teachers have many roles to play in the lives of their learners and they are trying their best. The passion and calling that teachers voice are remarkable and they have answers to many of the questions that regularly arise in school life. Teachers are isolated in schools and a forum to encourage them is needed. Some teachers in the study voiced that for years they have not been afforded the space to reflect on their value and on the reasons they teach, but on reflection it made them proud to be teachers. For some teachers the meeting together in a focus group made a difference to their normal school day as they do not ordinarily meet as staff on a daily basis.

Observing the realities of the teachers was transformative for me as a researcher. The challenges in schools are many and the solutions are not easily determined. Further research can be completed once the teachers have been exposed to the support programme and they have had time to implement the ideas that have been presented. I would certainly look at ways in the future

where the participating schools and teachers can be thanked for their kind co-operation in the research process.

## **5.7 Conclusions**

Teachers' "sense of self as well as their knowledge and beliefs, dispositions, interests, and orientation towards work and change" (Drake et al., 2001:2) constitute teacher identities. The researched teachers showed that when caring for their learners, they were not doing it because they were cognisant of the CCP role. They did it because caring for their children is part of their teacher identity. However, they longed for teaching to be about teaching and learning and less about social issues and administrative systems. Teachers are competent in their CCP role but they need support. The suggested teacher support programme could improve teacher performance and increase teacher longevity in schools. Unfortunately, without the desire to be negative, I am aware that humans design newness and humans derail processes. The motivations that we have and the agendas that we keep impact on the acceptance and success of change. SACE is mandated to monitor professional development amongst teachers (DoE, 2007:26) but the onus is on the teacher to choose growth (DBE & DHET, 2011:8).



## **5.8 Concluding challenge**

Authority is granted to people who are perceived as authoring their own words, their own actions, their own lives, rather than playing a scripted role at great remove from their own hearts. (Palmer 2007: 34)

The teachers voiced that they wanted change and that the school situations were not always good. They gave many reasons as to why their authority is not taken seriously. In this research investigation I have listened to them and I now propose that teachers attend a twenty credit programme offered at NQF level 6. My challenge to them is: Will they be willing to journey into the uncharted territories of themselves and develop new ways of being? I offer the following prayer attributed to Mother Teresa as it was found written on the wall in her home for children in Calcutta, as a possible way of embracing a new pathway to development:

***People are often unreasonable, irrational, and self-centered. Forgive them anyway.***

***If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.***

***If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway.***

***If you are honest and sincere people may deceive you. Be honest and sincere anyway.***

***What you spend years creating, others could destroy overnight. Create anyway.***

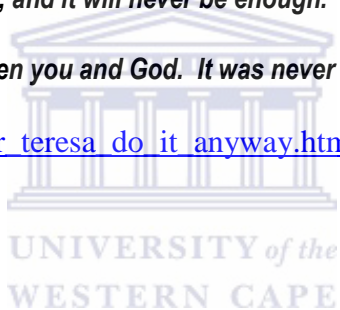
***If you find serenity and happiness, some may be jealous. Be happy anyway.***

***The good you do today, will often be forgotten. Do good anyway.***

***Give the best you have, and it will never be enough. Give your best anyway.***

***In the final analysis, it is between you and God. It was never between you and them anyway.***

[http://prayerfoundation.org/mother\\_teresa\\_do\\_it\\_anyway.htm](http://prayerfoundation.org/mother_teresa_do_it_anyway.htm)) Accessed 14 March 2012





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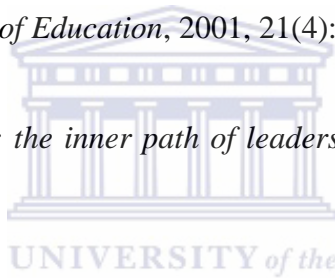
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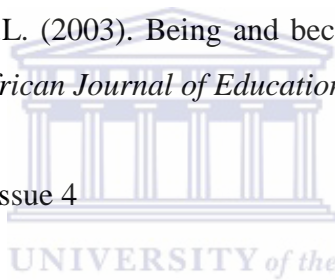
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Windmills of Your Mind – Composed by Michel Jean Legrand with English lyrics by Alan and Marilyn Bergman <http://www.songlyrics.com/johnny-mathis/the-windmills-of-your-mind-lyrics> Accessed 12 March 2012

