

**PROFESSIONAL IDENTITY OF TEACHER EDUCATORS AS ASSESSORS OF
TEACHING PRACTICE: A CASE STUDY IN A SOUTH AFRICAN UNIVERSITY**

by

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DECLARATION

I, the undersigned, Irene Juanita Sass Roy, hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of such quotations or references which are distinctive of their own sources or authors. All the sketches and tables were produced by me with the exception of where I have acknowledged that they were taken from another source.

This thesis has not been submitted and will not be presented to any other university for an equivalent or any other degree award.



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ABSTRACT

This study focuses on the professional identity of Teacher Educators as assessors of teaching practice for Post Graduate Certificate in Education (PGCE) student teachers. The research was presented as a case study at one institution of higher learning. The focus was on the professional identity of teacher educators as revealed in the assessment narratives they expressed as a report back to PGCE students and the verbalisation of their beliefs through semi-structured interviews at the particular institution.

This study adopted a qualitative research methodology from an interpretivist paradigm whereby the collected data was coded and analysed through applying both inductive and deductive reasoning. Themes which emerged from the data were qualitatively analysed through the social-constructivist theories of Bernstein, Lave and Wenger and Feiman-Nemser.

This study revealed that the professional identity of Teacher Educators plays a significant role in the way in which they assess students. The study showed that the professional identity (encompassing of professional knowledge) of Teacher Educators determines their assessment focus, professional knowledge and identity is reflected in the narrative feedback to PGCE student teachers and their views of the current assessment instrument as (in)effective.

The study revealed that Teacher Educators have specific expectations (pedagogical skill, subject and content knowledge) but the complexities of their identity override how they apply the assessment instrument. In addition Teacher Educators are challenged by the PGCE cohort in that they expect this group to show the same competencies as students coming through the under-graduate programme.

The study recommends that a collaborative approach be adopted in the preparation and assessment of PGCE student teachers; a re-conceptualisation of the requirements of teaching competence for this group be undertaken; and Teacher Educators be empowered to teach and assess PGCE student teachers aligned with

the principles of andragogy and that Higher Education policy take cognisance of and make provision for the unique needs of PGCE teacher training. The study proposes a revised approach by Teacher Educators be considered which treat the assessment of teaching competence for PGCE student teachers in a less fragmented and individualised manner. This implies that a different organisational assessment culture is needed in order to democratize the assessment of PGCE student teachers, training in the GET band in South Africa.

Key words: Professionalism, Identity, Teacher Educators, Assessors, Assessment, Teaching Practice

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ACRONYMS

ACE	Advanced Certificate in Education
CAPS	Curriculum and Assessment Policy Statement
CAQDAS	Computer Assisted Qualitative Data Analysis
CoP	Community of Practice
DBE	Department of Basic Education
DoE	Department of Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
FP	Foundation Phase
GET	General Education and Training
HET	Higher Education and Training
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
IP	Intermediate Phase
LOLT	Language of learning and teaching
NPDE	National Professional Diploma in Education
PGCE	Post Graduate Certificate in Education
SAQA	South African Qualifications Authority
TE	Teacher Educator

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DEFINITION OF TERMS

Teacher Educator (TE) is a lecturer permanently or part-time employed in the Faculty of Education to teach and assess students enrolled in education courses.

Student Teacher is a student enrolled in a teacher training course.

School Experience refers to the continuous time period student teachers annually spend in schools, being involved in all activities of the school, with the main aim of gaining practical experience whilst learning to teach in an authentic real-life classroom setting. 'Teaching practice' and 'teaching practicum' are also used and refers to School experience.

Personal Identity is understood as an individual's notion of who he/she is in relation to others.

Professional Identity and **Knowledge** are those characteristics displayed by the individual within the context of his/her profession.

Host Teacher is a teacher employed at a school to whom a student teacher is assigned for the duration of the student teacher's time at the school during the School experience period.

Assessment in the context of this study refers to the formally scheduled visit by a university lecturer to a student teacher during the School experience period to observe and provide feedback (formative and/or summative) on the student teacher's teaching competence

Assessment Instrument refers to the School experience assessment instrument, used by TEs at this institution of higher learning in the assessment of teaching competence of student teachers.

The Assessor in the context of this study includes only university lecturers, full-time employed by the institution to assess the teaching competence of student teachers during the School experience period.

The two types of assessments referred to in this study are '**formative**' assessment which has a developmental purpose and '**summative**' assessment which makes a judgment about a student teachers' competence. The written assessment narratives

are treated as a summative judgment on the teaching competence of the student teacher.

Community of Practice (CoP) refers to a group of people with a common interest in a specific area. In this study the CoP is made up of the TE and the host teacher as members engaged in guiding the student teacher from the periphery into the CoP.

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

World-wide, teacher training programmes are organised around learning experiences aimed at equipping trainees with the theoretical knowledge (pedagogical and discipline specific) and practical competencies specific to the teaching profession (Richert, 1995).

The practical component of teacher training programmes culminates in placing student teachers in the actual teaching and learning environment, initially to observe professional teachers at work. As the trainee teacher progresses through the qualification, the student is given the opportunity to 'practise' the art of teaching in a controlled environment under the supervision of a host professional teacher (Kiggundu & Niyamuli, 2009) in order to reach the threshold of "competent participation in the teaching profession" (Department of Education, 2005, p.7). This practice is based on the premise that learning to teach has to do with the acquisition of a series of competencies or skills that can be observed and therefore can be assessed.

The demonstration of such acquired competence comes to the fore in the individual's engagement in the practice of teaching which goes beyond mere skill and routines. It requires making 'situated', and 'interpretive judgements' cognisant of the socio-historical and political context in which the teaching takes place (DoE, 2005, p.6). Internationally and locally teachers are regarded as the key agents in the delivery of a quality education system (DoE, 2005).

It has been established that the development of a quality teaching force is a primary condition for educational transformation (DoE, 1993). Those agencies involved with

the provision of teacher training programmes are partners in the educational transformation process through the provision of quality teacher training programmes. Since Teacher Educators (TEs) are at the fore-front in the moulding of a quality teaching force, their inputs are crucial and have far reaching implications in the establishment of a quality education system.

1.2 Background to the Study

Post-1994, with the closing of teacher training colleges, the task of teacher education became the primary responsibility of universities in South Africa. One has to understand the sector's engagement with teacher training against the backdrop of the uncertainties and frustrations of institutional change and organisational instability.

The higher education sector as a whole has had to deal with a series of challenges and demands in the post-1994 time period. The need to breakdown a flawed education system led to a shift in student demographic profiles (Wilmot, 2004). Financially and educationally disadvantaged students, who were now accessing higher education institutions impacted on the throughput rate of these institutions. The students entering higher education post-1994 came from a school system which did not adequately prepare them for the knowledge demands of higher education, and therefore required additional academic and financial support to successfully exit the system in the prescribed time (Fourie, 1999; Wilmot, 2004).

The student influx into higher education as explained above, necessitated the South African government to re-think their funding and financing system of higher education institutions (Kruss, 2008). In addition, higher education institutions were encouraged to transform through institutional restructuring and enacting new policy and curriculum frameworks (Kruss, 2008). This meant that when the task of teacher education was added to a higher education system already grappling with the political, social and economic demands of the day, the special needs and

requirements which characterised teacher education were not given much thought thus adding to its “Cinderella status” (Davey, 2013, p. 149).

Institutions of higher learning in South Africa with their distinct institutional character responded uniquely to the national imperative for a single teacher education system. The East London branch of one of the traditional universities mostly for white students under the apartheid system was incorporated in 2004 into one of the traditional universities catering for black students, making it both a coastal and an inland institution. It is at the coastal campus of the university (constituted as a result of the merger) where this study was conducted. For ease of reference the traditionally white students’ institution will be referred to as institution Y, whilst the traditionally black students’ institution will be referred to as institution X. At institution X, the merger increased students enrolment from 6399 in 2003 to 8755 in 2004, which resulted in a significant change in the institution’s programme-qualification mix (Higher Education Quality Committee, 2009).

At the time of the re-structuring and mergers in the higher education sector, which became a reality in 2004 at institution X, teacher training provision was taken care of in two ways. At the inland campus, the original base of institution X, the focus was on training teachers for further education and training sector (FET). This implies that prior to re-structuring, the focus was entirely on training school teachers for the high school sector. At the second campus of institution X, a specialised unit focussed on providing initial teacher training to up-skill unqualified and under-qualified teachers (Wildeman, 2000) through the National Diploma in Education (NPDE) in the primary school sector. At this stage, institution X was not involved with providing initial teacher training in the General Education and Training Band (GET) which caters for the primary school sector.

The GET band along with the Further Education and Training (FET) band and the Higher Education and Training (HET) band forms part of the National Qualifications Framework (NQF), which came into existence through the South African

Qualifications Act of 1995 (Republic of South Africa, 1995). The NQF brings together the worlds of work and learning, providing a single integrated system for all qualifications offered at institutions of learning in the country (RSA, 1995). The GET band includes all the grades covering the Foundation, Intermediate and Senior Phases, and through the re-structuring process, the Faculty of Education at institution X acquired initial teacher training programmes (in the GET phase) formerly offered by institution Y from its East London campus.

