Session: Assessments

Ms Carola Steinberg **Paper No: 343** **Organisation: Witswatersrand University**	**Topic:** Teachers' Emotions: The emotional rules and labour of doing assessment **Abstract:** Using the concepts of emotional rules and emotional labour, the paper seeks to illustrate how formative assessment makes very different demands on teachers compared to summative assessment. By presenting case studies from the literature and my own research, I will highlight the professional norms and emotional rules that shape formative assessment differently from summative and also show the emotional labour required of teachers who work in the tension between them. These emotional pressures on teachers have implications for the increasing use of holding teachers accountable through standardised bench-marking tests.
Dr Phyllis Kaburise **Paper No: 225** **Organisation: University of Venda**	**Topic:** Grade 12: All assessment and no teaching **Abstract:** Grade 12: All assessment and no teaching? By Dr P Kaburise, University of Venda. The duration of pre-tertiary preparation in South Africa is 12 years and it is assumed that the curriculum plus gains from assessments make this period an adequate preparation, in content and skills development, for tertiary studies. However, it is the contention of this paper that the very structured and volume of externally controlled assessments, particularly in Grade 12, translates into education ills, such as extreme emphasises on examination strategies, little and fragmented curriculum teaching, non-relevant and non–individualised instruction. This, of course, also means that students enter tertiary institutions under-prepared since not enough time would have been devoted to curriculum coverage and the building of certain skills which normally should be acquired in the FET band. A lot of empirical studies have established a certain threshold for language literacy skills below which successful tertiary work is at risk. Using a school in the Thulamela Municipality of the Limpopo province as a case study, this paper examines the curriculum of the Grade 12 English First Additional Language, the various nationally prescribed examinations for Grade 12, the profile of the 2011 grade 12 learners to ascertain how much real appropriate academic preparation is available for students during the last year of pre-tertiary preparation. Key words: Tertiary preparation, assessment, curriculum, , First Additional language

Mr Double-Hugh Marera
Paper No: 328
Organisation: JET Education Services

Topic: Is the quantity of written work in learner workbooks a predictor of learning? An analysis using 32 primary schools in Western Cape

Abstract: Background: The Western Cape Education Department (WCED) Literacy and Numeracy Programme is a multi-year intervention to accelerate and strengthen teaching and learning of reading, writing and mathematical thought in the foundation and intermediate phases. The programme is implemented through an alliance of three service providers: READ Educational Trust (READ), the Maths Centre (MC) and JET Education Services (JET). READ and MC offer an in-service teacher training, mentoring and monitoring programme linked to the appropriate resource provisioning of the selected primary schools. JET provides an evaluation and monitoring programme. This research aims to assess the extent to which evidence of written work in the learner's book is an indicator of the school's performance in literacy and numeracy. **Data and Methods:** Data were collected in 32 evaluation primary schools across the eight districts in Western Cape. The data are in the form of learner tests for literacy/language and numeracy/maths as well as learner workbooks for the best learners at grades 1, 2, 4 and 5 for the two subject areas. Methods of analysis will include descriptive analysis, correlations and multivariate regression models. **Expected Results:** It is anticipated that low levels of writing in workbooks equals low levels of learning as measured by performance in the tests. It is therefore expected that the amount of written work will be highly correlated with the school performance in the area and consequently a key input to modelling school performance. An unintended result is that the evidence of written work in Department of Basic Education (DBE) workbooks will provide an indirect measure of uptake of the DBE workbooks and their potential effect on performance. **Conclusions:** -The targeted outcome is that the learner workbook analysis be routinely included in monitoring and modelling school performance.

Mr Matome Liphy Ramalepe
Paper No: 13
Organisation: Motlahlego Machaba High School

Topic: The role of school managers in the implementation of continuous assessment in Mopani district, Limpopo Province

Abstract: I explore the capacity of school managers to implement continuous assessment and how they act to mitigate factors hampering the implementation of CASS in their schools. I further determine the extent to which managers perform instructional leadership, parent and learner management, motivation, monitoring, and support roles. These roles facilitate the creation of a conducive atmosphere for the implementation of CASS. There is consensus in the international literature, and increasingly South African research, that CASS plays a crucial role in the teaching-learning process. However, in practice, the implementation of this policy is constrained by numerous

factors such as larger class sizes, learners' absenteeism, and lack of parent involvement. This theoretical discussion provides the framework for investigating the capacity of managers to optimise conditions for effective assessment of learners in their schools. The larger study from which this paper is drawn, employed a mixed research design. Here I present findings obtained by interviewing thirteen purposively sampled principals, deputy principals and heads of department. The findings enumerated the paucity of training for managers and lack of parent involvement as some of factors hampering CASS implementation in schools. Based on these findings, it was recommended that in order to improve the implementation of assessment in schools, sufficient training that addresses various aspects of CASS be provided for managers. This training should take a form of a module that should be incorporated into Advance Certificate in Education course in universities in South Africa. It was also recommended that an on-going system to profile roles performed by managers be developed in all schools. It was also strongly suggested that the assessment policy be reviewed in order to include more tests and examinations. Keywords: instructional leadership, motivation, monitoring, support, parent management.

