Session: Literacy & Reading

Ms Tessa Welch
Paper No: 167
Organisation: SAIDE

Topic: Yes, we can! If … An evaluation of the quality and effectiveness of Foundation Phase literacy resource packages

Abstract: One of the difficulties teachers, districts and provincial Departments of Education face is how to select learning, teaching and support materials that will support effective high quality learning for the Foundation Phase. The evaluation of the 18 Foundation Phase literacy resources packages in ten official languages used in the Gauteng Primary Literacy Strategy in 2010 provided an opportunity to do a cross language analysis, with a team that combined linguists, Foundation Phase specialists, literacy experts, and materials evaluation specialists. Firstly, the results of the evaluation contribute to our understanding of weak learner performance in systemic evaluations of literacy, even when learners are tested in their own language. Broadly speaking, the historical inequities among the official languages are reproduced in the literacy resource packages in the present, although there are examples of good practice in some of the weaker packages. Secondly, the indicators developed by the team could inform selection processes in the future. The key quality indicator used was whether the materials supported a balanced approach to literacy teaching, and the interpretation of this was spelled out in additional indicators applied to the components of each package: a series of readers, a learner workbook, and aphonics programme, as well as a teacher's guide. The key indicator of the likely effectiveness of each package was 'readiness for Grade Four'. One of the main findings was that if a package does not support a balanced approach, learner readiness for Grade Four is seriously compromised. Finally, the conclusion recommends processes of working with authors and publishers that could yield materials of much better quality and effectiveness in the future.

Dr Lisa Zimmerman **Paper No:** 283 **Organisation:** Centre for Evaluation and Assessment, University of Pretoria	**Topic:** Scrutinising achievement differences: a comparison of Grade Four teachers' reported reading literacy teaching practices and teaching contexts from the Progress in International Reading Literacy Study 2006 **Abstract: Background:-** South African learners' poor performance in the Progress in International Reading Literacy Study (PIRLS) 2006, an international measurement of reading literacy conducted by the International Association for the Evaluation of Educational Achievement, accentuated the urgency of attending to the quality of reading instruction in schools. The aim of this mixed methods study was to explore schooling conditions and teaching practices for the implementation of the curriculum for Grade Four learners' reading literacy development across a range of South African education contexts. **Methods:** Two research sub-questions explored in two research phases were used to investigate the overall question which was: What influence do schooling conditions and teaching practices have on curriculum implementation for Grade Four reading literacy? In phase one, PIRLS 2006 principal and teacher questionnaire data were re-classified for secondary analysis according to language of instruction and the mean performance of each participating class of learners on the PIRLS 2006 international benchmarks and further benchmarks established to reflect the performance of the majority of South African learners. Response distributions on selected classroom level variables detailing teacher characteristics and teaching practices as well as selected school level variables describing teaching conditions impacting the teaching of reading literacy were compared across each reclassified benchmark sub-sample. In phase two, six school and teacher case studies were purposively selected from each of the sub-samples to complement and extend the findings from the analysis of the survey data using multiple qualitative data sources. **Findings and Conclusions:** The study findings provide insights into the high levels of between-school inequalities for the development of Grade Four reading literacy and the school and classroom level reasons for such inequalities. On the basis of the findings, recommendations for: policy, school management of reading curriculum implementation, teacher practice, and teacher education are provided.
Dr Ellen Lenyai **Paper No:** 84 **Organisation:** University of South Africa	**Topic:** First additional language teaching in the Foundation Phase schools in disadvantaged areas **Abstract: Background:** The research emanates from a concern about the literacy crisis in the country. The question was whether the approaches used in teaching English as the first additional language in the Foundation Phase were suitable for promoting English literacy. The premise in this research was that it is important for learners in the Foundation Phase to be competent in English as the first additional language since it is used as a LoLT from Grade Four upwards. **Methods:** Qualitative research was undertaken at 10 FP schools in a disadvantaged area of Gauteng. English lesson observations were conducted to establish which methods of teaching were used to promote English literacy. Teachers were interviewed about their teaching activities in order to understand their classroom practice. Finally, focus group discussions were held to increase the reliability of the research through triangulation. **Results:** It was established that all the teachers in the research used

the grammar and the audio-lingual methods which are not recommended for teaching the first additional language. **Conclusion:** Learners' inability to comprehend English content, their inability to express themselves in English and inability to read or understand what they are reading in English, could be the result of the unfavourable methods used to teach English. Recommendation: It is recommended that teachers' second language teaching skills should be developed through in-service-training and that policy makers should oversee the implementation of English teaching as recommended in the CAPS.

Prof Carisma Nel **Paper No:** 61 **Organisation:** North-West University	**Topic:** Developing reading literacy assessments for Grade Three: A focus on English and Setswana **Abstract: Background:** One of the most compelling findings from reading research is that children who get off to a poor start in reading rarely catch up – the "Matthew effect". The 2011 Annual National Assessments indicate that South Africa's average literacy score in Grade Three was 35%. Assessment of learners' learning is an integral part of the teaching and learning process. An important function of a reading assessment is to identify children who are "at risk" for reading failure, and to provide teachers with information on children's degree of preparation for grade-level reading instruction and their need for extra instruction. The purpose of the presentation is to report on a study that explored the issues that surface when using English early reading assessments as the frame for developing L1 assessments for Setswana. **Method:** A quantitative cross-sectional survey design was used in the study. Six randomly selected schools, and the total population of Grade Three learners in these schools in the Dr Kenneth Kaunda District in the North West Province participated in this study. Reading assessments were developed in English and Setswana. **Results: -** Translating/adapting English assessments into another language is very often a way of privileging the similarities between the two. In translating tests teachers may stretch the common ground to ensure a "fit" without critically questioning whether the fit actually represents the salient features of what it means to read in, for example, Setswana. **Conclusion:** We cannot assume that English best practices are a best fit for teaching L1 (Setswana) literacy. Teachers should not only consider which best practices in English to bring into their L1 classrooms, but also consider what might be lost in translation/adaptation – differences that may be harder to identify yet may provide critical support to Setswana children in becoming the best readers they can be.