1.2.1 Historical Overview: Contextualisation of Demographics

The East London campus of institution Y was established in 1981. By 2002, the East London campus students enrolment was 2000 spread across the faculties of Commerce, Education, Humanities and Law. The central focus of the Education Department at the campus was the initial training of teachers wishing to specialize in primary education (Kruss, 2008) with the award of the Bachelors of Primary Education (B.Prim Ed.) degree. The two in-service programmes offered at the East London campus were the Advanced Certificate in Education (ACE) and the National Professional Diploma in Education (NPDE). The incorporation of the city campus (programmes, staff and buildings) of the traditionally white institution into the rural based historically black institution meant a meeting of two diverse organisational cultures. Institution Y established itself in Grahamstown, a town which started as a military outpost established by the British Imperial Empire. The distinctive education culture at this institution is based on the Oxbridge tutorial model. In this model, each student is assigned to a staff member who takes a personal interest in his or her work and welfare (Rhodes University, 2013). This practice helped established a university education at institution Y as synonymous with prestige and status.

The two programmes offered at the East London campus of institution Y was incorporated into the programme offering of the institution X as part of the re-structuring agenda for institutions of higher learning as alluded to earlier. The Education Faculty at institution Y now acquired initial teacher training programmes in

the GET band, an area where it had not focused initially. This led to the establishment of three distinct 'schools' (Pre-Service, In-Service and Post Graduate) each with its' own management structure at the institution (Kruss, 2008).

Prior to 2005, the former white university setting (East London campus), meant smaller classes with academically well prepared students from well-resourced schools. According to a staff member formerly attached to this institution's East London teacher education programmes, they did not teach more than 28 students in a class at a time. The lecturing staff and students were comprised of mainly English mother-tongue speakers. As most teachers tend to teach as they were taught (Robinson, 1999), these student teachers modelled their own teaching approaches on what they had been exposed to throughout their schooling career.

Institution X, on the other hand, has its origins in the unintended outcome of British expansion into the interior of the Eastern Cape at the hand of Christian missionaries (University of Fort Hare, 2013). The institution's values and traditions stems from its opposition to state imposed pressure to conform to ideology such as segregation of races and Bantu education post 1940 (Robinson,1999). The institution prides herself on its unique historical traditions of non-racism and critical debate, and has positioned herself as an African institution committed to teaching and research with the aim of contributing to the advancement of knowledge that is socially and ethically relevant, and applying this knowledge to the holistic development of humanity nationally and internally (University of Fort Hare, 2016).

Traditionally, the type of student attracted to the institution is generally not an English mother tongue speaker, and often comes from rural and township schools which are not well-resourced. As part of the institution's strategy to address issues of under-preparedness and diversity, it adopted a humanising approach to teaching and learning in an effort to deal with the challenges of an academically diverse student body. The Faculty of Education embracing this principle in one of its mission statements commits itself to "upholding the values of diversity and inclusivity"

(University of Fort Hare, 2016). Within the Faculty, there is an effort to accept more first year students into the initial B.Ed teacher training programme as evident in the number of registered students indicated in Table 1.1 for the period 2012 to 2016:

Table 1.1 Student enrolment 2012 - 2016

Source: Faculty of Education – East London campus

Number of registered students 2012 - 2016					
Qualification Code	2012	2013	2014	2015	2016
50017 (PGCE)	63	69	74	87	84
50024 (B.Ed)	653	794	917	969	1054
Grand Total	716	863	991	1056	1138

Table 1.1 indicate the significant increase in student enrolment increased from 2012 to 2016. Over the five year period the number of student teachers enrolled in the B.Ed programme has increased from 653 in 2012 to 1054 in 2016. The largest intake for this programme was in 2014 where 123 first year student were registered on the B.Ed programme. The largest intake on the PGCE programme was in 2015, where thirteen more students were accepted to the programme as compared to 2012, 2013 and 2016.

The two qualifications that constitute initial teacher training in the Foundation and Intermediate Phase at institution X are the B.Ed and PGCE programmes.

1. The Bachelor of Education qualification (Foundation and Intermediate Phase), is a four year degree programme. From year two onwards, the bulk of the students' time is spent in the Education Faculty. Student Teachers enrolled for this qualification start spending time in schools (as part of their curriculum) gaining practical experience from the second year onwards.

2. The Post Graduate Certificate in Education (PGCE) is a one year certificate course which students can pursue after obtaining a first degree. This qualification provides an alternative route into education for students who hold a 360 credit graduate qualification obtained from another faculty. For candidates pursuing the PGCE, it means the following: a). the possibility to obtain study funding in a specific specialised field and b). the chance to obtain a globally accepted qualification, which increase future employment opportunities. Students entering the teaching profession via the PGCE route are subjected to an extremely intensive course due to the short duration of the programme. This study is specifically focusing on this particular cohort of students for the following reasons:

It was the first time, after the re-structuring of the Faculty in 2011, that all staff attached to the Faculty's East London campus was involved in assessing this group's of student teachers' teaching competence. Staff involved with the teaching and assessment of student teachers expressed their concern at the group's skill level in classroom-based settings. The concern being that the group's demonstration of teaching competence is not of an acceptable standard.

With the influx of more students into the Faculty of Education programmes (refer to Table 1.1) lecturing staff are now faced with a larger group of academically under-prepared students from an under-resourced, disadvantaged and often dysfunctional school system. According to Fourie (1999), the majority of students flooding the higher education system post-1994, hailed from a school system, where they have been taught by unqualified or under-qualified teachers working in poorly resourced schools. The impact of the larger numbers is felt most acutely in the School experience component of this course as more student teachers have to be placed in schools where they are expected to acquire the ability to translate educational theory into practice in an authentic classroom environment.

1.2.2 Global Views on School experience

The School experience component of teacher training courses is based on the global notion that student teachers become good teachers when they have mastered certain teaching skills (Stephens, Tennesen & Kyriacou, 2004 cited in Ulvik & Smith, 2011). According to Iliaiyan and Danial-Saad (2013, p. 62), the perception of teaching as an academic, 'clinical-practical profession', further serves to emphasise the central role that the School experience component plays in the professional development of student teachers. This is based on the international view that learning about teaching (the theory) happens in university classrooms, but learning the art of teaching (practical teaching skills) is best acquired in real life classroom settings (Silberstein, Fniivsky & Guz, 2005). Becoming part of a school community for an extended period of time, as stipulated by the curriculum, provides student teachers with authentic experiences which will eventually enrich their professional wisdom (Ulvik & Smith, 2011).

1.2.3 Institutional Model

At institution X, the amount of time student teachers spent at schools varied over the three years (2012, 2013 and 2014) that are the focus of the study. Table 1.2 provides information on the number of students (as well as the number of assessment visits per year group) who needed to be assessed by university-based Teacher Educators for the 2012, 2013 and 2014 period.

Table 1.2: Number of School experience assessment visits – 2012 to 2014
Source: Faculty of Education

Year Group	Number of TE assessments	2012	2013	2014
B.Ed 2	1 TE assessment	163	213 Home based School experience -host teacher assessment only	236 Home based School experience -host teacher assessment only
B.Ed 3	1 TE assessment	130	156	165
B.Ed 4	2 TE assessments	68	130	151
PGCE	2 TE assessments	56	62	61
Total number of TE assessments		541 (B.Ed 2, 3, 4, PGCE)	348 (B.Ed 3, 4, PGCE)	377 (B.Ed 3, 4, PGCE)

Table 1.2 provides an overview of the assessment visits required for B.Ed 2 to PGCE student teachers in 2012, 2013 and 2014. In 2012, B.Ed 2, 3, 4 and PGCE student teachers spent one day per week at schools in the first semester and six weeks of continued stay in the second semester. In 2013, due to the increase in student enrolment (see B.Ed 3 and 4 in Table 1.2), a decision was taken that second year students would not receive a visit from a university-based assessor, but would be assessed by the host teachers at the student teachers' home schools. In 2013, student teachers spent one day per week in the first semester and five weeks of continued stay in the second semester at schools. Due to the scarcity of available school experience sites, second year student teachers and fourth year student teachers were paired, while third year student teachers were paired with PGCE candidates. The shorter stay in 2013 was as a result of the school holidays overlapping with university term academic calendar.

In 2014, unhappiness about bursary and funding issues led to student teachers (third year, fourth year and PGCE) spending no time at schools in the first semester, and five weeks of continued stay in the second semester. Second year student teachers were allowed to do their school experience in their home towns which meant that

they were not formally assessed by university lecturers, but host teachers performed this task (School experience coordinator, Personal Communication, September 29, 2014).

1.2.4 Pre-Requisites for School Experience

During the second semester, all student teachers are required to teach a minimum of two lessons a day, observe the classroom practice of the host teacher, other teachers, peers, and participate in the activities of the school. During this time, the trainee teacher is visited at least once by university lecturers for formal summative assessment of his/her teaching competence. Based on the notion of reflective practitioners, trainees are required to reflect on their own practice in the form of an essay, as part of the School experience portfolio, which is submitted for formal assessment at the conclusion of their stay, and counts toward the final mark awarded for the School experience module.

All lecturers attached to the Faculty of Education are required to visit and assess student teachers while on teaching practice in the second half of the academic year. The aim of this exercise is to observe student teachers in action, provide supportive feedback to continuing students, and make a summative judgement on the performance of student teachers in the final year of their studies on the Post Graduate Certificate in Education as well as the B.Ed programme.