### Figures taken from the internet

Figure 1: <http://www.flickr.com/photos/rundwolf/6519159941/in/photostream/> Accessed 4 April 2012

Figure 2:

<http://ih3.redbubble.net/image.6755868.4463/mtd,375x360,n,s,V2luZG1pbGxzIE9mIFlvdXIgTWluZA%3D%3D,ffffff.jpg> Accessed 4 April 2012

Figure 8: <http://wakeywakey.files.wordpress.com/2007/09/parker-palmer-community-of-truth-diagram.jpg> Accessed 27 June 2012

Figure 10:

[http://scope.bccampus.ca/file.php/9/2010bookchapter/Currie\\_CoPs\\_FEB1\\_10\\_files/image002.png](http://scope.bccampus.ca/file.php/9/2010bookchapter/Currie_CoPs_FEB1_10_files/image002.png) Accessed 10 April 2012

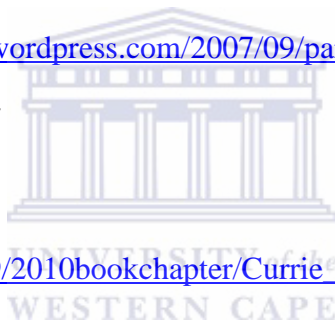


Figure 11: [http://iresearch.edumall.sg/iresearch/slot/fm3\\_posts/ah01/1e3576cb2\\_55.PNG](http://iresearch.edumall.sg/iresearch/slot/fm3_posts/ah01/1e3576cb2_55.PNG) Accessed 10 April 2012

Figure 12: [http://coevolving.com/maps/1998\\_wenger/1998\\_Wenger\\_Figure\\_0.3.png](http://coevolving.com/maps/1998_wenger/1998_Wenger_Figure_0.3.png) Accessed 2 June 2012

Figure 13: <http://informationr.net/ir/8-1/p142fig3.gif> Accessed 10 April 2012

Figure 16: <http://www.timhoogenboom.nl/images/belonging2.png> Accessed 10 April 2012

Figure 17: <http://www.timhoogenboom.nl/images/identity.png> Accessed 10 April 2012

Figure 19: <http://www.definitionofwellness.com/images/dimesions-of-wellness.jpg> Accessed 12 April 2012

Figure 20: [http://psycnet.apa.org/journals/str/10/4/images/str\\_10\\_4\\_280\\_fig3a.gif](http://psycnet.apa.org/journals/str/10/4/images/str_10_4_280_fig3a.gif) Accessed 11 April 2012

Figure 25: [https://lh5.googleusercontent.com/-Lz5oblqX\\_I/TwBO-WV\\_mDI/AAAAAAAAA1M/Sn5I368PXPm/%25D0%25A1%25D0%259F%25D0%2598%25D0%25A0%25D0%2590%25D0%259B%25D0%25AC\\_Sidney\\_Cardoso.gif](https://lh5.googleusercontent.com/-Lz5oblqX_I/TwBO-WV_mDI/AAAAAAAAA1M/Sn5I368PXPm/%25D0%25A1%25D0%259F%25D0%2598%25D0%25A0%25D0%2590%25D0%259B%25D0%25AC_Sidney_Cardoso.gif)  
Accessed 4 April 2012

Figure 26: [http://4.bp.blogspot.com/\\_R7FE2xbZpzU/S1DZ25x2hII/AAAAAAAAABRU/r-w\\_f0viVxU/s400/DSC00614.JPG](http://4.bp.blogspot.com/_R7FE2xbZpzU/S1DZ25x2hII/AAAAAAAAABRU/r-w_f0viVxU/s400/DSC00614.JPG) Accessed 4 April 2012

Figure 27: <http://wced.pgwc.gov.za/branchIDC/Districts/ED-South.html> Accessed 14 February 2012

Figure 30: [http://fc05.deviantart.net/fs70/i/2010/242/4/d/the\\_windmills\\_of\\_your\\_mind\\_by\\_25percent-d2xn2dn.jpg](http://fc05.deviantart.net/fs70/i/2010/242/4/d/the_windmills_of_your_mind_by_25percent-d2xn2dn.jpg) Accessed 4 April 2012