Dr Annamarie Mostert
Paper No: 191
Organisation: Culture of Learning Association

Topic: Increased learner performance in academic literacy through assessment

Abstract: Background and objectives: The objective of this practice-based paper is to describe the results of a professional development project that uses graded assessment activities to increase Grade 1 to 6 learners' performance in academic literacy. This project aligns internal assessments with provincial, national and international external assessments in the Foundations for Learning Programme. **Methods:** A baseline survey conducted in 2010 in Free State primary schools indicated that teachers needed support in formulating, analysing and using their assessment activities to increase their learners' performance in internal and external assessments. Three modules were developed and piloted in collaboration with provincial and district officials in response to these needs. The first module links developing learners' higher order thinking skills and their academic literacy through an understanding of Bloom's taxonomy. The second provides examples of international assessment frameworks and creates guidance and opportunities to apply Bloom's taxonomy to their own assessments. The third focuses on error analysis, intervention strategies and developing an academic improvement plan. In 2011 teachers in 100 schools participated in three hands-on workshops and in four follow-up support visits. They also action researched project impact. **Results**-Teachers' action research show increased learner performance as evidenced in a case study to be presented. The facilitators' guides and modules will be made available to all Free State primary schools in 2012 by the department. Fifty teachers will participate in a North-West University

accredited course in 2012. **Conclusions:** The project has added value as it forms part of the Free State response ANA results. It is supporting teachers, HODs, subject advisors and provincial officials to align internal and external assessments. **Scalability:** The clear project content on using assessment to improve learner performance in academic literacy could be replicated in all provinces.

Session: School Improvement

Mrs Gail Campbell
Paper No: 213
Organisation: Zenex Foundation

Topic: The Zenex Foundation's School Development Programme – piloting innovative approaches to improving education quality

Abstract: Background: In 2006 the Zenex Foundation initiated its first comprehensive School Development Programme (SDP) with a group of 47 primary and secondary schools in four provinces. The project, implemented in collaboration with district officials and external service providers, sought to provide schools (managers, teachers and learners) with integrated support that would raise the quality of mathematics, science and language teaching from Foundation Phase through to the end of the FET Phase. **Methods:** The SDP was implemented in clusters of primary and secondary schools with established feeder patterns, creating the potential to improve learners' educational experiences from Grade R to 12. In 2010 the project was redesigned and logic models used to identify clear links between inputs and desired results. Support was offered to all teachers teaching key subjects, using workshop-based training, coaching and mentorship. **Results:** The process of implementing the programme has provided a number of useful insights into the process of promoting effective change in schools. The paper will consider the role of external funders in promoting educational change, as well lessons learnt in the implementation of the programme (including rationale for and success of the narrower programme focus, implementation models and school selection processes). Early evaluation results are showing that the programme has resulted in a positive change in teaching and managerial practices. **Conclusions:** The SDP provides an innovative model for providing comprehensive support to school communities in gateway subjects, which is showing initial indications of success. The preliminary results of the extensive evaluation programme will also be discussed in the paper. **Scalability:** The SDP has been implemented as a pilot project. The issue of replication is explored in relation to the capacity required by districts to adopt similar approaches to school support.

Dr Peter Cronin, Ms Elizabeth Gips, Ms Nalini Reddy **Paper No:** 171 **Organisation:** United States Agency for International Development	**Topic:** School Capacity Innovation Program (SCIP) - Innovation in Developing Reading Outcomes for Primary Grade Learners in South Africa **Abstract:** Seventeen years into democracy, South Africa has made enormous strides in providing access to schooling for all learners. By 2009, 98.8% of children aged 7 to 14 were enrolled in school. Yet, despite high enrolment rates and a massive investment in education (5% GDP), South Africa is struggling to provide a quality education in most schools. The South African government has identified improving the quality of education as a primary national priority. To help improve teacher capacity in the area of primary grade reading achievement, the United States Agency for International Development Southern Africa (USAID/SA), developed the School Capacity & Innovation Program (SCIP). The program's purpose is to improve learning outcomes by building teacher effectiveness and strengthening classroom and school management. SCIP supports local, innovative South African models or interventions that work directly with teacher and principals in order to improve their practice as instructional leaders and managers. SCIP is also guided by the new USAID education strategy, which supports interventions to improve learning outcomes with a focus on primary grade reading as a measure of performance in over 40 countries where USAID hosts education programming. Funds are being provided in order to expand and refine models in preparation cost-effective, broad scale-up at the district, provincial or national level. This presentation will highlight the SCIP program as well as offer a thought provoking global view of primary grade reading strategies that have garnered some success. SCIP aims to support local interventions that have been designed by South Africa for South Africa towards a quality education for all. The presentation will open a dialogue about these interventions and the innovations behind them in the context of the current changes in South African education.
Mr Siphiwe Mthiyane **Paper No:** 109 **Organisation:** University of KwaZulu-Natal	**Topic:** An exploration of causes of school decline in selected secondary schools in KwaZulu-Natal **Abstract:** School decline is a strange and interesting phenomenon in that less is known about it, and less people seem to want to know about it. Literature on organisational decline has not produced any conclusive definition of this phenomenon. The study attempts to understand school decline in former African schools that were known to be high performing in terms of learner academic, sport and other extra-mural activities but have since declined. These schools included both boarding and day schools, in township and rural areas. However, some of these township and rural schools did not decline. That category of schools was included in the sample in order for us to understand why and how these schools continued to maintain high performance while others declined. This paper is derived from a

broad qualitative study on School Quality that explores school decline in two districts in KwaZulu-Natal. Data was collected through semi-structured interviews with ten secondary school principals and five ward managers. Data was analysed utilising the model of Marshall and Rossman (1999) and Creswell (1998) as adapted by De Vos (2010). Preliminary findings suggest that school decline is triggered by several factors which are: the quality of school leadership, the dedication and commitment of school teachers and learners, the quality of parental involvement, inadequate support from the Department of Education and the role of Teacher Unions.