Ms Makie Kortjass, Dr Lorraine Marneweck
Paper No: 63
Organisation: Culture of Learning Association

Topic: Improving Reading Comprehension in the Uthukela District: A Flemish Project

Abstract: Background: The Culture of Learning Association implements a phased Flemish-funded language project with the KZN Department of Education. The beneficiaries of the first phase (2007 to 2009) were Grade 1 teachers in 60 primacy schools in Uthukela. The project exposed teachers to isiZulu content and methodologies as defined by the NCS. The second phase includes Foundation Phase teachers in 80 primary schools (2010 to 2012). This paper focuses on strategies developed to improve results in reading comprehension.   **Methods:** Workshops are developed by curriculum experts and delivered by an isiZulu specialist. These workshops are supported by materials that foreground methodologies and provide classroom resources. The workshops combine phonetics, look-and-say and whole language approaches to the teaching of reading. These methodologies are made explicit to teachers who practice them in their classrooms. **Results:** In 2007 an assessment was administered in a sample of schools. The baseline established that the average Grade 1 score in reading comprehension was 48%. After three years another assessment showed that this score had risen to 61.7%. However, the assessment also showed reading comprehension scores for Grade 2s at 51.7% and Grade 3s at 23.3%. A third assessment is planned to probe the findings which, while showing improvements in Grade 1, also indicate that reading comprehension scores decrease steadily throughout the phase. **Conclusions:** - Early findings show that the project approach led to improvements in reading comprehension in Grade 1. This is an important finding given the results in the 2011 ANAs which showed Foundation Phase reading and comprehension scores in Uthukela to be 51.8% and 45.6% respectively. If project assessments continue to show improvements, then an important contribution can be made concerning how reading comprehension should be taught in the Foundation Phase.

Session: Management Development

Dr Marietjie Vosloo **Paper No:** 356 **Organisation:** Sasol Inzalo Foundation	**Topic:** A Longitudinal Research Study of Educational Leadership Development Programs in South Africa **Abstract:** Based on the conviction that school functionality depends on the leader, various school leadership development programmes have been designed by the Department of Education, University Business Schools, Private Sector and NGOs. The focus, aims and indicators of success of these programmes vary substantially: which school leaders participate; focus on either leadership or management and sometimes both; creating networks of school leaders versus working with communities; assigning a mentor versus a coach to work with the school leaders; assigning a business partner versus former school leaders as mentors; working with district support versus assigning own regional managers; focusing on management of the infrastructure versus influencing learning positively, and many more variables. Ten (10) programmes have partnered to design a 5 year longitudinal study into the long-term functionality of the schools that have participated in the programmes. This paper presents the distinguishing features and indicators of success of the different programmes. The second part of the paper looks at the research design of the longitudinal study and its aim to understand the real challenges that school leaders, irrespective of the leadership development programme, face in their everyday activities, probing how the development programme has equipped and prepared them to face such challenges. A suite of school functionality instruments have been designed for the project, combining both qualitative and quantitative, narrative and objectively verifiable data. A brief overview of the methodology and the learning clinic approach, where joint sense-making by all the participating programmes is facilitated, is given and initial lessons are highlighted.
Dr Inbanathan Naicker, Prof Vitallis Chikoko, Mr Siphiwe Mthiyane **Paper No:** 129 **Organisation:** University of KwaZulu-Natal	**Topic:** Learning to lead: Our experiences of developing school leaders in the Advanced Certificate of Education (School Leadership) **Abstract:** Effective leadership is considered a prerequisite for effective schools. Studies indicate that sound leadership is only second to effective classroom teaching in influencing learner outcomes. For many years the belief was that leaders are born. However, there is a growing scholarship that speaks to leaders being bred or developed. While recognising this 'nature versus nurture' controversy around leadership there is still much contestation among scholars and practitioners as to how leaders should be developed. In other words consensus around what pedagogies and modes of learning produce effective leaders. In this paper we report on our experiences from the Advanced Certificate of Education (School Leadership) on what forms of learning seem to work

when developing school principals. Working within a qualitative methodological framework and interpretive paradigm we employed a mixed methods research design. Data were generated using three methods. We conducted focus group interviews with purposively selected school principals who completed the programme; interviewed purposively selected mentors involved in the programme and analysed documents, namely the portfolios compiled by school principals who completed the programme. The data generated from all three methods were subjected to qualitative content analysis. Five key themes emerged from the data with regard to what seems to work in developing school principals: mentoring, portfolio development, reflection on practice, acquisition of propositional knowledge and learning from association within a community of practice. Our thesis is that school leaders can and should be developed. However, we note that such development is a delicate process particularly among practising principals, requiring a well-considered mix of pedagogies and modes of learning.

Mr William Schreiner, Mrs Barbara Njapha **Paper No:** 28 **Organisation:** Performance Solutions Africa	**Topic:** Principals Management Development Programme (PMDP) **Abstract:** There is a growing recognition in SA of the importance of the principal's role and the impact that the school leadership team can have on the school's effectiveness. The challenge however is that many principals have not been exposed to leadership and management skills programmes yet have been in these posts for many years. This paper will outline - the PMDP - which has sought to address this historical legacy by applying a rapid management skills upgrade approach, at scale, at public schools in KwaZulu-Natal. PMDP is a 6-month short course accredited by UKZN with unique integrated training, mentoring and coaching approach applied both off-site and in each individual school. The programme addresses three critical layers in the school governance system – the principal, ward manager and the SMT. It consists of 6 modules and a range of tools to assist participants to implement the identified management practices. The private sector delivery of the PMDP, in conjunction with the KZN DBE, is recognized as a core element of the success of the programme. The results to-date can be summarized as follows: • Participating schools have consistently outperformed their counterparts in terms of national G12 assessment results • Participating schools proactively manage attendance of learners and educators • SMTs were made effective at all participating schools • Professional learning communities were initiated in all participating wards. The PMDP methodology has had significant impact on the effectiveness of participants' schools. Certain management practices can be identified as critical elements to school effectiveness. The PMDP has already been applied at scale i.e. over 1100 schools in 2 years. It is a cost effective option nationally. It could be applied to 50% of all schools nationally at an all-inclusive cost of just over

R300m using 300 facilitators over 3 years.

| Ms Sarah Ball
Paper No: 227
Organisation: CSI Funding in School Leadership and Management | **Topic:** CSI Funding in School Leadership and Management

Abstract: Background and objectives: Corporate spending in South Africa is still far exceeded by that of government, for this reason, social investments are often judged on the way they are able to leverage limited resources to deliver optimum outputs. Information both anecdotal and statistical, local and international has pointed towards the importance of school management and the development of school principals in the improvement of learning environments and outcomes**. Methods:** There are a number of different approaches taken   in the development of school leadership, many of which are addressed by the investment of Tshikululu clients, this allows the identification of which interventions are most successful and which could be taken to scale: The Catholic Institute of Education – Whole School Development J&J – District official and School Management Team intervention UJ/Harvard – Teacher and District Official Intervention/Online and face to face principals network within a district Dinaledi – One on one principal coaching. **Results**: Due to the differing nature of each of the programmes, there are a number of ways in which to measure success. From an investment point of view, success can be judged on changes in school results, behavioural changes amongst stakeholders, the degree to which schools are able to manage change and the level of sustainability of the intervention as well as the improvement of school results at the relevant levels. **Conclusions:** Exploration should be done into enhancing and up scaling these initiatives. Scalability A combination of these programmes could be scaled up to ensure a successful change in school management and leadership. Staff and travel increase costs - both of which could be minimised by collaboration. Most important amongst the elements that would facilitate this are the formation of positive relationships with stakeholders including unions, in order to ensure that sustainable networks are formed within individual districts. |