**Appendix 1: Lyrics of *Windmills of Your Mind*** – Composed by Michel Jean Legrand with English lyrics by Alan and Marilyn Bergman <http://www.songlyrics.com/johnny-mathis/the-windmills-of-your-mind-lyrics> Accessed 12 March 2012

Round, like a circle in a spiral  
Like a wheel within a wheel.  
Never ending or beginning,  
On an ever spinning wheel  
Like a snowball down a mountain  
Or a carnival balloon  
Like a carousel that's turning  
Running rings around the moon

Like a clock whose hands are sweeping  
Past the minutes on its face  
And the world is like an apple  
Whirling silently in space  
Like the circles that you find  
In the windmills of your mind

Like a tunnel that you follow  
To a tunnel of its own  
Down a hollow to a cavern  
Where the sun has never shone  
Like a door that keeps revolving  
In a half forgotten dream  
Or the ripples from a pebble  
Someone tosses in a stream.  
Like a clock whose hands are sweeping  
Past the minutes on its face  
And the world is like an apple  
Whirling silently in space  
Like the circles that you find  
In the windmills of your mind

Keys that jingle in your pocket  
Words that jangle your head  
Why did summer go so quickly  
Was it something that I said  
Lovers walking along the shore,  
Leave their footprints in the sand  
Was the sound of distant drumming  
Just the fingers of your hand

Pictures hanging in a hallway  
And a fragment of this song  
Half remembered names and faces  
But to whom do they belong  
When you knew that it was over  
Were you suddenly aware  
That the autumn leaves were turning  
To the colour of her hair  
Like a circle in a spiral  
Like a wheel within a wheel  
Never ending or beginning,  
On an ever spinning wheel  
As the images unwind  
Like the circle that you find  
In the windmills of your mind