Dr Jonathan Clark, Ms Cally Kuhne
Paper No: 309
Organisation: University of Cape Town

Topic: At work in the field(s)'Professional development lessons from the Rural Education Project (REP)

Abstract: This paper argues that professional engagement with teachers can make a significant and measurable contribution to improving teaching practice and learner performance. Data used to support this argument are drawn from the Rural Education Project (REP), a partnership initiative between the University of Cape Town's (UCT) Schools Development Unit and the Western Cape Education Department (WCED). Over a four-year period, REP employed a range of intervention strategies aimed at improving the quality of teaching and learning in 38 primary schools in three rural Education Districts in the Western Cape. The provincial Grade 3 and 6 literacy and numeracy diagnostic tests form an important backdrop to the project. Not only as a measure of impact but also as a vehicle for an ongoing consideration of the different factors that impact upon and limit learner performance. The overall conclusion drawn is that many schools are faced with systemic challenges that will require extensive and long-term support. REP sought to bring about improvement by placing a strong emphasis on the understanding and interpretation of the provincial diagnostic test results within a whole-school development approach by working with school management and grade/phase teams to help them plan for improvement; and by working with teachers in their classrooms. A further central feature of the intervention was the link between classroom-based support and off-site academic professional development forged through the enrolment of teachers in an Advanced Certificate of Education (ACE) programme. A consideration of the sustainability and replicability of REP-type interventions demonstrates that what distinguishes the project from other interventions is its systemic anchorage in the WCED combined with a conceptual anchorage at UCT.

Session: Social Barriers to Learning

Miss Stephanie Murphy, Ms Lemphotse Hlalele **Paper No:** 197 **Organisation: Health and Development Africa**	**Topic:** Circles of Support: Creating Space for Child participation **Abstract:** **Background and Objectives:** Circles of Support, (COS) encourages schools and communities to find local solutions to supporting vulnerable children through mobilizing locally available resources. The project seeks to capacitate communities to identify and use existing resources to support orphans and vulnerable children (OVC) – using schools as the central supporting structure. In understanding the child's perspective, the project will be able to respond appropriately to the needs of children. **Method**: The COS model trains educators and community members to work together in identifying OVC in schools and communities. Through the various systems available to communities, children are assisted to access basic needs, and encouraged to remain in school. Using schools, the model is building sustainable interventions that seek to lessen the impact of HIV and AIDS on OVC. The methodology involved using participatory research techniques that specifically meet the ethical and age appropriateness of the children in four pilot schools. The paper considers reliability and validity issues by testing various child participation techniques that facilitate children to respond spontaneously and objectively. **Results:** This paper focuses on assessing the qualitative responses of children participating in four COS project schools, in the Free State. The paper will discuss children's own perception of their participation in the interventions. On a qualitative level the paper will also explore to what extent children in the pilot schools, perceive their well being as a result of their involvement in COS activities. **Conclusion:** Children's involvement is vital in initiatives, which target to serve and create conditions that allow for the full development of children's potential. This is particularly relevant as children can "often, themselves play a key role in providing family and community support" (Panos London 2009). .
Dr Nadeen Moolla **Paper No:** 157 **Organisation:** University of The Western Cape	**Topic:** Psycho-social support to schools, teachers and learners: The role of school psychologists **Abstract:** Psychologists are employed by the state to provide psycho-social support to schools, teachers and learners with the intent purpose of enhancing the quality of teaching and learning. These professionals are expected to render psychological services within a consultative model to learners, educators and parents (WCED, 2008). This entails supporting the design and implementation of development programmes within a multifunctional context, engaging in psycho-educational assessment and therapeutic interventions, building the capacity of those who work with learners (e.g. educators and parents), collaborating with members of the district-based support team, and establishing partnerships between the school and the community in addressing

barriers to learning and development. The paper forms part of a doctoral study which explored the roles and practices of school psychologists who support the development of schools in South Africa. It investigates the key roles played by school psychologists in South Africa. Key informants in education and psychology in the country were interviewed via email and 37 school psychologists in the Western Cape responded to a questionnaire. The participants' responses to the question: "What are the key roles played by school psychologists in South Africa?" is the focus of this paper.

Results: The results indicate that school psychologists play significant and varied roles in relation to the provision of psycho-social support to schools, teachers and learners. The findings, both nationally and in the Western Cape, indicate that high expectations are set for these professional who engage in learner development, educator development, parent development, school development and development in the broader education system. This is expected and sometimes achieved within serious resource constraints. The need for role clarification and professional development in order to achieve consistency across the system is highlighted. Recommendations for the training and practice of school psychologists in the South African context are put forward.