Mr Lamile Faltein, Mr Bruce Damons, Mr Paul Blake
Paper No: 217
Organisation: Limekhaya High School, Alfonso Arries Primary School, The Manyano Network

Topic: The Manyano Network - A Proactive and Sustainable Approach to School Improvement

Abstract: Background: The network consists of 5 schools in Uitenhage and 8 schools in Port Elizabeth. The network is closely linked to the new Centre for the Community School (CCS) which has been created at the Nelson Mandela Metropolitan University (NMMU). The Manyano Network is focussed on school improvement strategies which are strongly influenced by the concept of the Community School**. Methods**: The 13 School Principals meet on a regular basis to discuss school improvement activities, best practice examples and the current challenges their schools are facing. Through this interaction a formal Plan of Action has been created. Some of the core features of the school improvement plan are: Curriculum Development (literacy and numeracy), Capacity Building, and Psychosocial support for learners, School Infrastructure and Community Focussed Projects. Results: The Manyano Network is still a relatively new initiative but some important activities have taken place. Research into all 13 Manyano schools has been conducted, language teachers in the Uitenhage Cluster have come together to develop a plan to improve literacy at their schools, school improvement workshops have been organized and attended, and principals have addressed the University on issues relating to teacher training**. Conclusions**: It is abundantly clear that the majority of the sustainable solutions to the education challenges in South Africa will come from within the schools themselves. The Manyano Network acknowledges this and thus brings together proactive schools that have shown innovative ways to overcome certain challenges. Scalability: The idea of the Manyano Network is for it to grow and become a national and international network. Before this can be done the current activities and strategies need to be consolidated before any expansion can take place. The Network will not become an elitist organization and thus it will be open to growth when the timing is right.

Session: Community Involvement

Ms Melinda Van Zyl
Paper No: 289
Organisation: Save The Children

Topic: Strengthening Our Schools in the Free State: Championing quality education through community and child participation

Abstract: Background and objectives: Schools in rural areas that serve large numbers of vulnerable children face a mammoth task when attempting to improve education outcomes. This abstract draws on successes and effective practice from the Strengthening Our Schools programme in the rural Free State to show how South African children and communities can be mobilised to lead education reform from the ground up. **Method:** In 2010, Save the Children facilitated a participatory planning project in ten impoverished school communities in the rural Free State to encourage children, teachers, parents and school management to identify the factors obstructing education quality in their schools. Since then, school communities have been implementing a joint plan of action, innovatively engaging a diverse group of local state and non-state actors in a collective drive to drastically improve education outcomes for every child. School communities identify strategies to address three objectives on an ongoing basis: 1) Improved classroom teaching, 2) School environments that are caring and conducive to learning and active participation, and 3) Improved school management and governance. The district DBE is strengthened to sustainably understand the schools' challenges and provide constructive support. Ultimately, the project has as goal to make a contribution to improving the implementing environment for South African education policy. **Results:** •School communities arranged in clusters are super-effective, mutually supportive and empowered to advocate services from local government. • When children are involved in planning school improvement, plans become attuned to children's learning needs and responsible parties are held accountable. • Communities can own and drive school improvement and mobilise resources locally. **Conclusion:** Sharing the approach with other districts and communities is an important next step to improve daily education experiences for more children. **Scalability:** The project model is very accessible, and approaches or the entire model could easily be widely replicated.

Mr David Wylde
Paper No: 119
Organisation: Penreach

Topic: What comes first: society or the school?

Abstract: Background & Objective: Penreach's objective is to improve the quality of education in rural schools. In 1991 an urban effective school beamed its best practice, including fundraising muscle, by starting a rural school (Penryn College, Mpumalanga) which showed its effectiveness to its own community: Penreach. **Methods:** Penryn College teachers were contracted to plan lessons and run workshops on Saturday mornings with rural teachers,

who were paid to attend. The numbers attending increased exponentially, paying for themselves. Workshops and community clusters happen twice monthly for ECD, Primary teachers, SMT's and SGB's, class visits and weekly tutorials in Maths and Science for Grades 10-12. We use a mobile laboratory, teach Scientific Literacy, leadership through values education, and Principal-to-Principal mentoring. Moving from programmes to sustainable processes requires a holistic approach focussing on schools and their communities. 13 Target Primary and High schools form four learning communities from ECD to matric - "the Penreach Pipeline". **Results:** Penreach is the largest school based "outreach" NGO in Africa; reaching over 2000 educators each year, from over 900 schools, impacting 350 000 learners. • Over 100 shack schools are bright effective ECD classrooms with qualified educators; 33 NQF4 candidates graduated in 2010. • Improved results for Literacy and Numeracy in Primary Schools. • Grade 11's achieving 80% pass in Science, 85% in Maths, in High Schools; Grade 12's achieved 70% in Science and 80% in Maths at the Tutorials. Bonginkosi Mnisi, currently studying astro-physics at UCT, a Penreach tutee in 2010, achieved 100% in Science and Maths, from a 56% average in Grade 10. • Our targeted learning communities are being replicated. Scalability Modelling schools, in communities of learning excellence, beam best practices to local practitioners. These effective teaching schools are scalable because of the involvement of the school community and local CSI funding.

| **Mr Nico Venter**
Paper No: 83
Organisation: Centre for Multi-Grade Education | **Topic:** Parental involvement in rural multi-grade schools: A need for school, family and community partnership programs

Abstract: Background and objectives: Epstein's (1995) theory of overlapping spheres of influence posits that the work of the most effective families and schools overlap and they share goals and missions. However the challenges that parents of rural multi-grade schools face, have a detrimental effect on these goals and missions. The purpose of this current study is to determine the need for, features of and criteria for a school, family and community partnership program for rural multi-grade schools in South-Africa, and then to design, develop and test a school, family and community partnership program in order to improve parental involvement. **Methodology**: Design based research was chosen as the research genre due to its ability to develop research-based solutions for complex problems in the educational practice. The focus is on improving through iterative cycles of design and development. There are three phases in this research: Phase 1: Preliminary phase (Needs and context analyses).Phase 2: Design and prototyping phase. Phase 3: Evaluation phase. **Results:** The data obtained in phase one indicated a lack of sufficient support and knowledge of possible strategies to enhance effective parental involvement in rural multi-grade schools. The principals, parents and teachers agreed that long working hours, illiteracy, and socio-economic problems are the main challenges and therefore detrimental to effective parental involvement. Principals, parents and teachers indicated that effective parental involvement |