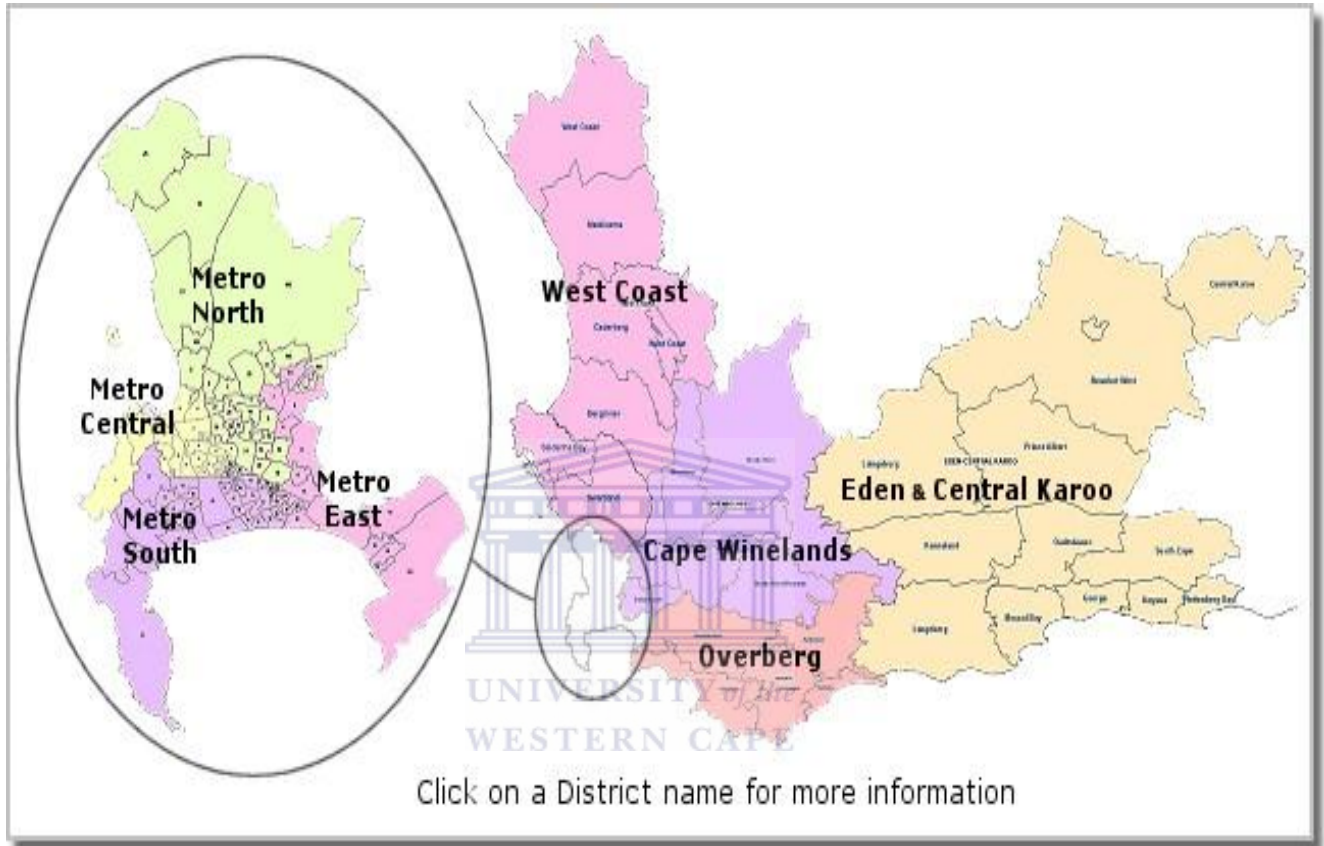




## Appendix 2: Map of the WCED education districts

<http://wced.pgwc.gov.za/branchIDC/Districts/briefly.html> 14 February 2012

Urban districts are depicted in the oval



<http://wced.pgwc.gov.za/branchIDC/Districts/Map-Composite.html> 14 February 2012





### Appendix 3: Permission letter from WCED

Navrae  
Enquiries **Dr RS Cornelissen**  
IMibuzo  
  
Telefoon  
Telephone **(021) 467-2286**  
IFoni  
  
Faks  
Fax **(021) 425-7445**  
IFeksi  
  
Verwysing  
Reference **20100223-0021**  
ISalathiso



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**Wes-Kaap Onderwysdepartement**

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**Western Cape Education Department**

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**ISebe leMfundo leNtshona Koloni**

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Mrs Michelle Burrows  
15 Chatham Road  
Heathfield  
7945

**Dear Mrs Burrows**

#### **RESEARCH PROPOSAL: A CRITIQUE OF THE COMMUNITY, CITIZENSHIP AND PASTORAL ROLE: A MULTIPLE CASE STUDY OF INTERMEDIATE PHASE TEACHER'S IDENTITY IN THE WESTERN CAPE**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 March 2010 to 30 September 2010**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.  
Signed: Ronald S. Cornelissen  
for: **HEAD: EDUCATION**  
**DATE: 23 February 2010**

## **Appendix 4: Community, Citizenship and Pastoral Role** (National Education Policy Act 27 of 1996)

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of his role is HIV/AIDS education.

### **Practical competences**

(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)

- Developing life-skills, work-skills, a critical, ethical and committed political attitude, and a healthy lifestyle in learners.
- Providing guidance to learners about work and study possibilities.
- Showing an appreciation of, and respect for, people of different values, beliefs, practices and cultures.
- Being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty, child and women abuse. HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with these issues.
- Counselling and/or tutoring learners in need of assistance with social or learning problems.
- Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person.
- Conceptualising and planning a school extra-mural programme including sport, artistic and cultural activities.
- Operating as a mentor through providing a mentoring support system to student educators and colleagues.

### **Foundational competences**

(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)

- Understanding various approaches to education for citizenship with particular reference to South Africa as a diverse, developing, constitutional democracy.
- Understanding key community problems with particular emphasis on issues of poverty, health, environment and political democracy.
- Knowing about the principles and practices of the main religions of South Africa, the customs, values and belief of the main cultures of SA, the Constitution and the Bill of Rights.
- Understanding the possibilities for life-skill and work-skill education and training in local communities, organisations and business.
- Knowing about ethical debates in religion, politics, economics, human rights and the environment.

- Understanding child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
- Understanding the impact of class, race, gender and other identity-forming forces on learning.
- Understanding formative development and the impact of abuse at individual, familial, and communal levels.
- Understanding common barriers to learning and the kinds of school structures and processes that help to overcome these barriers.
- Knowing about available support services and how they may be utilised.
- Knowing about the kinds of impact school extra-mural activities can have on learning and the development of children and how these may best be developed in co-operation with local communities and business.