1.2.5 Three Schools Merging into a Single School

The Education staff complement in 2012 had just come through a university restructuring exercise, which saw the collapse of the three distinct school structures into a single School for General and Continuing Education (SGCE) at the institution. The three schools, Pre-Service (tasked with initial teacher training), In-Service (tasked with providing initial teacher training to in-service teachers) and Post

Graduate (tasked with supervising teachers pursuing post-graduate studies) came into existence after the incorporation of initial teacher training programmes offered by institution Y in East London (Kruss, 2008).

The re-structuring process resulted in a number of staff leaving the faculty. The subsequent vacant positions were filled with new staff alien to the institutional context and School experience assessment visits. In 2012, five new staff members joined the School. Post 2012, the staff remained reasonably stable with one new staff member joining the School experience cycle in 2013 and three new staff members in 2014. All academic staff attached to the School is required to teach across all programmes and conduct assessment visits with student teachers during School experience.

1.2.6 School Experience Assessment Instrument

For the purpose of the assessment visit, the Teacher Educator (TE) is provided with an assessment instrument that includes a number of criteria to be assessed. These criteria are scored on a four point scale (best practice, adequate, needs attention and not observed). Refer to Appendix D. The criteria require TEs to assess the written lesson plan, the execution of the plan (i.e. the teaching) and the demonstrated professional skills inclusive of the assessment of the content material.

In addition, the instrument makes provision for the TE's overall open-ended comments intended to provide the student teacher with suggestions on how to improve his/her teaching practice. Whereas, in the 2012 and 2013 school experience cycle, student teachers were awarded either a pass or a fail, in the 2014 school experience cycle student teachers were awarded a mark. The 2014 assessment instrument was modified in two ways. The order in which the criteria appeared was changed, and marks were added per criteria. The student teacher is now awarded a mark out of a total of 80. Refer to Appendix D.

For student teachers on teaching practice, the assessment visit by university-based lecturers is critical in the sense that competency of teaching skill is crucial to the student teacher's progression. Student teachers who failed a 'crit-lesson' are awarded a supplementary exam. This means having to repeat School experience at the beginning of the following school year before the student teacher can progress to the next academic year in this module.

1.2.7 Composition of Assessment

The assessment of teaching competence is central to the decision whether or not a student teacher has reached the required level to be certified as a qualified teacher and be eligible for registration with the South African Council of Educators (Rusznayak & Bertram, 2015). According to Cope, Bruce, McNally and Wilson (2003), assessment of teaching practice relies on a judgemental model in which the assessor makes professional judgements about the nature of the practice observed and its appropriateness to the particular context.

The powerful role played by assessment in the teaching and learning process has received a lot of attention (Ramsden, 2003). Apart from scoring the student teacher's performance with the use of the School experience assessment instrument, the TE also spends time with the student teacher to discuss the outcome of the assessment visit and comment on the student teacher's professionalism. This is based on the principle that action without feedback is completely useless to the learner (Laurillard, 2002).

At this Higher Education Institution (HEI), the following process is followed:

- The student teacher is visited twice by a university-based assessor.
- Student teachers receive prior notification of a visit.

- Student teachers are fully briefed prior to the School experience period with regard to how many lessons need to be taught, what other tasks they need to perform and the School experience portfolio they are required to submit on completion.

On the day of the formal assessment visit, the student teacher is required to teach the lesson without the host-teacher present. The final mark for this component of the student teacher's programme comprises of:

- The mark awarded by the university-based assessors;
- The host teacher's summative evaluation;
- The two separate assessment marks by the host-teacher who is required to observe two lessons (therefore two formal assessment grades) ; and
- The mark for the completed portfolio which the student teacher hands in to a university-based assessor on completion of the school experience period.

1.3 Rationale for this Study

In the run-up to the 2012 teaching practice period, there seemed to have been a general uneasiness about the upcoming school visits. A series of meetings in 2012 (the first time that every lecturer in the School was a part of the school experience exercise) revealed that TEs were not entirely comfortable about visiting student teachers at schools for their practical training. The expressed reasons ranged from the added workload in addition to existing duties; having to deal with complaints from host schools about student teacher behaviour; student teacher under-preparedness for assessment visits; host teachers not mentoring student teachers but using them as substitute teachers to the quality of teaching competence in lessons observed. Refer to the Minutes of the Meeting attached as appendix F.

1.3.1 PGCE Student Profile

The discussions around the quality of teaching for student teachers enrolled on the Post Graduate Certificate in Education (PGCE) seemed a cause of concern for all staff. Students enrolling for the PGCE, already hold a first 360 credit degree qualification. These candidates enter teacher training from a range of academic disciplines such as Communication, Commerce, Law and Theology. The concerns among TEs are that:

- PGCE candidates regard themselves as sufficiently competent since they have a first qualification. This is cited as the main reason for their high rate of absenteeism from lectures.
- They tend to engage minimally with the content of the course.
- Their inability to fuse theory and practice and demonstrate this in classroom-based settings present challenges for those having to assess them during School experience.

The above concerns were the main reasons cited for the less than desirable teaching competence amongst this group of student teachers.

Coupled with the concerns above, TEs expressed frustrations around having to mould PGCE students into teachers over the course of one academic year. This group's professional training has been referred to as a 'crash course in teaching' (Staff Meeting, Faculty of Education, July 23, 2013), as this one year qualification, worth 120 credits allows them to enter the teaching profession as qualified teachers. The general consensus among TEs is that PGCE candidates are not as skilled and less competent professionally, as student teachers graduating at the end of a four year initial teaching qualification programme.

1.3.2 PGCE Model: 2012, 2013 and 2014

In the 2012 and 2013 school experience cycles student teachers spent one day per week at a school in the first semester, observing and trying their hand at teaching.

The 2014 cohort did not have this opportunity. Student grievances and demonstrations about the lack of financial assistance being made available timeously in the first semester resulted in having to cancel the first semester school experience. The first cycle bursary pay-out is usually in May, whereas the first semester runs from February to May.

This disadvantaged the 2014 PGCE candidates tremendously. When students finally went out into schools in the 2014 second semester, it was for the purpose of being assessed on their teaching competence. In other words, the 2012 and 2013 model embraced the development of PGCE student teachers through their interaction with authentic school-based practices. It provided them with access to additional support from host teachers and the opportunity to connect the theory presented in lecture rooms with practices they observed in classrooms. The model followed in 2014 could do none of the above.

The informal post-visit chats over the time period suggested that individual TEs observing the same student teacher were using different lenses through which trainee teacher competence was viewed. Feiman-Nemser (1990) suggests that what I refer to as 'lenses' are conceptual orientations to teacher education in the minds of TEs. In this study was argued that these lenses or conceptual orientations are related to the individual lecturer's pedagogical content knowledge (van Driel & Barry, 2012) as well as personal experience and background which forms the basis for professional thinking and actions (Tickle, 2000). This forms the crux of this study as the main question posed is whether we assess students according to our identity? 'Identity' here is understood to include both personal and professional identity.

The variation in assessment feedback according to Sedumedi and Mundalamo (2012) is directly related to the assessment competence of assessors. They are of the opinion that TEs with limited subject knowledge of the learning area can only provide guidance on classroom management, pedagogical skill and learner knowledge. This observation not only fails to acknowledge and account for the

interplay between the individual and professional characteristics of TEs and their role as assessors but also identifies the gap in literature with regard to the assessment of competence.

The central question in this study therefore is, 'What would be the rationale behind two independent TEs using the same assessment instrument, observing the same PGCE student teacher within the same context choosing to focus and comment on different aspects of the student's performance?' This question is supported by Nyaumwe and Mtetwa (2006) who concluded that two assessors cannot see and interpret the performance in the same way despite using the same instrument. However they do not explore the cause of these variations that contribute significantly to the 'gap' in TE preparation.

1.3.3 The Knowledge Base of Teacher Educators as Assessors

Considering the diversity in qualifications and experience among TEs at this Higher Education Institution (HEI), it is to be expected that TEs at assessment visits, depend on their own range of personal and professional experiences which results in the individual focal points singled out in the formative feedback to student teachers. The purpose of formative feedback is to support and encourage the development of specific skills, identified by the TE, as lacking in the student teacher. Formative feedback is of a developmental nature, unlike summative feedback where the assessor makes a decision regarding the observed competence. Summative assessment makes a judgement about the candidate's competency. It declares the candidate as either competent or not yet competent. The implication for a student teacher of being declared as 'not yet competent' has been explained in section 1.2.6. Based on the views of Sedumedi and Mundalamo, (2012) and Nyaumwe and Mtetwa, (2006) alluded to earlier, the question now is, keeping Feiman-Nemser's (1990) notion of conceptual orientations in mind, which elements of professional identity (comprising of scientific and professional knowledge) of Teacher Educators

are reflected in the narrative feedback to student teachers during assessment. This was discussed in depth in chapters 5 and 6.

Scientific and professional knowledge in education is defined as the pedagogical content knowledge a teacher has, i.e. a teacher's understanding of how learners learn, or fail to learn specific subject matter (van Driel & Berry, 2012). For TEs, professional knowledge also includes their beliefs about their area of specialisation or expertise and profession which, as a result of personal experience and background, form the basis for professional thinking and actions in one's profession (Tickle 2000). This means that professional identity is closely linked to personal ideology. Refer to the discussion in chapter 2 on identity theory (sections 2.3 and 2.4).