	through a family, school and community partnership might lead to improved academic achievements. Principals, teachers and parents agreed that a practical school, family and community partnership program that takes the challenges parents face into consideration can enhance parental involvement. **Conclusion**: The challenges parents of rural multi-grade learners face will be the point of departure to determine principles and developing applicable strategies for a school, family and community partnership program to enhance parental involvement in rural multi-grade schools..
Mr Joey Hasson, Mr Brad Brockman **Paper No:** 354 **Organisation:** Equal Education	**Topic:** Community Organising for Quality Education **Abstract:- Background**: This paper documents Equal Education's (EE) approach to community organising and its experiences over the past four years of doing this work. **Methods**: Started in 2008, EE is a community and membership-based organisation which organises the people most affected by the education crisis:- learners, parents and teachers - to advocate for better schools and greater equality in the education system. The basis of EE's organising work is a political education programme, which the organisation runs for learners and parents. The programme builds an understanding of the education system, politics, law, human rights and activism. EE uses non-violent civic action including mass mobilisation, lobbying and litigation. The movement makes policy submissions to Parliament and the Department of Basic Education, produces fact sheets on the education crisis, as well as leaflets, petitions and reports related to specific issues and campaigns. It also maintains a public profile through its engagement with journalists and a broad network of public media. **Results/Conclusions**: EE understands that inequality in the education system is structural and is linked to broader social and economic inequality, and that these inequalities can only be overcome by educating communities and building their power to advocate for equality and social justice.
Ms Maureen King **Paper No:** 43 **Organisation:** MIET Africa	**Topic:** The Care and Support for Teaching and Learning (CSTL) Programme **Abstract: Background and Objectives**: Southern Africa's rural communities are some of the hardest hit by poverty and health-related challenges. Large numbers of vulnerable children struggle to access resources and services they desperately need, and are entitled to. Yet most children attend school, making schools an obvious avenue through which to address the multiplicity of needs of vulnerable children. MIET Africa, a South African-based NGO, is partnering with the Department of Basic Education and Ministries of Education in the SADC Region to strengthen schools to become inclusive centres of learning, care and support; through CSTL, poverty- and health-related barriers to learning are addressed. **Method**: Schools are strengthened to provide quality education; they are mobilised to function as hubs of integrated service delivery—so that children have increased access to health and social services, and are able to access and benefit from education. This is achieved by: • conducting advocacy at all levels and with all stakeholders • building the capacity of school and

community structures • strengthening school and community leadership • fostering an interdependent school-community relationship • building partnerships between schools, communities, government departments, donors, NGOs and business • developing capacity of all stakeholders. Critical factors for success are: • government leadership • multi-sectoral partnerships • community ownership and participation. So far, CSTL results include: • strengthened and harmonized care and support policies and programmes • enhanced skills of teachers to support vulnerable learners •a direct impact on the well-being of vulnerable children • improved education outcomes. **Conclusion:** CSTL has provided an experience-based methodology that is robust and effective for adaptation to a variety of contexts. Caring and supportive school environments enable vulnerable children to access the support they deserve and ultimately, their right to education.

Mr Dmitri Holtzman
Paper No: 165
Organisation: Equal Education

Topic: Equal Education Briefing Document for Portfolio Committee on Education

Abstract: Background and objectives: In this presentation, we make a case for research-based professional development based on experiences drawn from the Numeracy and Mathematics Chair research and development projects at Wits University. **Description of projects:** Both projects are focused on developing numeracy/ mathematics teaching and learning in ten schools – primary schools in the Numeracy Chair project and secondary schools in the Mathematics Chair project. Across both projects, professional development activities are deliberately planned from an explicitly theorized research base linked to empirical findings within project schools. **Results / lessons learned / scalability:** Our work is underpinned by Grossman et al's (1999) call for the centrality of practice, featuring both 'conceptual and practical tools'. Grossman et al (2008) describe the differences between these tools as follows: Conceptual tools facilitate teachers' framing and interpretations of practice, but they do not offer specific solutions for negotiating the dilemmas that arise in interactions with students. Practical tools encompass the kinds of practices, strategies, and relationships that teachers can enact in classrooms as they strive to accommodate the needs of students and challenge them with intellectually rigorous content.' We share examples of our development of practical tools for classroom use linked to conceptual tools derived from the literature. In particular, we focus on early number sense development in Foundation Phase, and developing algebraic competence in the Senior Phase. Each of us shares details of the professional development models we have used. We conclude by discussing the common elements across our professional development models and what we feel they are leveraging in terms of early number and algebra teaching.

Ms Ingrid Bamberg
Paper No: 349
Organisation: EHESS Paris France Ecole Des Hautes Etudes En Sciences Sociales

Topic: The right to an 'adequate' and 'equal' education in South Africa: An analysis of section 29 (1)(a) of the South African Constitution and the right to equality as applied to basic education

Abstract: Background: The post-apartheid South African State set as a major principle the right and the access to free and quality basic education for all. Yet too many children do not have access to quality education. Based on an empirical study conducted in the primary schools of a semi-rural community in KZN, this article analyses the conditions of access to quality education. By comparing the socio-economic realities of schooling with the way the educational policy and its statistical approach conceive rights and access to quality education for all; it questions the coherence of the educational policy and shows the obstacles to social justice and equity. **Methods:-** Data was collected in all the six primary schools of the locality and in two other schools in the neighbouring deep rural areas by interviewing school staff, parents, SGB and community members and through questionnaires given to each primary school learner, i.e. 2300 learners. **Results:-** By showing the social backgrounds of the pupils and their social distribution amongst the schools, evidence has been made of the ways access inequalities occur within the locality. If all the children have theoretically

the right to access quality education, only those from high socio-professional origin have an effective access to it. Poor children of the locality remain disadvantaged and, de facto, social discrimination still takes place. **Conclusions:-** The statistical approach of the educational policy, mainly based on demographic rather than on socio-economic variables, neglects major issues involved in the measure of access to quality education for all. A comprehensive approach of schooling practices would prevent from dissociating schools from their social environment and would account for their role and influence on social dynamics, like parents and schools strategies for instance, which yet need to be understood in order to reach effective access to quality education for all.

Ms Nikki Stein
Paper No: 104
Organisation: Section 27

Topic: The right to an 'adequate' and 'equal' education in south Africa: An analysis of section 29 (1)(a) of the South African Constitution and the right to equality as applied to basic education

Abstract: Background: Section 29(1)(a) of the Constitution provides that everyone has the right to a basic education. It is not clear from the constitutional text, or from the legislative provisions enacted to give effect to it, what the requirements of an adequate basic education are. The right is drafted in unqualified terms, and is not subject to budgetary constraints. To enforce the government's positive obligations arising from this right, however, it is essential to determine its content. **Methods:** A survey of international and foreign law principles on the right to a basic education was conducted. This has been read in the context of education in South Africa, and particularly its role during the apartheid era in perpetuating racial inequalities. **Results:** The purposes of basic education include equipping everyone with the necessary tools to realise their own potential and to participate socially, economically, politically and culturally in their society. This requires more than a mere exposure to some literacy, and is a question of qualitative adequacy of education rather than a quantitative measure of time spent in an educational institution. Foreign courts have defined in detail the requirements of an adequate basic education, and the concomitant obligations of legislative bodies. **Conclusions:** South African courts may follow the approach adopted by foreign courts, and define the details of what an adequate basic education means in the South African context, in order to give content to the obligations arising from section 29(1)(a) to provide an adequate basic education. An alternative approach would be to compare the enjoyment of the right to basic education between groups of learners, rather than making pure arguments of adequacy. Emphasis should also be placed on the right to substantive equality, which seeks to produce the same outcomes among different groups, rather than affording them identical treatment.