Ms Lorato Motsatsi
Paper No: 103
Organisation: Centre for Scientific and Industrial Research (CSIR)

Topic: Enabling Physical Teaching and Learning Environment for South African public schools

Abstract: Background and objectives: The paper investigates the typology of learning environments that enable effective school teaching and learning. According to the National Education Policy Act (27/1996), research shows that there is a direct link between the physical environment in which learners are taught, teaching occurs, as well as student learning outcomes. The policy emphasises the impact of poor learning environments as contributor to students' irregular attendance and dropping out of school, teachers' absenteeism and the teacher and student ability to engage in the in teaching and learning processes. Research on typical South African schools highlight that the school environment still does not provide a physical environment that enables effective implementation of core sector policies, such as progressive curricular, co-curricular activities and the level of quality, equity, efficiency, relevance and values. This is evident in the low academic performance of learners. **Methods:-** A desk-top literature review of the environmental factors and design factors that impact on learning and teaching outcomes from international and national sources was followed. **Results:** The findings document a comparison of effective teaching and learning environments. **Conclusions:** The conditions of learning and teaching environments play an important role in education, as they impact on learners' outcome and teaching ability. Design of learning institutions should be informed by users, stakeholders and communities in which the institutions are situated. The Indoor Environmental quality must optimise

learning and promote sustainability. This research recommends that criteria for indoor environment quality be standardised for all public school, with consideration of other factors, such as location and climatic condition. A "one size fits all" approach is not encouraged in design, as socio-economic and climatic factors as well as stakeholder's involvement impact design.

Mr Sibusiso Ntshangase **Paper No:** 228 **Organisation:** University of South Africa	**Topic:** Meeting the mental health needs of vulnerable children in the foundation phase of schooling **Abstract: Background**: This conceptual paper will discuss the importance of screening learners for mental health difficulties in the foundation phase of schooling as a crucial contribution towards positive educational outcomes. It argues that screening complements the mission of schools, helps in timely identification of children in need and links them to effective services. Careful planning and implementation of mental health screening in schools offers a number of benefits including enhancing outreach and help to youth in need, and mobilizing school and community efforts to promote student mental health while reducing barriers to their learning. **Method:** This paper will provide an overview of the various factors that threaten optimal development of young children living in poverty and that place them at risk for emotional and behavioural problems. It will then address various challenges encountered in meeting the needs of these children and their families and will then outline the strategies for improving the capacity of early care and education programs for preventing and addressing mental health problems in young children in poverty such as, building effective partnerships with mental health and other community-based systems; providing support and training for teachers, and; establishing family-based supports. **Conclusions:** In conclusion, this paper will present practical guidelines for educators at a school level. It will also present suggestions for research and policy changes to remove barriers preventing early screening for mental health difficulties.

Session: Instructional Strategies

Ms Ncamisile Mthiyane
Paper No: 273
Organisation: University of KwaZulu-Natal

Topic: Experiences of teaching in multi-grade classes: a case of four farm/rural schools in KwaZulu-Natal Midlands

Abstract: Background and objectives: South Africa is a culturally diverse and a multilingual society with eleven official languages as it is enshrined in the South African Constitution of 1996. Moreover, despite the government's commitment in ensuring the importance of recognition of all languages in various policies (NEPA Act, SASA and LiEP), schools and the attitudes of teachers towards multilingualism as well as IsiZulu mother tongue teaching are still mixed and to some extent negative. Life Skills is one of the crucial subjects taught in the Foundation Phase curriculum in SA. It focuses on the holistic development and well-being of a learner. It teaches knowledge skills, attitudes and values and promotes dialogical engagements, emotional expression for learners to cope with life's challenges and encourages critical thinking. Acknowledging that language in the construction of meaning is an important tool, the purpose of this study is to explore the attitudes of teachers towards the teaching of Life Skills in IsiZulu; to understand their experiences and the strategies they use to develop capacity for improved effective teaching and learning. **Methods:** This qualitative study is work in progress underpinned by a social constructivist paradigm employing a case study approach. A purposive sample of four schools in the Foundation Phase at Inanda-Kwa-Mashu circuit was selected. In each school, recorded semi-structured interviews with two teachers per grade (1&2) teaching Life Skills in isiZulu mother tongue will be conducted. Audio-visual direct lesson observation will be conducted and teachers' reflections. Ethical issues will be adhered to. Data will be analysed using Giorgi, Fisher and Murray's (1975) phenomenological steps. **Results and recommendations:** Preliminary findings revealed the following: need for on-going support and development of active learning environments. Concerns around lack of in-depth knowledge and teaching strategies of the subject, lack of IsiZulu resources and of commitment from the department of education.