1.4 Problem Statement

The main problems presented and explained in the previous section which led to this investigation included TE's in the newly formed School post 2011 were not entirely comfortable with assessing teaching competence (section 1.3); TE's expressed concerns and frustration with the level of teaching competence PGCE student teachers could realistically develop in the one year programme (section 1.3.1); the less than desirable competency levels for PGCE student teachers at the time of the assessment visit (section 1.3.1); the impact of the bursary pay-out at the institution on the School Experience Model followed at the institution over the three year period (section 1.3.2), and the diversity in qualifications and experience among the TE's which impacted on the individual's assessment focus (section 1.3.3).

Against the background of these identified issues, this study wished to determine how TEs professional identity and knowledge were reflected in the written summative assessment narratives for the Post Graduate Certificate in Education (PGCE) students during teaching practice keeping in mind Segers and Tillema's

(2011) statement that there is a significant difference in teachers' conceptions of assessment in different teaching cultures. The focus in this research was not the development of professional role identity but rather how professional identity is expressed in the occupation of one's professional role(s) as a TE or how identity plays out in the 'semiotics of behaviour' in the assessment of teaching competence. It was this gap with specific attention to the assessment of teaching competence that this study focused on.

The Faculty's School experience assessment policy requires that each PGCE student teacher be formally assessed twice by two different TEs. In the first assessment visit to PGCE student teachers, the weaknesses in lesson planning; lesson presentation and the School Experience portfolio are identified. TEs discuss their written feedback with the student teacher making suggestions for improvement and attend to any queries from the student teacher and host teacher. The first assessment visit is therefore of a developmental nature.

The second assessment visit becomes a critical indicator of the extent to which the assessment feedback of the first assessor was implemented by the student teacher in preparation for the second formal assessment. The second assessment, which is the final assessment by a university-based assessor, is therefore regarded as a more accurate indication of teaching competence. Scrutiny of the second assessment narratives showed great variation in assessment focus across TEs. In addition, the assessment instrument was designed for initial teacher trainees who acquire teaching competence over a four year period and not the PGCE student teachers who acquire competence over a one year period.

1.5 Research questions

The main research question this investigation sought to answer was:

How is identity of Teacher Educators as assessors of teaching practice impacting on the way they assess teaching competence of Post Graduate Certificate in Education student teachers?

The following sub questions addressed in answering this main question were:

- How is professional identity and knowledge guiding the assessment focus of Teacher Educators when assessing PGCE student teachers.
- How is professional identity and knowledge reflected in the written narrative feedback to PGCE student teachers.
- Is the current assessment instrument aligned to the exit level outcomes for PGCE student teachers.

1.6 Objectives of the Study

The objectives of the study were as follows:

- It investigated how the professional identity and knowledge of TEs impacted on their assessment practices as assessors of teaching practice for PGCE student teachers.
- It examined TEs' demonstration of professional knowledge and the usage of appropriate terminology in the assessment narratives of PGCE student teachers.
- It explored the views of TEs on the suitability and effectiveness of the School Experience assessment instrument in assessing teaching competency of PGCE student teachers.

1.7 Literature Review

The aim of the literature review presented is to highlight the relationship between theory, existing research and literature as the focus of this study. It also establishes the theoretical constructs for this investigation. The chosen theoretical constructs which provided a framework for the study from a social constructionist/constructivist

perspective included the socio-linguistics theory on elaborate and restricted code in pedagogic discourses of Bernstein, Lave and Wenger's community of practice theory and Feiman-Nemser's theory on the conceptual orientations to teacher training. In addition, elements of discourse analysis and narrative theory were applied to the discourses used in the written assessment narratives so as to provide insight into the personal and professional identities and knowledge of TEs as assessors of teaching practice.

In the following sections a brief overview of the main concepts in this study are presented.

1.7.1 Social Constructionist/Constructivist theory

The main foundation of social constructionist theory is that knowledge is socially constructed through human interaction. Constructionism refers to the individual process of creating an internal model of the outside world whilst constructivism is the social act of negotiating a shared understanding of construct meaning with others (Berger & Luckmann, 1966). In this approach, language use and choice is seen as a dynamic form of social practice which shapes the language user's social world (Jorgensen & Phillips, 2002). In the act of using language, the speaker/writer relies on behaviour patterns developed over a period of time as a result of personal histories.

In the context of teacher training, TEs through the medium of language assess student teachers. The focus of this research was on investigating the elements of personal and professional identities of TEs in determining teaching competence when assessing PGCE student teachers, through the lenses of the socio-linguistic theories of Bernstein, Lave and Wenger's theory on community of practice and Feiman-Nemser's theory on the conceptual orientations to teacher training. These theoretical lenses was elaborated upon in chapter 2.

1.7.2 Teacher Education and Training

The goal of teacher education and training is to prepare teachers to teach future learners (Akorede, 2014). This is a daunting and challenging task as the world is becoming more diverse in terms of culture, language, learning needs and social class (Islam, 2012). The following section provides an overview of teacher education and training from the global perspective.

1.7.2.1 Global Perspectives on Teacher Education and Training

In most countries of the world, Initial Teacher Education is the responsibility of institutions of higher learning. These programmes are organised in two ways, namely the consecutive model or the concurrent model. In the consecutive model, the student first obtains a first qualification in a specific subject area and then adds on a further qualification (usually at certificate or diploma level) to gain the required training in teaching of which the PGCE programme is an example. In the concurrent model, the student's focus is on becoming a teacher, and is therefore engaged in teacher education modules from his/her first year, whilst pursuing courses in other fields alongside the teaching modules. The four year Bachelor in Education programme is an example of a concurrent programme (Wilmot, 2004).

This section presents the global perspective on teacher education provision in Australia, Finland, China and India, Botswana, the United States of America (USA) and the United Kingdom (UK). The rationale for including these countries were as follows. Australia were selected because South African education policy makers based their approach to curriculum reforms in the post-1994 era on Outcomes Based Education as implemented in Australia. Finland's teacher education system is regarded as the best system in the world. China and India, members of the BRICS countries along with South Africa were selected because their phenomenal economic growth which impacts the entire globe and Botswana, the only African

country included in this selection. This sub-Saharan African country represents a stable economic and political climate on African continent. The inclusion of USA and the UK were based on these countries' status as developed countries. A snapshot of the teacher education systems in the selected countries provide a benchmark for the teacher education system in South Africa, where this study was conducted.

1.7.2.1.1 Australia

In the Australian education system, the fact that the quality of teachers is regarded as the most important educational resource suggests an increased awareness that a correlation exists between the quality of the teacher trainees, the work force it produces and ultimately the economy of a country. There is, therefore, a greater awareness and attention to what impacts on the quality of teachers, in particular, the capacity of institutions involved with teacher education and training (Ingvarson, Elliot, Kleinhenz, & Mckenzie, 2006).

Teacher education and training is provided by nearly 40 institutions of higher learning, with a number of smaller private institutions providing teacher training linked to specific religious groups. The minimum requirement to be eligible to hold an initial teacher education qualification is a four year degree course or a discipline-based degree followed by a one or two year professional teaching qualification (Ingvarson et al., 2006). The teacher training model followed in the Australian context is similar to the model followed in South Africa (SA) except that in the SA model, the professional teaching qualification programme is a one year programme.

1.7.2.1.2 Finland

The Finns believe that society has a need to train its members, as human capital is an important factor in production, and as well accounts for the well-developed vocational training sector. To this end, the Finnish government's mission is to make

Finland the most educated and competent nation in the world by 2020 (Hanhijoki, Katajisto, & Kimari, 2012). Educational policy dictates that access to education is completely free of charge up to university level (Numminen, 2000). The Finnish higher education system consists of universities and polytechnics, with universities focusing on scientific research and instruction whilst polytechnics with their practical focus, provide professionally orientated qualifications (Numminen, 2000). The providers of teacher training are universities, which greatly enhances the position and status of teachers in the Finnish society.

In Finland, the teachers are held in high regard and being accepted into teacher training at a Finnish university is the result of a very competitive process, with only the brightest school leavers being accepted (Sahlberg, 2011). The high premium that is placed on the quality of the teaching force is reflected in the requirement that kindergarten teachers are required to hold a Bachelor's degree whilst teachers in primary, middle and high school are required to be Master's degree holders. The standards set by Finland for the qualification of teachers cannot be compared with the SA system which has been struggling to upgrade and up-skill its teaching force since 2000 (Wildeman, 2000; Council on Higher Education, 2006). Finland does not regard teachers with a first degree plus a one year teacher qualification as adequately qualified to hold a licence as a professional teacher.

1.7.2.1.3 China and India

According to Altbach (2009), China and India account for almost 25% of the world's post-secondary student population, which makes the higher education sectors in these two countries amongst the largest in the world. The Chinese education is made up of a basic education, a compulsory sector and a higher education system. In the Chinese system, majoring in teacher education for becoming a school teacher is not a requirement. (Tingjie, 2013). Teacher education in its current form in China has been influenced by ideas from Europe, the United States, Japan and Russia. In the 1940 to 1960 periods, as a result of the upgrade of colleges to universities, the provision of teacher education moved into the higher education sector. This upgrade which Zhu and Han (2006) refer to as the post-shi'fan period was driven by the

economic growth creating an increasing need for quality teachers. Shi'fan is a Chinese word which means to demonstrate or to show, an indication of the skills-focused training approach followed in teacher training.