Ms Dorcas Sekabate **Paper No:** 234 **Organisation:** SADTU	**Topic:** The success story of the South African Democratic Teachers' Union (SADTU) in the fight of the HIV and AIDS pandemic **Abstract:** The South African Democratic Teacher's Union - the largest teacher union with over 250 000 members out of the total estimate of 350 000 educators is fully appreciative of the negative impact that HIV has in the sector and had successfully implemented HIV and prevention programmes for teachers as well as OVCs that can serve as a model to HIV and AIDS programme implementers and policy makers. SADTU had programmes that look into: • Providing prevention, care, treatment access and support services in local languages to teachers and their families as well as the orphans and vulnerable children (OVCs) • Expanding access to confidential counselling and testing programs for educators and communities at large • Gender sensitive prevention activities including the distribution of male and female condoms. For the purposes of this input however, the focus will be on one programme area being HIV prevention interventions amongst the union's membership. **Project Output**: SADTU was responding to the 2005 HSRC-elrc Study on educators and as well as the SA Strategic Plan for AIDS/HIV/STI (2000-2005): both suggest that the immediate determinants of the epidemic in South Africa include behavioural factors such as unprotected sexual intercourse and multiple sexual partners. The project has put an emphasis on HIV prevention interventions amongst its members by planning, organising and rolling out HIV related workshops. During these 3 day workshops of between 15 and 30 members at a time the following workshops are typically discussed: "HIV prevention strategies", "Substance abuse and HIV", "Power and gender", "Working with men on HIV", "Attitudes about gender". **Research Design**: The main data to be used for outcomes analysis to determine the effect of the workshops on participants' awareness of HIV prevention strategies will be collected from the standard post workshop evaluation forms that they are instructed to complete.
Mrs Friederike Subklew-Sehume **Paper No:** 296 **Organisation:** LoveLife	**Topic:** Evaluating the value that young people attach to loveLife and investigating factors impacting the life choices and HIV risk perception of youth and AIDS pandemic **Abstract: Background:-** loveLife is promoting healthy, HIV-free living among teenagers in South Africa by addressing the individual, social and structural factors leading to high risk tolerance. loveLife's approach is based on the strong association between limited perception of opportunity-within-reach and increased likelihood of engagement in HIV risk behaviour. loveLife commissioned the Human Sciences Research Council to conduct a stud, investigating the value that young people attach to loveLife and the impact loveLife had on their life. It also explored the challenges they faced in transition from adolescence to adulthood and the issues impacting on their life choices. **Methods:** The HSRC study made use of a mixed-methods design including both qualitative (n=60) and quantitative components (n=2600) and was conducted in four provinces. Young people aged between 18-24, who had participated in loveLife programmes 2-5 years ago, were interviewed. To evaluate differences associated with degrees of exposure to loveLife programming, 50% of the quantitative sample was

drawn from randomly sampled enumeration areas with a loveLife sites and 50% without loveLife sites. **Results:** The study will be completed at the end of September 2011. So far the qualitative results indicate that many young people perceive a lack of resources as the major barrier to accessing opportunities. The feeling of being unable to fulfil future aspirations was associated with increased susceptibility to peer pressure and a higher likeliness of engagement in HIV risk behaviour. Most young people who had been exposed to loveLife reported improved skills development and increased access to opportunity. They shared that loveLife made them more complete which helped to provide the necessary grounding for decreased sexual risk taking in challenging life circumstances. **Conclusions:** This study evaluates loveLife's impact and provides valuable insights into youth perceptions of risk and opportunity which contribute to the theory and understanding of HIV risk behaviour.

Mrs Janine Mitchell **Paper No:** 284 **Organisation:** Foundation for Professional Development (FPD)	**Topic:** Circles of service: Schools as the central referral point for HIV community mobilisation in Soshanguve and Tembisa, Gauteng Province **Abstract: Introduction**: HIV/AIDS affects both learners and educators. School educators have one of the highest HIV prevalence rates in the country and schools interact with the majority of orphans and vulnerable children (OVC's). Schools also serve as a central access point for information. Through funding provided by Standard Bank, the objective of this study was to undertake a gap analysis of HIV services around six schools in Soshanguve and Tembisa to identify service gaps. The intention being that if schools have access to community service information, these services can provide additional support and referral to schools. **Methodology**: HIV service providers were surveyed to understand their current type and level of service. Education service data was identified through snowballing methodology. Epidemiological estimates of HIV service needs were created. A gap analysis of existing services compared to need for HIV services was undertaken. Using geographic information systems (GIS), maps were developed, along with a directory of services that was distributed to schools. **Results:** The survey revealed a total of 161 service providers in the Soshanguve and Tembisa areas. In Soshanguve there were 713 OVC's for each organisation, while in Tembisa there were 285 OVC's. If each person were to test annually for HIV, Soshanguve could accommodate 887 people per month, and 275 in Tembisa. The total need for Antiretroviral Therapy (ART) services are 172 people per month in Soshanguve and 28 people per month in Tembisa. From these numbers it is clear that the number of treatment related services are sufficient, while OVC services are insufficient. **Conclusion:** Successful schools rely on a variety of supports in order for learners to be successful. Recognising that a school is a central community point of service for learners and parents, they are an ideal partner for HIV service referral. Strong community support equals strong schools.

Dr Sibongiseni Emmanuel Chonco
Paper No: 45
Organisation: KwaZulu-Natal
Department of Education

Topic: Using Conditional Cash Transfers for HIV Prevention

Abstract: Background and objectives: In South Africa there are many school-based prevention interventions. Although many have had some success in raising awareness and increasing knowledge, few, if any, have had the desired impact on behaviour change in adolescents. Certainly none of these interventions has shown any notable impact on reducing pregnancy rates or HIV-prevalence rates. MIET Africa and the KwaZulu-Natal Department of Education are currently piloting RHIVA (Reducing HIV in Adolescents), an innovative cash-incentivised HIV prevention programme that focuses on empowering high school learners to make healthy lifestyle choices and to take charge of their lives. CAPRISA (Centre for the AIDS Programme of Research in South Africa) is responsible for assessing its efficacy in reducing HIV-incidence rates. **Methods:** RHIVA, conceptualised as a comprehensive behaviour change model, uses cash transfers as catalysts for engaging learners in positive behaviours — thereby reducing the number of new HIV infections. The package of support includes: • strengthened school support structures • strengthened Sexual Reproductive Health education • training for Life Orientation teachers • My life! My future!, an extracurricular sustainable livelihoods programme for learners • a family-based intervention to support desired behaviour. Cash incentives are paid directly to adolescents for achieving specific 'milestones', to be used towards improving their life opportunities. **Milestones include:** • 'Knowing your HIV status' • Academic achievement • Participating and achieving in the My life! My future! programme. **Results:** The presentation will share findings that are beginning (and will continue) to emerge, as well as valuable lessons learnt that can inform the implementation of similar programmes. **Conclusions:** Conditional cash transfers have proved effective in influencing desired behaviour. RHIVA has the potential to achieve this by addressing the root causes of risky behaviour amongst adolescents: lack of self esteem, of hope and of belief in their futures.