Mrs Angela Roche **Paper No:** 85 **Organisation:** St Alban's College	**Topic:** The evaluation of a new method of teaching concepts in chemistry which involves improved concept formation **Abstract**: Poor results in matric Physical Science examinations, coupled with pupils inability to cope with first year Chemistry courses has led to this research project which investigates the effectiveness of using focussed, carefully selected intervention questions, coupled with quick feedback in promoting concept development while teaching topics in Chemistry. This method was used during the teaching of Chemical Bonding to a group of Grade 10 pupils and also during the teaching of Intermolecular forces to Grade 11 pupils. Both these sections of the content involve understanding of complex concepts. Concept development was measured using a conceptual Pre-Test and then the same test was used as a Post-test, administered after the teaching was completed. 2 test groups and 2 control groups were used. Preliminary analysis of results shows greater conceptual gain in the test groups, compared to the control groups. The test intervention method of teaching will be re-tested during the teaching of these sections of the Physical Science syllabus during 2012. During the initial testing the pupils were given answers to the intervention questions along with some feedback regarding how well they grasped the concepts. During the next set of teaching, pupils will be encouraged to use the intervention questions, along with the answers/feedback as the central part of their study material. Future applications for this intervention method will be investigated and it will be extended for use in other areas of Physical Science teaching where conceptual understanding is key to making progress in the content area. This study forms part of work done towards an MSc in Chemistry Education through the Department of Chemistry at the University of Pretoria.
Mr Nicholas Diana, Mr Nickolas Praulins **Paper No:**318 **Organisation:** The Ridge School	**Topic:** Developing a 'Thinking Curriculum' in Middle Primary **Abstract:** The need to develop future-minded learners who have the capacity to think independently and interdependently has come to the forefront of the educational debate in South Africa. We wanted to reassess our current curriculum and place the notion of a "Thinking Curriculum" at the centre of our planning. We drew on a number of different pedagogies including the International Baccalaureate PYP and the work of Bloom, Hyerle and Costa. In Grade 5, we created an interdisciplinary unit of inquiry about Superhero's which explored the concepts of narrative construction, characterization, role models and masculine identity. Our planning involved three discrete sections: the use of ICT's (using iPod's, MacBooks and ComicLife software), the use of Thinking Skills/Tools (Habits of Mind and Dr Hyerle's Thinking Maps) and the use of an inquiry

	planning framework, inspired by the IB PYP. Learners were challenged to define a fictional role model using Costa's Habits of Mind using Thinking Maps as a template for guiding their thinking to create a hero for their own comic book. After planning comics using a number of frameworks including Story Graphs, they worked interdependently to capture, frame by frame, their comic strip using iPods. Captured media was transferred to MacBooks and edited using ComicLife. We planned an exhibition evening where the boys were able to publish, share and sell their comic to support a charity. Boys demonstrated a more independent and self-moderated style of learning which challenged their thinking and allowed them to "go deeper". The unit helped to develop an understanding of the imperative of positive role models in their lives and challenged them to consider what it was they defined as "positive". A "thinking curriculum" leads children to deeper levels of understanding andfosters independent learners. The implementation of Thinking Tools/Skills is eminently replicable in any curriculum planning/framework.
Ms Desirée Kosciulek **Paper No:** 255 **Organisation:** South African Institute of International Affairs	**Topic:** High school diplomacy: Non-classroom based social sciences simulation programmes for high school learners **Abstract: Background and objectives:** In efforts to build on classroom learning around global issues and development, the South African Institute of International Affairs (SAIIA) has initiated the Environmental Sustainability Project (ESP) and a Model United Nations (MUN) programme. **Methods:** Open presently to high schools in Gauteng, KwaZulu-Natal and Western Cape, SAIIA's programmes bring together learners and teachers from various socio-economic, cultural and religious backgrounds. Programmes are structured with academically rigorous formats. Participants are provided with tutoring and curriculum based resources. Learners are assigned various topics, and must represent various country or sector perspectives through formal papers, presentations and simulations. **Results:** While topics cover various subject related themes, SAIIA's programmes appear to align most with skills and aims of social sciences subjects (history and geography). Initial general skills observed to be acquired include: critically thinking, research, negotiation, consensus-building, public speaking, and respect for others. More specific subject related skills appear to include increased appreciation for historical enquiry, geographic knowledge, and deeper subject related goals of empathy and ability to investigate what it means to be human. **Conclusions:** Presently more formal research is being conducted to greater assess the impact and usefulness of these programmes for both educators and learners. Research on interventions that are not necessarily school based might provide useful insights to practioners and policy makers alike. **Scalability:** Programme scalability is certainly possible, however ensuring learner and teacher

support is key. Classroom level activities that later feed into larger programmes might provide a means for an increased number of learners to participate. Ultimately the desire for more quality high school academic programmes is real, and should be heeded.

Session: Community of Practice

Ms Samantha Williams, Dr Lloyd Conley
Paper No: 307
Organisation: Harvard Graduate School of Education

Topic: Partnering to Improve School Leadership in the Johannesburg Central District

Abstract: Background: The Harvard Graduate School of Education (HGSE) is collaborating with the University of Johannesburg (UJ) to increase the capacity of South African school leaders to improve student achievement in the Johannesburg Central District (D14). The initiative is driven by UJ, with HGSE partnering to conduct professional development interventions in Johannesburg and at Harvard University. **Methods:** Since March 2011, HGSE has been collecting qualitative interview, observation and questionnaire data from school principals and district officials, including data obtained during site visits at 12 schools. During these visits, semi-structured interview protocols were used with teachers and principals to analyse the progress, challenges and level of implementation present at each school. Additional qualitative data was collected through interviews and informal discussions with the facilitators provided by UJ. Quantitative data from evaluations following each professional development intervention were also utilised. **Results:** Preliminary results show that the program has assisted principals and district officials in the critical areas of instructional and collaborative leadership. Additionally, the schools presented positive evidence of pursuing school-wide improvement in literacy, which has repeatedly been identified as a focal area. Early findings are also showing unexpected insight into the personal attributes of those leaders who are more successful at driving change, despite traditionally cited challenges such as student background and poverty. **Conclusions:** While concrete and positive changes are occurring, this program and others like it must continue to work on improving individual agency to address the contextual challenges present in township schools, particularly those related to school culture. Lack of change in the culture of teaching and learning appears to be closely related to the sense of improvement and academic environment in the schools. The final research outcomes will contribute to improving and replicating leadership programmes designed for systemic, rather than just individual school, improvement.