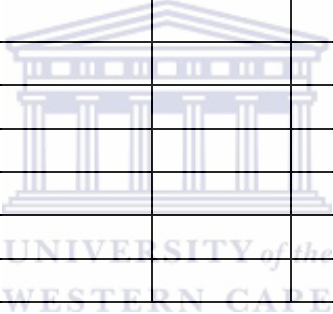
### **Reflexive competences**

(Where the learner demonstrates the ability to integrate or connect performances and decision-making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)

- Recognising and judging appropriate intervention strategies to cope with learning and other difficulties.
- Reflecting on systems of ongoing professional development for existing and new educators.
- Adapting school extra curriculum programmes in response to needs. Comments and criticism.
- Reflecting on ethical issues in religion, politics, human rights and the environment.
- Reflecting on ways of developing and maintaining environmentally responsible approaches to the community and local development.
- Adapting learning programmes and other activities to promote an awareness of citizenship, human rights and the principles and values of the constitution.
- Critically analysing the degree to which the school curriculum promotes HIV/AIDS awareness.
- Critically analysing the degree to which the school curriculum addresses barriers to learning, environmental and human rights issues.

**Appendix 5: Unstructured observation sheet**

UNSTRUCTURED OBSERVATION SHEET						
DATE	TEACHER	SCHOOL	GRADE	PERIOD	CLASS SIZE	OBSERVATIONS



**Appendix 6: Participant consent form**

THE UNIVERSITY OF THE WESTERN CAPE  
EDUCATION FACULTY

RESEARCH PROPOSAL:

**TITLE: A CRITIQUE OF THE COMMUNITY, CITIZENSHIP AND PASTORAL ROLE: A MULTIPLE CASE STUDY  
OF INTERMEDIATE PHASE TEACHERS' IDENTITY IN THE WESTERN CAPE**

**Participant Consent Form**

As a participant in this investigation, I acknowledge that my identity will remain protected throughout the research process. I have been informed about the research project and willingly agree to participate in face-to-face interviews, focus group discussions and unstructured observation sessions. I also give my permission to analyse any documents asked of me. By signing this form, I release the information obtained from my participation in this study for UWC institutional purposes. I understand that I am able to withdraw from this process at any time.

**Consent**

I, do hereby give the researcher, *Michelle Burrows* permission to use all collected data (if applicable) for the purposes of this research study.

**Details (in order to contact interviewees)**

Name of participant: \_\_\_\_\_(confidential)

Contact telephone number: \_\_\_\_\_(confidential)

Your email address: \_\_\_\_\_(confidential)

\_\_\_\_\_  
Signature of participant

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of researcher

Date: \_\_\_\_\_

**Researcher involved in study:**

Ms Michelle Burrows

Cell: .....

Email: [michelleburrows@telkomsa.net](mailto:michelleburrows@telkomsa.net)

## Appendix 7: Face-to-face interview questions

### GENERAL: Gender; Age; Marital Status; Children; South African citizen

1. Why did you become a teacher?
2. How long have you been teaching?
3. How would you describe your teaching experience?
4. How would you define teachers' work?
5. How would you describe your teacher identity?
6. Can you tell me how you developed this identity?
7. Who has been influential in your life that could have shaped your teacher identity?
8. How has this identity been challenged over the period you have been teaching?
9. How do you value yourself as a teacher?
10. How does the WCED value you?
11. What does the CCP role encompass for you?
12. Why is the CCP role important?
13. How do you view the CCP role?
14. How do you achieve the CCP role?
15. How do you implement the CCP role?
16. What recommendations would you make to your EMDC or the WCED concerning the CCP role?
17. How is your teacher identity connected to your views of the CCP role?
18. How has your approach to the CCP role been influenced by your current teacher identity?

## Appendix 8: Focus group questions

1. What does the CCP role encompass for you?
2. Why is the CCP role important?
3. How do you view the CCP role?
4. How do you achieve the CCP role?
5. How do you implement the CCP role?
6. What recommendations would you make to your EMDC or the WCED concerning the CCP role?
7. How does your teacher identity influence the way you view, perceive or approach the CCP role?
8. How much value do you place on your teacher identity?
9. What challenges do you face in the classroom because of your teacher identity?