The Chinese teacher education model is based on both the concurrent and the consecutive models, apart from the variation in the emphasis between the theoretical and practical component of the programme at individual institutions. At undergraduate level, institutions follow either a '2+2'; '2.5+1.5' or '3+1' combination. These combinations indicate how an institution would split the student teacher's time in the programme, with the second part of the combination being an indication of the amount of time the student teacher spends in practical training. According to Tingjie (2013), the subject knowledge component of programmes receives more emphasis than the pedagogical knowledge component.

In India, the education system follows a federal system with separate states responsible for teacher education, but the central government is responsible for the broad legal policy and legal framework which governs teacher education in the country. The current teacher education policy in India is the result of various recommendations contained in the reports of committees and commissions with the most recent National Curriculum Framework (2005) and the Rights of Children to Free and Compulsory Education Act (2009) having the most important implications for the provision of teacher education in the country (Government of India, 2016). The impact of economic forces on the teacher education sector is acknowledged by Goel and Goel (2012), who claimed that education has been commercialised. The authors paint a rather bleak picture of the issues impacting on teacher education, the most important being the unequal quality of programmes offered across the private and public sector exacerbated by the fact that there is no clear indication who is responsible for teacher education. The question posed by the authors are whether the state, society, the judiciary, individual institutions, or all of them are accountable for teacher education in the country. Furthermore the authors claimed that no formal policy on teacher education is in existence.

1.7.2.1.4 Botswana

The African continent is 'fuelled' by the realisation that teachers are the key to successful national development, and therefore should be invested upon substantially (Kwenda & Robinson, 2010). Botswana has committed itself to moving from an agricultural-based to an industrial-based economy which would enable its citizens to compete globally (UNESCO, 2004), which means that it regards its teaching force as a key element in realising this goal. Teacher education is provided by four primary training colleges across the country, with the teacher education offerings based upon the concurrent model (Kwenda & Robinson, 2010). In this regard Botswana differs from South Africa where teacher training colleges were closed down and the entire sector was moved into higher education. Nleya (1999) found that student teachers spent less than 50% of their total training time in schools however, due to the findings of the 1993 Commission on Education, this aspect has been revised. The varying qualification levels among the current teaching force are being addressed through a comprehensive and organised professional development approach (Kwenda & Robinson, 2010).

1.7.2.1.5 United States of America (USA)

Pre-1970, teacher education in the USA had a competency-based/performance based focus. Teachers were required to demonstrate proficiency in behavioural competencies in order to be licensed as professional teachers (Zeichner, 2006). The critique of low academic standards and weak content knowledge in the preparation of prospective teachers has forced university faculties and colleges of education to consider the calls for professionalisation, de-regulation and social justice agendas (Zeichner, 2006). Those who call for the professionalisation of the teaching profession prioritise and emphasise improving teachers' professional knowledge base and compulsory accreditation for all providers of teacher training programmes (Zeichner, 2006), which will ensure quality across the sector. The advocates of de-regulation promote alternative pathways into the profession which do away with professional education content, with the prospective teacher spending the bulk of

his/her training time in learning how to teach content. This position is based on the perception that teacher education courses add little value to a teacher's effectiveness and that which need to be learnt can be learnt on the job (National Council on Teacher Quality, 2004).

This shifts away from competency/performance based teacher education to one that empowers teachers beyond the acquisition of skills was necessitated by the challenges beginning teachers face in 21st century USA. This coincided with the proposals to professionalise teacher education by eliminating undergraduate certification programmes, with future teachers taking undergraduate courses in a specific subject area and graduate courses in teacher education which leads to a Master's degree (Pretorius, 2004).

The changed foci in teacher education curricula, according to Darling-Hammond (2006), are necessitated by beginning teachers facing classrooms where 25% of their learners live in poverty; 10% - 20% have identified learning needs; 15% speak a language different to the language of teaching and learning and 40% of the class belonging to racial and ethnic minority groups. The call to prepare beginning teachers for these realities comes from those who advocate the social justice agenda. Their plea is to improve teacher training preparation which will empower the beginning teacher with a wide array of skills (Darling-Hammond, 2006).

From the above, it is clear that the USA's teacher education focus is consistently shifting in an attempt to keep pace with changed contexts and demands. How this translates into the delivery of curriculum seemingly does not follow a standardised route as is the case in the South African teacher education system where legislative pressures is used to move the system in a specific direction. An example of this is the recent policy on the Minimum Requirements for Teacher Provision in South Africa which requires institutions of higher learning to replace existing programmes with programmes aligned to the 10 level qualifications framework introduced in 2007 (Department of Higher Education and Training, 2011).

1.7.2.1.6 United Kingdom (UK)

Nash and Norwich (2010) proposed that the way in which teacher education is structured and organised in a country is a reflection of how its government responds to the needs of its children, especially those with special educational needs, in the form of policies and provision. The UK follows multiple approaches in how it caters for the needs of all its children. This means that teacher training is of a general nature, and those who wish to specialise in teaching special needs learners receive additional training in a separate setting (Nash & Norwich, 2010). Teacher training provision falls into the ambit of the higher education sector.

Section 1.7.2.1 provided a brief overview of how initial teacher training is approached in Australia, Finland, China, India, Botswana, UK and USA. In the following section the focus shifts to how teacher education and training is approached in the South African context

1.7.2.2 National Perspectives on Teacher Education and Training

There has been a shift in the goals of teacher education and what is regarded as important in the training of teachers. Two decades ago, teacher training programmes were geared towards the achievement of a series of competences as determined by the employer in the teaching sector (Furlong & Maynard, 1995). The current focus in teaching training is preparing student teachers to be facilitators of learning (Louw & Du Toit, 2010).

Morrow (2007) defines teacher education as the 'kind of education which enables someone to become more competent in the professional practice of organising systematic learning, and nurtures their competence'. Morrow's (2007) view encompasses both the behaviourist (competence and skill at organising learning) and constructivist perspectives (the facilitative role in the organising of learning). In

addition, his definition alludes to the professional character and nature of the act of teaching.

It has already been explained how teacher education in South Africa finds itself within the higher education sector. The main impetus for the incorporation of initial teacher training into the sector was to increase and improve research outputs in the field (Parker & Deacon, 2005). The review of teacher education through the introduction of curriculum policy such as the Norms and Standards for Educators in 2000, and supporting policies and guidelines developed by the South African Qualifications Authority (SAQA) made it imperative for practitioners to debate and reflect upon the impact of these changes on teacher education (Parker & Deacon, 2005). Prior to the incorporation of teacher education into the higher education sector, the perception among providers of teacher education has been that the emphasis in initial teacher training is on the acquisition of competences or skill. One has to question whether university lecturers are in fact the best people to carry out this mandate.

1.7.2.3 Teacher Educator – Policy Review

The first formal policy outlining the academic qualification for teachers was the Norms and Standards for Educators (2000) which focussed in great detail on the types of competences (practical; foundational; reflexive) expected to be developed through initial teaching education programmes (DoE, 2000) and, by implication, what TEs ought to look for as part of their assessment of teaching competence. However, the unsuitability of the Norms and Standards as a blue-print for teacher education has been identified by Morrow (2007) who referred to this policy as ambiguous. Morrow (2007) is of the opinion that the emphasis on the seven roles teachers are required to fulfil increases teachers' workload, generated an understanding of teachers as civil servants instead of members of a profession and limits the possibilities of other ways of teaching. In addition, other authors reported that TEs have little direct engagement with the document (Robinson, 2003), and

unless good teaching is clearly defined in the minds of student teachers, TEs will be unable to judge or assess a student teacher's performance on the basis of the criteria outlined in the policy (Shalem & Slonimsky, 1999). What could be deduced from the above is that, in the absence of commonly understood guidelines, TEs were compelled to draw from their own experiences, practices and knowledge in the assessment of teaching competence, as they would be unable to judge or assess student teacher competence on the basis of the criteria outlined in the policy.

More recently, the Norms and Standards for Educators has been replaced by the Policy on Minimum Requirements for Teacher Education Qualifications but retained the roles of teachers contained in the earlier policy (DHET, 2015). The amended 2015 policy provide clear guidelines for work integrated learning (WIL), which is the practical component of the student teacher's preparation. The policy emphasises the integration between applied and integrated knowledge which student teachers are required to master in order to work effectively in a variety of contexts (DHET, 2015). It therefore becomes imperative that the theory and practice associated with the assessment of practical teaching competence be further explored so as to formulate clear guidelines for the assessment of teaching competence.

The job of teachers is to teach (Morrow, 2007) and this is what TEs prepare student teachers for once they enter the profession. As part of their training, student teachers spent a large portion of time practicing and fine-tuning teaching skills during School experience. Sedumedi and Mundalamo (2012) felt that the School experience component has practical value in that it exposes student teachers to different school environments and/or social contexts, but that it does not ensure the same quality of teaching due to the varying quality in school environment where student teachers spend their time. Could one come to the conclusion that the School experience component may not be as critical in developing quality competence, especially for PGCE student teachers? This needs to be further explored.