Dr Patrick Mafora
Paper No: 128
Organisation: University of South Africa

Topic: Managing the implementation of curriculum change: Perceptions and experiences of Moretele Secondary school principals

Abstract: Background and research aim: The successful implementing of curriculum change in schools depends on the quality of the day-to-day professional management of schools which is overseen by principals. This requires that curriculum change implementation must be conceived of as school principals' key performance area, instead of being relegated to a secondary position after routine administrative tasks.   The implementation of curriculum change in the post-apartheid South African schools has not been as successful as envisaged. The aim of the study was to examine the perceptions and experiences of School Management Teams (SMTs) regarding their role in managing the implementation of the National Curriculum Statement (NCS) as curriculum change. Methods: A qualitative multi-case study of purposely selected secondary schools in the Moretele Area Office, North West Province was undertaken. Data were collected by means of related literature review and semi-structured focus-group||interviews involving secondary school principals, Heads of Departments (HoDs) and teachers**. Findings:** This article is restricted to a discussion of findings regarding school principals. The following two major themes emerged from the data analysis: 1) Principals have a limited understanding of what comprises their role in managing the implementation of the NCS as curriculum change; and, 2) Principals experience a plethora of impediments in managing the implementation of the NCS as curriculum change. **Conclusions:** School principals' perceptions of their role in managing curriculum change implementation and the barriers they face in executing related tasks have negative implications on the effective implementation of curriculum change in general and the NCS, in particular. Some recommendations that may serve as guidelines for the effective management of curriculum change implementation are provided. Keywords: School principals, curriculum change, curriculum implementation, National Curriculum Statement, managing curriculum change implementation.

Mr Martin Gomes **Paper No:** 52 **Organisation:** Centre for Multi-grade Education	**Topic:** Professional learning community as a means of supporting multi-grade educators in multi-grade schools **Abstract: Background and objectives:** South Africa has a major challenge to admit that multigrade teaching is a reality. Due to a lack of training of educators in multigrade pedagogy or their limited knowledge of multigrade pedagogy, educators find multigrade teaching (MGT) a difficult pedagogy. This study has as its aim the improvement, driven by a design research approach, of primary education in rural areas by identifying the characteristics of the role of a Professional Learning Community in supporting educators to be able todeal with multigrade environments. **Methods:** The preliminary research phase analysed the context of support in a multigrade school in South Africa and problems associated with it, and carried out a literature study. This analysis resulted in a tentative design specifications and guidelines for functioning as a PLC in supporting educators and principals in multigrade schools. During the prototyping phase 8 educator-principals of multigrade schools designed and formatively evaluated the prototype of a PLC in a pilot study over 10 months as a catalyst for initial support to educators in multigrade schools in South Africa. **Results**: Both the data from the implementation and progress evaluation clearly supported that this PLC was having an impact, along certain dimensions, on the professional culture of the educator-principals and contributing to higher levels of social support in continuously transforming themselves through their own internal capacity. It also showed where the educators needed help. **Conclusions:** During the assessment and reflection phase, the first draft guidelines for a PLC implementation and progress evaluation in a South African multigrade school context will be evaluated in 2012 during a micro-evaluation, where a limited number of the target group used parts of the prototype outside their day to day user setting to design theory and guidelines for support to educators in multigrade schools in South Africa.
Mr Siphiwe Mthiyane **Paper No:** 110 **Organisation:** University of KwaZulu-Natal	**Topic:** Developing school leadership for professional learning communities: ACE (SL)principals' conceptions and roles in leading professional learning communities(PLCs) **Abstract:** In order to improve the output of the public education system in South Africa, continuous professional development of teachers and particularly the leadership capacity of school principals, is being fore grounded as a priority by the Department of Education (DoE). To this end, the Department of Education published 'The National Policy Framework for Teacher Education and Development in South Africa' (2007). Last year, the DBE published the 'Action Plan to 2014: Towards the realisation of Schooling 2025'. Recently (April 2011), the DBE further

published the 'Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025'. These documents speak to teacher development and have four specific outcomes and outputs. Output 3 states that support to teachers at a local level will be enhanced through the establishment of Provincial Teacher Development Institutes (PTDIs); District Teacher Development Centres (DTDCs) and the Professional Learning Communities (PLCs). Conceptualised within continuous professional development framework for teachers and school leaders, this study aims to explore the experiences of school principals on how they conceptualise continuous professional development, how they lead professional learning activities in their schools, what barriers hinder them in enacting their roles in leading PLCs, how they create/influence the school culture to promote PLCs among teachers, what leadership/management styles do they adopt which seem to support PLCs among teachers, how they create conditions in which PLCs can thrive and what modes of professional development do chools engage in to PLCs?. Working within an interpretive research paradigm and employing a qualitative methodological approach, this study is work in progress and data is currently being collected and analysed using semi-structured interviews with eight purposively selected school principals in two districts in KwaZulu-Natal. Key words: teacher development; school leadership development; professional learning communities.