## Appendix 9: Letter to the WCED requesting permission for classroom observations

15 Chatham Road  
Heathfield  
7945  
9 February 2010

The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000

Dear Dr Cornelissen

### PERMISSION FOR CLASSROOM OBSERVATIONS IN PRIMARY SCHOOLS

My name is Michelle Burrows and I am a PhD student in the Education Faculty at the University of the Western Cape. My main research question is:

How does teacher identity and the views, perceptions and practices of intermediate phase primary school teachers at four schools in the Western Cape relate to the practical, foundational and reflexive competences of their Community, Citizenship and Pastoral role?

The subsidiary research questions are:

- (a) What is the teacher identity of the intermediate phase teachers?
- (b) What does the CCP role encompass?
- (c) How do intermediate phase teachers view the CCP role?
- (d) How is the CCP role achieved (or not achieved)?
- (e) How do intermediate phase teachers implement this CCP role?
- (f) What are the best practices that intermediate phase teachers use in achieving their CCP role?
- (g) Is there a connection between the teacher identity of the intermediate phase teachers and their attitude towards the CCP role?

These questions will be answered using face-to-face interviews, focus groups, unstructured observations and documentary sources. I will only be researching intermediate phase teachers from the Western Cape Metro education districts.

I will be doing four case studies at (*deleted for confidentiality purposes*).... The pilot study will be at ....

UWC's ethics clearance committee awaits your letter of permission before my research may commence. Attached are copies of the unstructured observation sheet, the focus group questions and the face-to-face interview questions.

Yours faithfully

.....  
Michelle Burrows



## Appendix 10: Request from supervisors to WCED

12 February 2010

Director: Research Services  
WCED  
Private bag X9114  
Cape Town  
8000

Dear Dr Cornelissen

### **PERMISSION FOR A PhD STUDENT TO DO UNSTRUCTURED OBSERVATIONS IN PRIMARY SCHOOLS IN THE WESTERN CAPE**

Michelle Burrows is an Education Faculty PhD student at the University of the Western Cape. She has to complete unstructured classroom observations as part of her research. As a university we consider research important and the Western Cape Education Department has been very helpful in this regard.

Michelle is investigating teacher identity and relating it to the critiquing of the community, citizenship and pastoral role as set out in the Norms and Standards for Educators. As such she hopes to see how intermediate phase teachers view, perceive and approach this role and to achieve this she has included unstructured observations into her data sources.

She needs to complete four case studies and the following primary schools have agreed to her researching them: *(Deleted for confidential purposes)*..... is considering her using them for her pilot study.

Participant consent forms will be completed with every teacher and they will be aware that they are not obligated to the process against their will. Their anonymity will be protected, confidentiality and openness will be maintained and plagiarism will be avoided at all times. The normal running of the school will not be affected by the presence of the student. A copy of this thesis will be submitted to your office on its completion.

Yours faithfully

.....  
Prof. Lorna Holtman  
Director Postgraduate Studies  
Student Supervisor

## Appendix 11: English translation of Figure 29

Even if I had the prettiest school and prepared the best lessons for the learners, but I do not do it with love, then I am as worthless as an empty class without children or a broken pen.

Even if I am the busiest teacher and even if the school buys the most expensive sports equipment and computers, but I do not listen to the children in my class or help them when they get stuck, then I am not a worthy teacher as yet.

A loving teacher is patient -he or she helps to clean the class.

A loving teacher is long suffering and friendly – he or she drives the bus full of chattering school children and comes back late at night.

Teachers do not compare children with others and are not biased towards sport and cultural achievements. They bandage all injuries with love and plasters and believe in every child. They hope for the best and endure all the nagging and criticism of parents.

A genuine hug and an interested conversation are appreciated for a long time by a child, but marked books get more work and a neat class becomes untidy again. Academic work never stops, because there will always be a weak learner that needs revision.

One day, when the Almighty comes, your school and all its wonderful apparatus will cease, but the loving souls of children who came across your path will be investigated.

When I was a young teacher, I was concerned about my appearance and earthly belongings/material goods, but now that I have become an experienced teacher, the emotional needs of children have become more important to me.

Now we look into defiant and sometimes ungrateful faces, but one day, when they have grown up, we will reap the fruit of the love that we sowed every year.

And now all that remains are ATTENTION, PATIENCE and LOVE, these three, but the most precious of these ..... A LOVING TEACHER!!