Mr Martin Prew
Paper No: 34
Organisation: Centre for Education Policy Development

Topic: The Soshanguve school and district development story

Abstract: This is the story of a very dysfunctional township education environment in a Gauteng education district which moved from last in the Gauteng Matric rankings in 1997 to first by 2000 and has remained in the top three today due to a successful department/service provider intervention. The project used an organisational development approach through the district office so it could respond effectively to school development plans, plan engagement with schools based on the capacity of the district, support teachers in their classroom based on need and mobilise the community around each school. The project developed organically as needs and challenges arose that needed solving and as the commitment and excitement in the district grew. This paper examines this intervention and tries to elucidate how and why this project improved schools across a whole district in a way that is unique, has been sustained and can be replicated. It explores the conclusions that the key elements that made this intervention so effective are the involvement of the district as the key partner, an OD support approach in the district, restructuring of the district to focus on servicing schools (and not province), involving communities in schools through community based income generation (generating 1000 new income generating opportunities across 96 schools and R500,000 per year extra school income) and not pedagogical related activities, and working with SADTU shop-stewards as project leaders in schools. The results were improved results, increased enrolment (as learners came back from urban schools), reduced teacher/learner absenteeism, almost complete end of violence and vandalism and schools being opened to their communities. The innovations were sustained because of the holistic multi-level approach, targeted training, supportive district engagement with school management and class-teachers, political, community and district commitment, SADTU involvement, and most important pride and success – success breeds success.

Dr Nadeen Moolla
Paper No: 156
Organisation: University of The Western Cape

Topic: Roles and functions of districts: The challenge of intersectoral collaboration

Abstract: District-based support teams have been established in most provinces, according to policy prescriptions, as a means of facilitating the provision of support to schools and developing schools as institutions that are able to provide quality education. Provincial offices and district-based teams are composed of various sectors and the expressed expectation of the policy and practice is that individuals and groups work collaboratively. This paper investigates the nature of collaborative work that school psychologists engage in when facilitating school development. In particular, it highlights challenges that emerge when school psychologists work with other sectors to facilitate school development. Focus group interviews and questionnaires were employed to collect data from school psychologists working in eight education districts as part of a team delivering support and facilitating development in schools. Content analysis was employed in the analysis of the interviews. The Software Package for the Social Sciences (SPSS) was employed in

the analysis of the closed-ended questions in the questionnaire. Six categories of challenges facing school psychologists when they collaborate with other sectors to facilitate school development emerged during this study. These were the roles and boundaries, personal and interpersonal factors, organisational challenges, training and development, discourse and worldviews, and the wider education system. The recommendations presented are practical, well-grounded responses to the challenges that emerged in the study and are expounded as suggestions for consideration at various levels in the system, from micro (level of the individual) to macro (level of the state). These recommendations, if implemented, can enhance intersectoral collaboration within districts with the purpose of ensuring the provision of quality support to schools and consequently improving the quality of teaching and learning within South African education.

Mr David Langhan **Paper No:** 281 **Organisation:** Maskew Miller Longman Foundation	**Topic:** A supportive attitude and the ability to provide practical support could be all we need to transform our under-performing schools into achieving schools **Abstract: Background and objectives:** This paper consolidates the findings of seven independent school-based research projects conducted in 24disadvantaged primary schools in four provinces between 2008 and 2011. The aim of the research was to understand - What really is happening in under-resourced and under-performing disadvantaged schools, Identify the causes for this, identify leverage points to enable a school development and support project to support schools to shift from under-performing to achieving in the most efficient and cost-effective ways. and support the development of a programme to enable district officials to do the same for under-performing schools. **Methods:** Ethnographic description of school-based observations, related to theoretical frameworks explaining the observed phenomena characterized all seven studies. At the same time, a school development and support project incorporating an experiential learning and action-reflection approach to conceptual development through conceptual conflict and shifting mental maps through first, second and third order change was implemented and observed. **Results:** OBE has not yet even been implemented in many disadvantaged schools. The values, attitudes and practices of Bantu Education still prevail in districts and schools. Officials and teachers have developed 'socialized dispositions' that lead to 'habitual ways of being' that 'sustain the peripheral norms' of Bantu Education. There are key leverage points that can enable under-performing schools to become achieving schools within three years. The combination of these and two simple shifts in the emphases of Education Officials can help to transform under-performing schools into achieving schools within as little as two years. **Conclusions:** Practical strategies for how to enable district officials to become the key change agents of school development they should be are proposed.

Dr Sue Westraad **Paper No:** 112 **Organisation:** GM South Africa Foundation	**Topic:** Making school improvement a manageable and sustainable process from school to district level **Abstract: Background:** The GM South Africa Foundation has developed and piloted a number of Whole School Evaluation and Development projects since 1995. A primary focus of these projects has been to make WSE and WSD a manageable process at both a school and circuit level. In addition the Foundation has worked with schools and Circuit Managers to find ways of making school evaluation and development a non-threatening process that has authentic and sustainable impact at a school level. **Methods:** The Foundation has worked within the parameters of South African WSE and WSD policy to explore ways of making both the school self evaluation (SSE) and subsequent school development process as user friendly, manageable and authentic as possible. The initial pilot process moved from working in depth with eight schools to piloting a more extensive process with a 124 schools in Port Elizabeth. The Foundation in partnership with the PE District Office and the pilot schools has extended the DoE WSE criteria into a WSE instrument. The Foundation has also developed a web-hosted database that can be used by both schools and other agencies to capture WSE data for reflection, management, planning and reporting purposes. **Results:** A user friendly WSE instrument has been developed together with a web-hosted database that can be replicated by other agencies. Best practice guidelines and key findings around the process of School Self Evaluation and School Development have been documented. All of these are available to schools and other agencies for evaluation and development purposes**. Conclusions:** For School Evaluation and Development to be a meaningful and manageable experience it needs to be supported by the right instruments, systems, processes and resources. Encouraging schools and officials to embrace school evaluation as a developmental process within an ethos of growth and honesty is central to this.