Mr Andrew Petersen
Paper No: 265
Organisation: University of Cape Town

Topic: Collaborative Development of learning modules for Education for Sustainable Development (ESD)

Abstract: This paper describes the experiences of teachers engaged in developing a learning module on Education for Sustainable Development (ESD) for classroom application in and secondary schools in Japan and South Africa. The project is part of a local initiative in response to the United Nations Decade of Education for Sustainable Development (2005-2014). A highlight of this study is that participants have been co-teaching and engaging in professional development using the Japanese method of 'lesson study' (Fernandez 2002). The lesson study method has evolved from the Japanese teachers' habit of 'Furikaeri', which means 'reflection' in Japanese. This practice has received much attention in developed countries. It also constitutes a primary instrument in educational cooperation activities by Japan's International Cooperation Agency (JICA and science teachers by the Mpumalanga Department of Education (South Africa), it employed the lesson study method to help institute a school-based in-service training system. A unique characteristic of the study is that it includes a global cross-cultural perspective which is also in line with the UNESCO principles for ESD. The project aims to include international

collaboration at university (research collaboration) and school level (teacher and learner collaboration). It is anticipated that through this initiative ESD modules will be developed which can be used in other classrooms. References Fernandez, C. (2002) "Learning from Japanese approaches to professional development: The Case of Lesson Study," Journal of Teacher Education, Vol. 53, No. 5, 393-405

Session: Public Private Partnerships

Ms Paula Du Plooy
Paper No: 108
Organisation: GM South Africa Foundation

Topic: Partners in Peace: An Analysis of the GM South Africa and Gauteng Department of Education School Safety and Security Partnership Programme

Abstract: Background: The national Department of Basic Education and its provincial departments are shifting to a more vigorous and responsive approach to issues of school safety and security. However, the process is still uneven and conditioned by substantial institutional obstacles and resource limitations. In these circumstances there is considerable need and scope for partnerships between DBE agencies and private sector actors. This study focuses on the burgeoning partnership between the GDE School Safety Directorate and the GM South Africa Foundation. In 2011, the GDE and GMSAF began a partnership based on their respective mandates. The aim of this partnership is to share resources that will contribute to the dissemination of capacity building programmes that would promote the implementation of peace promoting programmes within GDE schools. **Methods:** After a series of meetings between representatives of the GDE and GMSAF, a Declaration of Intent was agreed upon. This Declaration focussed on the dissemination of a peer mediation programme directed at learners as well as a classroom management programme directed at teachers. It was decided to begin with the rollout of the peer mediation programme. Through a process of intense collaboration, this rollout happened between February and March 2011**. Results:** Over 600 teachers in 14 GDE Districts participated in the two-day peer mediation orientation programme. The results are encouraging in a number of ways. Firstly, a number of teachers have initiated the programme in their schools in a sustainable fashion. Secondly, an emerging but dynamic relationship has been established between GDE and GMSAF. Thirdly, there are important policy lessons for similar kinds of

	partnerships and interventions. **Conclusion**: School safety and security is one of priority issues of the GDE. Lessons learnt from the 2011 partnership will be used to extend this programme to more school in GDE in 2012.
Mr Ashley Holling **Paper No:** 315 **Organisation:** Junxion Centre	**Topic:** Forming community- led programmes, partnering with corporates to address burning issues for schools & the wider community **Abstract:** The devised program revolves around a partnership of schools, community (NGOs, churches..) and business. Research has shown that many of problems arise because teachers are threatened due to lack of experience and knowledge of the subject material. This is where the technology (full syllabus prepared in the form of lessons, examples and exercises) plays such a pivotal role as a teachers aid. The teachers role can become more of a facilitating role – with much of the responsibility of preparing for lessons and administration relieved. Intervention is lead by the community organization which partners with a school. The action follows a 5-step approach: - Build close-knit relationships with the school, ensure commitment of key stakeholders. Perform needs analysis / whole school audit,- identify key areas to focus attention. Steer away from a cookie-cutter approach, Partner with business to raise the funding of necessary interventions that will be funded by CSI funding (SARS benefit for NGOs), Build community centres – with technology being used to alleviate training & skills shortcoming of teachers, Annual reviews to ensure that schools remain committed and deliver on KPI improvements. Lessons learned through pilot projects conducted in Alexandria and Diepsloot: Whilst problems are profound – substantial improvement can be achieved with limited resources and input. Important to scale the implementation – start off with pilot classes to gain key learnings and from there adapt for larger deployment, Remove false perception that technology cannot be applied to poor communities. This is a global project which has the full resources to be scaled to a national project, therein benefiting from economies of scale – yet still being customizable to individual needs. Value of community centres can be increased through using them for adult tuition during evenings/weekends.