1.7.2.4 Teacher Educators as Assessors

The renewed emphasis and focus on the reciprocal relationship between teaching, learning and assessment was officially introduced into teacher education in South Africa through one of the roles teachers are required to fulfil. The description of the role of the Assessor states that 'The educator will understand that assessment is an essential feature of teaching and learning processes'. (DoE., 2000). The important role assessment plays in shaping the quality of learning in higher education has long been acknowledged (Angelo & Cross, 1993). However, research focusing on academic conceptions of assessment and their assessment practices in higher education has not received much attention (Postareff, Virtanen & Lindblom-Ylänne, 2012). Of great significance in this study are the findings of Segers and Tillema (2011, cited in Postareff, Virtanen & Lindblom-Ylänne, 2012) that there is a clear alignment between one's conceptions of assessment and assessment practices; that one's culture impacts on one's conception of assessment and one's subject area of expertise impacts on one's assessment and teaching practices. The authors claim that those in social sciences (language and communication) are more learning-focused whilst those in natural sciences (math, science and technology) tend to focus on the student's mastery of content. Ultimately national policy prescribes what to assess but not how to assess it, particularly in the case of PGCE students where no clear guidelines are stipulated. In the light of Segers and Tillema's (2011, cited in Postareff et al., 2012) findings, assessors of teaching competence are required to draw from their own experience and knowledge. This was further explored in chapters 2 and 6.

1.7.3 The Assessment of Competence

The value of assessment in steering and influencing student learning has been alluded to earlier (Laurillard, 2002; Ramsden, 2003). The assessment of skill and competency fall into two broad classes: simulation and workplace based assessment. In teacher education, student teachers, from their second year onwards at this Higher Education Institution (HEI), practice their competence and

skill in real life classrooms, which makes this type of assessment workplace based assessment. A model used in medical education for the assessment of the skills and competence, known as Miller's pyramid, may be useful to consider in the assessment of the skills and competence of student teachers at various levels of their training. See Figure 1.

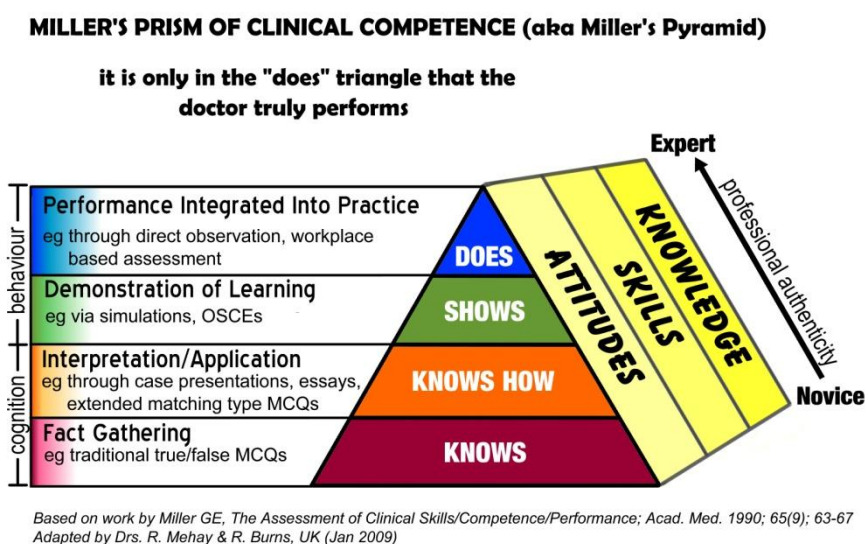


Figure 1: Miller's Prism of Clinical Competence (Miller, 1990)
Source:

In the four levels pyramid, 'to know' (theoretical knowledge) is at the lowest level, followed by 'knows how' (a cognitive understanding which allows the individual to correctly identify the theory). The third level 'shows how' (application of the knowledge under simulated conditions), followed by 'does or doing' (demonstration of skill based on theory in a real-life situation) which is pitched at the highest level of the pyramid (Miller, 1990).

1.7.3.1 Assessing Practical Competence: B.Ed Under graduate Programme

The current assessment at this HEI, at second and third year level, is geared not only towards the acquisition of skill and the improvement of existing practice, but also to encourage student teachers towards a deeper understanding of their own and the practices of their mentor teachers. The aim of assessment for second and

third year student teachers could therefore be considered to be more of a formative nature. In terms of Miller's pyramid at second year level, the assessment should focus on theoretical knowledge, and at third year level the shift should be made to the demonstration of competence and performance, so that by the fourth year the student teacher is confident in displaying the acquired competence. By the time student teachers in the initial teacher B.Ed programme have to be assessed on their teaching skills in their fourth year of study, they would have already been exposed to at least four such 'formal' mostly formative assessment events, which significantly increase their chances of passing the final summative assessment visit.

1.7.3.2 Assessing Practical Competence: Post Graduate Certificate in Education Programme

PGCE student teachers, on the other hand, only get two opportunities to demonstrate their competence whilst being observed by university based assessors. A summative judgment is made on their teaching skill after being exposed to the classroom over a period of only five to six weeks. In terms of Miller's pyramid, a student at fourth year level should by then be able to integrate theory and practice into 'doing', a level which PGCE student teachers could not have reached by the time of their assessment visits.

The focus of this study is on how the personal and professional identities of TEs impact on their assessment of students in the PGCE programme, keeping in mind Segers and Tillema's (2011) statement that there is a significant difference in teachers' conceptions of assessment in different teaching cultures. With reference to what is discussed on academics and their conceptions of assessment and assessment practices in section 1.7.2.4, TEs who come from specific disciplines, will tend to focus their assessment either on the student teachers demonstration of content knowledge or the demonstration of general pedagogical skill. In addition, TEs conceptions of assessment and assessment practices are also influenced by their personal and professional culture. The diversity of professional culture

amongst the TEs at this HEI is introduced in section 1.3.3 and further expanded upon in chapters 4 and 6.

1.7.4 Professional Identity

In this study, the focus was on TEs and their assessment of teaching performance, particularly how their professional identity comes to the fore in a) their views and beliefs expressed during the semi-structured interviews and b) their written feedback to student teachers. Beijaard, Meijer and Verloop (2004) reported that in the last decade, teachers' professional identity has emerged as a separate research area. This is not surprising as teachers' professional identity is described in terms of their subject, pedagogical and didactical knowledge, and is therefore a determining factor in teacher efficacy, professional development and teachers' willingness to cope with change and innovation (Beijaard et al., 2004). Furthermore the authors concluded that a better understanding is required of professional identity and what it entails in teaching and teacher education as different researchers conceptualise it differently. There seems to be a general vacuum, both locally and internationally, in literature on all aspects related to the work of Teacher Educators, including professional identity (Robinson, 2003).

1.7.5 Discourse Analysis and Narrative Theory

In the course of the investigation, data were collected in two phases, written assessment narratives by TEs during the summative assessment for PGCE students, whilst in phase two the data were gathered from semi-structured interviews. Elements of discourse analysis and narrative theory was used in the analysis of the data gathered in phase one of the study.

1.7.5.1 Discourse Analysis

The aim of the assessment (and by implication the written narrative) is to provide guidance and enhance reflection which will lead to an improvement in the student teachers' teaching competency (Smit, 2008). The assessment narratives written by TEs use words, phrases and sentences associated with (and specific to) the teaching profession. The intention of these words, phrases and sentences is to communicate the TEs' impressions and feedback on the student teachers' performance. The use of specific words, phrases and sentences are commonly known as 'discourses'. According to Jorgensen and Phillips (2002), discourses have to do with how language is structured when it is used in different contexts by the speaker or writer. A discourse is therefore defined as a particular way of talking about and understanding the world or an aspect of it (Jorgensen & Phillips, 2002).

The written feedback to student teachers is an act of assessment by the TE, based on the TEs' expectations, which empowers the student teacher to participate in the construction of shared meaning making (Northedge, 2003). The knowledge that is conveyed through the language used in the context of teacher training is understood by student teachers and TEs alike as professional terminology for this discourse community, education and teacher training.

Discourse analysis has become an umbrella term for a series of interdisciplinary approaches to the study of how languages are used. Regardless of which approach, all of them are based on a firm belief that the user's choice of words always reflect his/her world and identity.

The approach most appropriate in the analysis of the assessment narratives or discourses is the social constructionist form of discourse analysis. In this particular form of social constructionist discourse analysis, the premise is that the way in which people understand the world is historically and socially specific (Jorgensen &

Phillips, 2002). The individual's subjective psychological reality is constituted through discourse. Meaning is assigned to experiences through the use of 'available' words (Potter, Stringer & Wetherell, 1984). The suitability of using this approach in the analysis of the assessment narratives is linked to the use of particular words for teaching purposes. The preference for the usage of certain words in communication as a result of past training, experiences, and teaching background aligned to culture and context.

1.7.5.2 Narrative Theory

Reference is made to the written assessment feedback to PGCE student teachers as 'narratives'. In this context, 'narratives' are meant to be understood as how TEs are narrating their own impressions (and by implication revealing a sense of their own selves through the chosen discourses) of the student teachers' teaching performance and competence. Ricoeur (1985, as cited in Burck 2005,) argues that "we are compelled to use narrative to make sense of our lived experience, and that we draw on the forms and genres of narrative available to us to 'emplot' our own story of self". These are powerful words which align to professional identity and the personal ideology of TEs as expressed through 'narrative' assessment feedback.