Prof Hamsa Venkatakrishnan, Prof Jill Adler
Paper No: 291
Organisation: Wits School of Education

Topic: Research-based professional development in mathematics across the Numeracy/ Mathematics Chairs @ Wits

Abstract: Background and objectives: In this presentation, we make a case for research-based professional development based on experiences drawn from the Numeracy and Mathematics Chair research and development projects at Wits University. **Description of projects:** Both projects are focused on developing numeracy/ mathematics teaching and learning in ten schools – primary schools in the Numeracy Chair project and secondary schools in the Mathematics Chair project. Across both projects, professional development activities are deliberately planned from an explicitly theorized research base linked to empirical findings within project schools. **Results / lessons learned / scalability:** Our work is underpinned by Grossman et al's (1999) call for the centrality of practice, featuring both 'conceptual and practical tools'. Grossman et al (2008) describe the differences between these tools as follows: Conceptual tools facilitate teachers' framing and interpretations of practice, but they do not offer specific solutions for negotiating the dilemmas that arise in interactions with students. Practical tools encompass the kinds of practices, strategies, and relationships that teachers can enact in classrooms as they strive to accommodate the needs of students and challenge them with intellectually rigorous content.' We share examples of our development of practical tools for classroom use linked to conceptual tools derived from the literature. In particular, we focus on early number sense development in Foundation Phase, and developing algebraic competence in the Senior Phase. Each of us shares details of the professional development models we have used. We conclude by discussing the common elements across our professional development models and what we feel they are leveraging in terms of early number and algebra teaching.

Mr Dylan Busa **Paper No:** 229 **Organisation:** Mindset Networks	**Topic:** Flora Family Foundation: Mathematical Literacy Project **Abstract: Background:**- Mathematical Literacy (ML) is a relatively new field in South Africa; introduced five years ago in the Further Education and Training (FET) (Grade 10, 11 and 12) band of high school. The subject is a compulsory alternative option to Mathematics (Julie, 2006). Preceding studies have demonstrated the need for (ML) professional development (Venkatakrishnan, Venkat: 2011). Purpose: Mindset Network in partnership with the Flora Family Foundation and the Department of Basic Education developed teaching aid materials in the form of video, booklets and training. The objective of the project was to provide professional development for ML teachers. The evaluation focused on monitoring the implementation of the project activities, i.e. whether the training and materials provided had a discernible positive influence on the teaching pedagogy of (ML) teachers in ways that improve learning outcomes. **Methodology:** The evaluation was conducted with 298 educators from 2 provinces utilizing mixed method approach. Firstly, pre and post test methodology was used following on the self reported questionnaires before and after the training; then face to face interviews were conducted ten months subsequent to the training. The data was analyzed using descriptive and content analysis**. Results:** The findings indicated that the training and materials received were of excellent quality and efficient. The teachers were able to integrate what they learned from the training into the classroom lessons by utilizing the resources which included DVDs, textbooks, overhead projectors and booklets. The challenges outlined included implementing some of the aspects learnt, lack of educational resources, learners' attitudes towards (ML) and language barriers among learners with English in proficiency. **Conclusion:** Overall the research concluded that there is a necessity for (ML) teachers' continuous professional development and provision of additional learning resources. And also for a systematic monitoring and evaluation of the implementation and use of the program among the teachers.
Mr Anele Davids **Paper No:** 229 **Organisation:** Sci-Bono Discovery Centre	**Topic:** Maths, Science and Technology Teacher Development: The Relief Teacher Programme as a case study **Abstract: Background:** The Gauteng Department of Education relaunched its Maths, Science and Technology Strategy in 2009. One of the objectives of the strategy is the improvement of the teaching of Maths, Science and technology in the province's schools. Sci-bono Discovery Centre has been given the responsibility to ensure the successful implementation of the strategy. **Method:** To determine the needs of teachers, a detailed study of the Grade 12 moderators reports together with areas of concern identified by subject facilitators, is carried out. These needs are then translated into materials and training which seek to address content knowledge, mastery and assessment strategies. These sessions take place on Saturdays from 8H00-16H00. Regarding the Relief Teacher Programme, teachers attend training for a period of 15 days, being replaced by a competent relief teacher who has a similar teaching profile. Many of these teachers

	are foreign nationals coming mainly from Zimbabwe. Relief Teachers sit for assessment as an acceptance requirement. **Results**: 260 teachers received training through this method. Teachers work intensively for 15 days without having to worry about their learners falling behind. Hand-over procedures are spelled out for both full-time and relief teachers. Full-time teachers go through a pre- and post assessment to determine content knowledge mastery and misconceptions. The 15 days has a content knowledge bias but teachers have enough time to work on subject delivery and assessment strategies. The initial results reflect 20-30% improvement in teachers' knowledge from the beginning of the training to day 15 of their training. Levels of confidence in teaching certain challenging topics also improved. There are however some incidences where teachers do not show a shift in their content knowledge whereas certain individuals show significant or more improvement in their subject content knowledge.
Miss Agatha Lebethe **Paper No:** 256 **Organisation:** Mathematics Education Primary Programme	**Topic:** Teaching Mathematics for the first time - the experiences of first time teachers **Abstract: Background and Objectives:** The aim of this paper is to give voice to the experiences of first time teachers teaching Intermediate Phase Mathematics and their mentors. The first time teachers are participants (as mentees) in the Joint Mentorship Project. The programme was developed jointly by PSP and MEPP and offers support as mentors in Science and Mathematics. **Methods:-** The research methodology used was developed jointly with UWC. The model is an action research model involving several cycles over a period of two years. The following data was collected: questionnaires to principals, questionnaires to mentees, mentors' narratives, and notes from focus groups reflective sessions and log sheets for each classroom visit. **Results:** Preliminary results have shown that the mentees are not teaching the Learning Areas that they have majored in and as a result do not feel competent or confident to teach Mathematics. **Conclusion:** In this paper the mentees will articulate their key challenges in the mathematics classroom and influences and contexts from outside the mathematics classroom that affect their teaching. The narratives will communicate about the pedagogy of mathematics, assessment practices, resourcing, discipline, management and organisation and above all teacher development. The conversations between mentor and mentee are often also about expectations, assumptions, learner perceptions, purpose and timing of mathematical activities, order and progression of the content.