Miss Lindsay McCay
Paper No: 158
Organisation: Independent Schools Association of Southern Africa (ISASA)

Topic: The Democratic Right of Choice in Education: More, Better or Different

Abstract: A critical analysis of the changes that have occurred in independent schooling in South Africa and the strengths that this small but significant sector has which can be harnessed to the public good. **Background and objectives:** Ignorance coupled with erroneous perceptions about the nature and operations of independent schools is a major obstacle confronting the Independent Schools Association of Southern Africa. Such misconceptions hamper ISASA's work, essential in promoting the democratic right of choice and the value of independent education to both individuals and the country. ISASA values the opportunity to debunk the many myths that abound about independent schooling, to share the experiences of a growing sector, and to develop public-private partnerships which will further our vision of building a values-based, public-spirited community of diverse, high-quality independent schools in which quality education is provided to all learners. **Content:** The presentation will briefly describe the growth of the sector and its current extent, ISASA's role and membership, and the value-add brought to the education sector in SA by ISASA and independent schooling. This will be followed by an overview of the growth of 'private education for the poor', and the challenges that independent schools face within an increasingly disabling policy environment. The presentation will conclude by drawing on both national and international policy options and innovations to outline some insights on possible public-private partnerships to address the challenges of improving quality and inequality in South African education in order to accelerate the achievement of our national education goals.

Session: Language

Ms Fadia Williams
Paper No: 122
Organisation: LEAP Science and Maths School

Topic: Language as a whole school discourse

Abstract: Language is a fundamental skill helping us to communicate to others what we are thinking and feeling, helping us to learn and grow as people. Furthermore, it is the glue holding our societies together as it facilitates a sense of belonging and identity. Most of our students at LEAP enter the school with weak language skills. All of our students' mother tongue is not English yet it is our medium of instruction creating a communication gap. This situation is exacerbated by our students not even being proficient in their mother tongue, impacting on their ability to be understood by others. To address this concern we have created one language department housing English and Mother Tongue and aligned their outcomes to demonstrate their commonality. Our language department then aligned itself to the life orientation department as communication is the foundation of the subject. This partnership between language and life orientation enriches the learning of language through the adoption of a Socratic style of teaching. So besides the specific learning outcomes for language we now include facilitation of: (i) a development of a sense of self, (ii) the internalisation of values, and (iii) critical thinking. Our aim is to teach to holistically empower our students investing in their long term success which we measure as not merely having material success. We found in this process that our students became more engaged and more actively involved in their learning process. The next step we are taking is encouraging the use of proper language a whole school discourse demanding a shift from viewing language simply as a means for educating to a view of language as an outcome of education.

Mrs Malinda Lawrence, Mrs Sibongile Magwaza
Paper No: 47
Organisation: School of Education, University of the Witwatersrand

Topic: Textbooks across the languages curriculum

Abstract: **Background and objectives**: When revisions to the South African school curriculum were announced in 2010, the provision of 'high quality' textbooks for all learners was stated as a priority. Designing textbooks for any school subject is challenging but it is particularly so for languages because content knowledge (e.g. vocabulary grammar, text structures, literary devices) and skills development (e.g. listening, speaking, reading, writing and performing) can be selected and sequenced in many different ways and can be based on a wide range of genres and topics or themes. The main questions addressed in our research are: How is a common curriculum enacted in the design of widely used, Grade 7 home language textbooks for Afrikaans, English, isiZulu, Sesotho and

Sesotho sa Leboa? What does each design offer to learners and teachers? **Methods:** After identifying the most widely used textbooks we undertook a detailed comparative analysis (both quantitative and qualitative, but predominantly the latter) which focussed on texts (including visual texts), themes, content knowledge, skills, activities and layout. **Results:** We use findings from our analysis to argue that the choices made by textbook designers not only enable or constrain particular opportunities for learning language and literacy, but also offer learners particular versions of local and global realities and particular subject positions as local and global citizens. **Conclusions:** We hope that presentation and discussion of our findings will be useful to textbook publishers and to anyone, including classroom teachers, who design material for the language classroom.

Dr Michael Le Cordeur
Paper No: 98
Organisation: Stellenbosch University

Topic: Mother tongue based bilingual education: A possible solution to South Africa's literacy and numeracy

Abstract: Systemic research conducted by inter alia the National Department of Education has pointed to the fact that the literacy and numeracy skills of the learners in South Africa are far below what is required for them to learn and develop effectively. The results for measuring literacy and numeracy in South Africa show that only 9 percent of all learners in grade 3 and grade 6 in South Africa achieved the required 50 percent in the tests written in February 2011. The problem starts in the foundation phase where learners fail to acquire the basic literacy and numeracy skills due to the fact that very few learners are taught in their mother tongue, which has a huge impact on learners' ability to master the curriculum. Firstly, this paper reflects on the value of mother tongue education for learner performance against the background of the low levels of literacy and numeracy in South Africa. It seems as if no progress has been made to enhance the status of South Africa's indigenous languages, which is why the article will reflect on this growing trend to downgrade the importance of indigenous languages. Secondly, this article investigates the possibility of mother-tongue-based bilingual education (MTBBE) as a possible solution for the decline in literacy levels, particularly in our indigenous languages. This is followed by a review of the current language in education policy and its shortcomings, which have led to the revised school curriculum (CAPS). Finally, a discussion is presented on the response to a questionnaire put to six influential and respected researchers on the subject of mother-tongue education. Based on the results of the empirical study and supported by the literature review, the author recommends mother-tongue-based bilingual education as a possible solution to enhance South Africa's literacy and numeracy levels.