Aristotle (384 - 322B.C) and Vladimir Propp (1895 – 1970), are regarded as the forefathers of narrative theory (Louchart & Aylett, 2004). Aristotle applied logical reasoning to narrative using six functions (Action, Character, Thought, Language, Pattern and Enactment) to discover the different structures and components of narration. For Aristotle, the focal point is the plot (*muthos*) which was defined as the dramatic portrayal of action and behaviour. Propp, a Russian folklorist, focused his investigation of Russian folktales on the structural elements of the narrative. Unlike Aristotle, who focused on the content, Propp's focus was on the structural patterns of the narrative (Louchart & Aylette, 2004).

In narrative theory is its traditional application, therefore the focus is on literary work. The interest in the theory is how narration is structured and applied to the assessment narratives of TEs reflecting their professional identities. Engaging in any activity, an individual relies on specific behaviour patterns and narrates them according to their identity and beliefs. According to Bamberg (2009), these repertoires identify and contextualise the speaker/writer along varying socio-cultural categories. Therefore, the identity of the narrator can be traced in the context of their professional identities, and personal and professional histories that infiltrate into the way in which TEs assess PGCE students' teaching competence.

1.8 Significance of the Study

This study makes a contribution to teacher education in that it presents a systematic investigation into the assessment foci of TEs as assessors at one institution of higher learning. Literature in the field extensively focuses on the development of professional identity for initial teachers and teachers in specialised fields such as mathematics and science, but literature seems to be scanty on the professional identity for TEs as assessors of teaching competence. This research focuses on identifying significant language (phrases and words) indicative of professional identity of TEs as it appears in the 2012, 2013 and 2014 assessment narratives for PGCE students.

In the interview phase of the data collection process, pre-selected Teacher Educators were invited to verbalise their views, beliefs and knowledge about the training, preparation and assessment of PGCE student teachers. This allowed the researcher to establish congruence, synergy, tensions and disjuncture between assessment narrative and verbalisation of own beliefs through interviews. It also allowed the validation of data to inform the assessment of PGCE students.

The study has also added to the debate around the usefulness and validity of TE assessment feedback when assessing PGCE student teacher teaching competence both in and outside their area of expertise and subject specialisation. In addition, the suitability of the current assessment instrument for PGCE student teachers could enrich and contribute significantly to the current re-curriculation of this qualification and the impact it has on the Work Integrated Learning (WIL) component as outlined in the Minimum Requirements for Teacher Education Qualifications policy introduced in 2014.

1.9 Methodology

The research aimed to explore professional identity and knowledge of TEs in relation to how these impacted on their assessment of teaching competence of a PGCE student teacher. The central endeavour was to gain a deeper and better understanding of the subjective world of human experience as demonstrated in the action of the individual (Cohen, Manion & Morrison, 2011). Since the assumption is that TEs cannot separate themselves from what they know, and what they know is reflected in the assessment feedback they write, it places this research in the interpretive paradigm (Cohen & Crabtree, 2006).

This interpretive approach relies heavily on naturalistic methods such as the analysis of existing text and interviewing (Cohen et al., 2006). This allowed for the multi-layered and complex interpretation of events and situations through the eyes of the individual. The interpretation of events and situation was based in a particular context and time. What was interpreted was the school-based assessment of teaching competence for PGCE student teachers. Since the insights that emerged is grounded in the data and generated by the research process itself, it distinguishes this as case study research (Riege, 2003; Yin, 2011).

The foci of case studies are unique individuals, groups, organisations and communities which are subjected to in-depth analysis so as to create an understanding of the specific situation (Yin, 2011). The unique group in this instance were TEs at one institution of higher learning assessing the teaching competence for a specific group of student teachers. Case studies are discussed at length under Research design in chapter 3.

The theoretical lenses through which this study was viewed has its roots in social constructivism. According to Gergen (1995, as cited in Jorgensen & Phillips, 2002) all humans are historical and cultural beings. Our view of (and response to) everything we encounter (including knowledge) is the result of historical and social interactions. The epistemological view underpinning the social constructivist approach is that absolute knowledge does not exist, but that knowledge is the product of a negotiated process amongst the participants who brings to the process their historical and cultural histories, which makes the approach most suitable for viewing how personal and professional identity impacts on assessment practices in a specific context.

1.9.1 Research Design

The design most fitting for this research is a case study. Case studies are described as the study of a 'specific instance' which frequently illustrates a more general principle (Nisbet & Watt, 1984,). This means that the information gathered through case studies illuminates the features or characteristics of a much broader population (Seawright & Gerring, 2008) by focusing on what can be learned from a particular case (Cohen et al., 2011). This study, based on the views and practices of TEs at one institution of higher learning, seeks to reflect on the broader population of TEs involved in the teacher training and assessment of post graduate student teachers at institutions of higher learning in South Africa.

The case design enables an interpretive, naturalistic approach to its subject matter because it deals with real people in real situations (Cohen et al., 2011). It allowed the researcher to investigate the many factors influencing behaviour in order to understand a situation (Denzin & Lincoln, 2005; Cohen et al., 2011).

According to Hitchcock and Hughes (1995 as cited in Cohen et al., 2011), case studies are set in temporal, geographical, organisational, institutional and other contexts that enable boundaries to be drawn around the case. The case in this research was demarcated as a) the assessment narratives of TEs at one institution of higher learning for a particular cohort of students and b) interviews with TEs in the higher education institution (HEI) context.

The main strength of the design which made it suitable for this research is that it observes effects in real contexts. The researcher could not manipulate or control events. Within the case study design, the results are true for a particular context. It is therefore difficult to generalise findings but, as was alluded to earlier, the case represents a population that is much larger than the case itself (Seawright & Gerring, 2008). The participants in this study represent TEs in education faculties at other higher education institutions in South Africa where the PGCE programme is offered.

The selection of this particular case as the focus of the research was done purposively as it allows for gathering unique and information-rich data. The following section describes the uniqueness of the case, and the possibility of gaining rich data in greater detail to determine if TE professional identity impacts on student teachers' competence based on a) personal identity and b) model of assessment appropriate for the group.

1.9.2 Methods of Research

The methods of research used in the study were a) document analysis and b) semi-structured interviews. The data was collected in two ways.

Firstly, the data gathered through document analysis in the form of assessment narratives were generated in the 2012, 2013 and 2014 School experience cycles for the PGCE co-hort of students. Analysis of data gathered from the written narrative feedback on the School experience assessment instrument informed the thematic direction the study took. It also determined the formulation of the interview questions.

Secondly, the study involved conducting semi-structured interviews with TEs who were selected according to specific criteria. Refer to section 1.9.3.2 for a detailed description of the criteria used in the selection of the sample group. The data gathered in this way allowed the researcher to establish congruence, synergy, tensions and disjuncture between a) written assessment narratives which form part of the School experience assessment instrument and b) verbalisation of own beliefs as gathered in the semi-structured interviews.

1.9.3 Sampling

The sample for this study is explained below:

1.9.3.1 Current School Experience Assessment Instrument

A generic assessment instrument is used for undergraduate and postgraduate student teachers. Refer to Appendix D. For the five TEs, one written assessment narrative per TE was selected for the 2012, 2013 and 2014 School experience

cycles. Since five TEs formed part of the sample group, 15 assessment narratives, were reviewed, tabled and explained in chapter 4.

1.9.3.2 Semi-Structured Interviews with Selected Teacher Educators (School Experience Period 2012, 2013 and 2014)

Semi-structured interviews were conducted with the same five TEs whose assessment narratives were selected for data analysis in the research. The research participants were selected on the basis of specific criteria explained in detail in section 3.6.1.1.

Since findings emerged as the investigation proceeded, the interview phase of the investigation provided the opportunity for the researcher and the participant to negotiate 'truth' through dialogue. What is not known about the interplay between professional identity and the assessment of teaching competence for PGCE student teachers practices emerged through a social constructivist negotiated interpretation of what was said in the course of the interview process. Furthermore, it enabled the researcher to make connections between professional identity in the written and verbal narratives.

The sample size for the semi-structured interviews was dependent on the voluntary participation of TEs. Prior to the interview stage of the study, the researcher endeavoured to recruit a representative group from the pool of staff involved in the 2012, 2013 and 2014 School experience cycles (representative in terms of gender, race, language, experience, age and qualification) to participate in the semi-structured interviews. Biographical data was collected from candidates willing to be interviewed and tabled in chapter 5. The purpose of this was to establish whether correlations could be established between expertise and the narrative assessment aligned to professional identity.

1.9.3.3 Data Analysis

Data analysis involves making sense of the collated data (Cohen et al., 2011). The data gathered in this study was analysed as follows:

1.9.3.3.1 School Experience Assessment Instrument

The process followed in selecting the written assessment narratives for data analyses are explained in 1.9.3.1. Data gathered from 15 assessment 'narratives' was coded and analysed by the researcher according to emerging themes such as commonality and disjuncture; professional keywords; pedagogical discourses; content knowledge and the inferred value of the feedback to the student teacher (i.e. to what extent could the feedback be regarded as motivating the student teacher) using the data analysis programme Atlas.ti. The features of this programme are explained fully in chapter 3 in section 3.8.1.

1.9.3.3.2 Semi-Structured Interviews with Selected Teacher Educators

The interviews were transcribed from the audio recordings to a written format. Refer to Appendix C. The interview transcripts were coded and analysed using Atlas. ti a computer software package. Atlas.ti, commonly used in the analysis of qualitative data, enabled the researcher to retrieve data with regard to themes for all participants. Transcripts of interviews were copied into the programme. The researcher then coded each interview transcript using inductive reasoning. The inductive approach allows codes to emerge from the raw data (Fereday & Muir-Cochrane, 2006). The data could then be organised according to the requirement set by the researcher.