Mr Caleb Dlamini **Paper No:** 295 **Organisation:** Tshikululu Social Investments	**Topic:** Lesson Learnt through the 'Maths Challenge' Programme by the Epoch and Optima Trusts **Abstract: Background and objectives:** There are 105 schools selected throughout South Africa for the 'Maths Challenge' programme. There are three main objectives of the programme : 1.To increase participation in maths, 2.To increase the number of disadvantaged learners passing with quality results (level 5, 6, 7), and 3. To increase mathematics results. The selection criteria was based on schools that achieved 40% matric maths passes on level 4,5,6,7 over three years. **Methods:** The school's mathematics department identifies programmes that will influence the improvement of mathematics results and attract more learners to opt for mathematics in grade 10 - 12 and that the school cannot afford within their budget. The school is allocated a grant which is deposited in the school's account by the Trusts according to a budgeted plan which has been agreed upon with the Trusts. The schools are mandated to report twice a year. The schools attend an annual workshop to share their learning's, challenges and for feedback from the Trusts. **Results:** The matric results for each school are analysed in detail each year comparing the quality and participation in maths against maths literacy. The quality is steadily improving but participation is stagnant. **Conclusion:** Lack of financial resources cannot be attributed to poor mathematics passes in South Africa. **Scalability:** All schools are encouraged to achieve quality passes to increase the number of schools in the programme. This will actually reach a tipping point and the overall quality of maths passes will increase in South Africa.

Session: Teacher & Professional Development

Mr Kaizer Makole
Paper No: 347
Organisation: South African Democratic Teachers Union

Topic: The Perceptions of South Democratic Teachers Union Members on Teacher Professional Development Challenges and the Need for Training Intervention in South Africa

Abstract: The question of teacher professional development has recently become a priority for government, teacher unions and other educational organisations in a quest to improve their education system. The South African educational system has undergone dramatic changes in the past decade, thereby impacting heavily on the roles and work of teachers in the classroom. Based on Shulman's theoretical framework, teachers need to master two types of knowledge: (a) content learning, also known as "deep" knowledge of the subject itself, and (b) knowledge of the curricula development. The South African Democratic Teachers Union (SADTU) is currently conducting teacher training needs analysis which aim to inform teacher professional development strategies for its members in four provinces of South Africa as a pilot research project. The aim of the research project is to identify teacher professional development challenges in rural and poor areas based on their contextual factors. The first phase of the research project has been completed in Mpumalanga province. 95 teachers and 18 principals in 20 schools, both primary and secondary, were interviewed through focused group discussions and open-ended interviews to solicit views and/or perceptions on teacher professional development challenges and to advise the union of what constitute effective intervention strategies based on their critical reflection. The pilot research project discovered interesting factors that need to be considered when teacher professional development training strategies are developed. Some of the teacher professional development challenges that are being experienced by teachers in Mpumalanga province that should be addressed in the envisage professional development strategies by SADTU Teacher Professional Development Institute are language challenges, content learning, classroom management, learner support and discipline at impoverished schools, training on the development of lesson plan, better teaching methodologies, and team building and leadership skills for both teachers and school management teams.

Ms Annie-Hélène Samson **Paper No:** 124 **Organisation:** University of KwaZulu-Natal	**Topic:** Learning to change: curricular changes and teachers' continuing professional development **Abstract: Background and objectives:** In systemic educational reforms, teachers have to modify what they considered good practices and replace them with unfamiliar learning strategies. How do they experience the change? How do they grasp what was originally intended? Continuing professional development (CPD) is crucial in a context of major curricular reforms and many studies point toward a coherent, longitudinal approach. Realistically, the type of CPD recommended in the literature is feasible on a small 'research' scale but is not a solution for any government already battling with budget cuts in economically challenging times. **Methods**: Our study is looking at different steps of reform implementation to understand the impact of continuing professional development in a context of major curriculum reform. Using a case study approach— six teachers in two different countries, Canada and South Africa, we investigate what was originally intended in the reform, how continuing professional development was designed, how teachers acquire knowledge and what is observed in the classrooms. Our methods involve detailed analysis of interviews, questionnaires and observation of professional development activities and teachers' pedagogy in the classroom. **Results**: Preliminary analysis of our data suggests that the teacher's primary source of information about a reform is not the costly continuing professional development offered by departmental officials. We observed that most of the pedagogical content knowledge needed to comprehend and instil the reform comes either from a source that is only slightly regulated and strongly economically driven such as curriculum based textbooks, or sources not regulated at all such as internet non-official sites. **Conclusion**: Is it possible to reconceptualise continuing professional development using these data? We propose a model of continuing professional development based on the types of effort teachers already make.

Mrs Kamany Thaver **Paper No:** 168 **Organisation:** Pietermaritzburg Girls' High	**Topic:** Informal teacher learning in two high schools **Abstract: Background:** One way of enhancing teacher learning is for teachers to attend formal professional development activities, such as workshops. However, teachers also learn informally in their schools. The purpose of this study was to describe how selected teachers talk about their informal school-based learning experiences. **Methods:** The participants were ten teachers in two public secondary schools. The teachers kept a journal for two months in which they described their learning experiences. They also took photographs of the places and spaces that enhanced their professional learning, and then described these learning experiences during the Photovoice interview session which is a variation of the photo-interview technique. **Findings:** The teachers in the study described a wide variety of learning experiences. Some of these learning experiences were with colleagues. They could be unplanned and social (such as talking to colleagues in the corridor or the staff room) and other learning experiences were planned and social (such as discussions at formal school subject meetings; formal collaborations such as team teaching). Teachers also described learning as individuals. These could be unplanned learning experiences, such as surfing the internet to find teaching resources, or learning new things through reading, watching television or listening to the radio. An example of planned individual learning is formal study or practicing using a new type of teaching technology. **Conclusions:** The study shows the wide variety of ways in which these teachers continue to develop their professional practice. It is a clear example of democratic teacher professionalism, where teachers take charge of their own learning and development. Both these schools are well run and well-resourced schools which support teacher-driven informal teacher learning initiatives.

Dr Logamurthie Athiemoolam **Paper No:** 172 **Organisation:** Nelson Mandela Metropolitan University	**Topic:** Empowering Rural Teachers To Conduct Action Research In Their Classes **Abstract: Background and objectives**: The abstract provides an outline of the processes involved in empowering rural teachers to conduct action research in their classes and the outcome of their exposure to action research. **Method:** The ACE-LLT programme of study was presented to a group of 28 teachers in Qumbu and 20 teachers in Bizana as part of the NMMU's off-campus Faculty of Education's programmes. The in-service teachers, representing all school phases, were required to register for one of the modules namely action research (P323) in their second year. The module exposed the teachers to the processes involved in conducting action research in their classes and how to write up their research findings. They were required to conduct an action research project in any of their classes and to present their findings to their peers at a mock conference. **Results:** The teachers felt empowered by conducting action research in their classes as it enabled them to reflect on their own teaching thereby motivating them to bring about meaningful change. **Conclusions:** The conclusion drawn from this project, based on a module, is that action research could lead to the development of the practitioner's reflective skills. The positive findings suggest that the promotion of action research over a wider spectrum of schools could lead to positive outcomes in teaching and learning thereby contributing to the development of a more engaged, goal directed and reflective teacher. **Scalability:** The module could be replicated as part of a short learning programme that could be offered to in-service teachers to empower them with skills to conduct action research in their classes.