1.10 Validity, Trustworthiness and Credibility

The validity, trustworthiness and credibility of qualitative research can be improved through careful sampling, appropriate instrumentation and the selection of appropriate statistical treatment of the data (Cohen et al., 2011). According to Yin (2011) validity, trustworthiness and credibility are achieved when qualitative research is done in a publically accessible manner (Yin, 2011, p.19). Within qualitative research, these are achieved when the research is carefully and methodically described and documented for others to review. This mean that data which was used as the basis for findings must be presented so that others are able to scrutinize it to ascertain whether the findings are valid.

In this study, the validity and trustworthiness of data was ensured by presenting and analysing the authentic assessment narratives by TEs for PGCE student teachers as part of the teaching practice School experience period 2012, 2013 and 2014. The assessment narratives (raw data) were from a reliable and trusted source, the Faculty archives. Reliability and trustworthiness of the data were further ensured by the researcher, by not taking part in the collection of data so as to avoid at any point for data manipulation and/or contamination. The credibility of the results were ensured by extensively presenting the data in chapter 4 (assessment narratives) and chapter 5 (semi-structured interviews).

The purpose of gathering data through semi-structured interviews was to authenticate and validate what was revealed about TEs professional identity and knowledge in the assessment narratives. Silverman (1993 as cited in Cohen et al., 2011) suggests that validity and reliability in interviews are ensured when each interviewee understands the question in the same way. This was achieved by having the same interviewer, guided by an interview schedule, conducting all interviews in the study. The sample interviewed formed 20% of the academic staff employed in the School between 2012 and 2014. This minimized the possibility of posing interview questions in different ways. The researcher interpreted and

analysed all data gathered from the assessment narratives and the semi-structured interviews.

1.11 Ethical Considerations

The researcher was privy to confidential material in this study. The nature of the research led the researcher into private spheres; deep personal experiences and cultural and cross-cultural factors and inhibitions (Lee & Renzetti, 1993; Sieber, 1999; Tillman, 2002). This meant that the researcher had to be aware of the possible consequences of publicly revealing what is contained in the data. The assessment narratives are the property of the Education Faculty therefore permission was sought from the Faculty Research Executive Committee to have access to the narrative feedback to student teachers for the period 2012, 2013 and 2014. Only TEs who indicated their willingness to participate in the study were included in the sample for semi-structured interviews. The identity of participants and the confidentiality of all data were protected throughout the research process.

1.11.1 Insider/Outsider Researcher

The researcher is an insider who lectures in the Faculty of Education and is therefore a member of the TE community in this study. The three key advantages of being an insider are that the researcher has 1) a superior understanding of the group's culture; 2) the ability to interact naturally with the group and its members and 3) a previously established relational intimacy with the group (Bonner & Tolhurst, 2002). Being an insider presents challenges an outsider researcher may not necessarily experience. The main challenges emanate from being familiar with the environment and the people where the research is undertaken. The insider researcher has to guard against making assumptions based on his/her own prior knowledge and experience (Bonner & Tolhurst, 2002). Assumptions may prevent the insider researcher from asking the questions because of the belief that he/she already knows the answers.

Subjective interpretation of data due to researcher bias and the researcher's close involvement with context was minimized by reporting extensively on how the data was coded. It also authenticated the accuracy of the study. Furthermore, research participants were informed of their right to full disclosure about the research. In conclusion, all possible attempts were made by the researcher not to let her insider status contaminate the data gathering process.

1.12 Chapter Outline

This study consists of seven chapters which are outlined and presented below.

Chapter 1: Introduction and background

This chapter provides an overview of the research study. It focuses on the background to the study; statement of the problem; significance of the study; the research questions addressed; brief introduction to the theoretical framework; literature focus; research methodology; design and ethical issues.

Chapter 2: Literature Review

This chapter presents a theoretical framework and review of current and pertinent literature on the key concepts in the study. The documents reviewed presented national and international perspectives on the teacher education field and South African policy documents. The chapter presents a review on narrative theory, professional identity and school experience assessment.

Chapter 3: Methodology

This chapter outlined the methodology and research approach. It provided the grounds and justification for the methodological approach chosen by the researcher. The chapter presents an overview of quantitative and qualitative research with specific focus on the qualitative approach as the preferred paradigm. The strengths and challenges with the case study as research design are discussed. Other aspects such as research context, sample and data source, data collection methods

and how the data was coded through the use of computer assisted data analysis are also presented.

Chapter 4: Data Presentation – Assessment Narratives of Teacher Educators

This chapter presented the coded data gathered from the written assessment narratives. Data were presented in the following three thematic areas: Nature of the assessment feedback; Pedagogic discourse; Teacher Educators' personal and professional identity

Chapter 5: Data Presentation of semi-structured Interviews

This chapter presented the coded data gathered from the semi-structured interviews conducted with the research participants. The chapter included a demographic overview of the research participants. In the rest of the chapter, data were presented in the following three thematic areas: The preparation of PGCE student teachers; Teacher Educators' expectation of the teaching competency skills of PGCE student teachers and the alignment of the School experience assessment instrument with the assessment of teaching competence for PGCE student teachers.

Chapter 6: Data analysis, interpretation and discussion of findings

The data were analysed using the theoretical frameworks presented in chapters 2 and 3. The findings were presented and reflected upon, discussed and interpreted in this chapter in order to derive meaning from it, using coded themes.

Chapter 7: Recommendations, limitations and further study

This final chapter included a summary of the study, limitations, concluding remarks and recommendations for further investigation and study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the study and the main concepts which were investigated. The concepts central to this study are professional identity, professional knowledge and the assessment of School Experience for TEs which were examined against the backdrop of the changing higher education landscape in South Africa post-2000, based on the theoretical framework that underpins this study. The changing higher education landscape in the post-2000 South Africa resulted in the merging of the entire pre-service teacher education programmes of one institution (with a colonial culture) into another institution of higher learning (with an Africanised philosophy). The subsequent restructuring of the Faculty of Education at the recipient institution post-2011, has necessitated all TEs to be involved in and responsible for the assessment of School Experience since 2012.

2.2 Theoretical Orientation

The socio-cultural perspective is the over-arching perspective for this research which attempts to describe people's behaviour and mental processes as shaped by their personal, social and professional contexts. In this research, the interrelatedness of the identified concepts (professional identity and professional knowledge of TEs, the assessment of teaching performance for student teachers enrolled in the PGCE programme and the pedagogic discourse used in the assessment narratives), are described by drawing theoretically from the fields of sociology, psychology; anthropology and linguistics. The three theories which served as the theoretical framework for this study are:

- A socio-cultural perspective on the use of restricted and elaborate code in pedagogy discourses as postulated by Bernstein (1971);

- Social learning theory as conceptualised by Lave and Wenger (2000);
- Feiman-Nemser's theory (1990) on conceptual orientations to teaching and learning.

These three theories form an integrated whole in how it has been argued for and applied in this study.

2.2.1 Bernstein's Socio-Cultural Approach to Understanding Learning

Socio cultural theory grew from its origins in the field of psychology with the work done by Russian psychologist Lev Vygotsky. Vygotsky's contributions expanded the understanding of the nature of the interdependence between the individual and social processes in learning around three major themes (Wertsch, 1991). The first theme is that the origin of human learning is located in the society. The second theme, and of great importance in the context of this study is that human action, on both the social and individual planes, is mediated by tools and signs also known as semiotics, and the third theme, that themes one and two are best examined through genetic or developmental analysis (Warschaer, 1997).

The first theme suggests that due to the social nature of learning, all learning is embedded within social events and occurs as the individual interacts with people, objects and events in the environment. Learning is therefore the outcome of the interaction with whoever or whatever one is surrounded by (one's peers and other adults) after it (the experience) has been processed within the individual. Vygotsky(1978) believed that, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level, the first is interpersonal while the second is intrapersonal.

The second theme in Vygotsky's work is that human action is mediated by semiotics. It provides the connection to the socio-cultural and linguistic theories of Bernstein. Semiotics is defined as the study of meaning, and is therefore closely related to the

field of linguistics. The main function of language is to construct meaning which enables participants to build a culture of shared understanding (Hall, Evans, & Nixon, 2013). Bernstein's (1971) work presents an argument for how participants' social context determines language preference.

Sociologist Basil Bernstein, who developed code theory, is best known for his earlier work *Class, Codes and Control* on how language usage is linked to one's membership to a social class. According to code theory, the code (language) a person uses is symbolic of his/her social identity (Bernstein, 1971). Littlejohn (2002), defines 'code' as a set of organizing principles behind the language employed by members of a social group. In the context of this study, code theory is applied to language preference in a professional context, specifically how language preference is reflective of the professional identity of TEs.

Bernstein's (2000) later work on pedagogy discourse which focuses on the ways language usage in education functions to maintain social order extended code theory. This later extension examines the general principles underlying the transformation of knowledge into pedagogic communication. It takes into account the actual relay of the pedagogic communication. Bernstein (2000) argues that ideology is constructed through the nature of the communicative relay (Cause, 2010). It is this aspect of Bernstein's thinking (the nature of the relay) that is particularly useful in the context of this research.

Bernstein's theory on pedagogy discourse stems from his belief that successful access to education is tied to social class (Clark, 2005) and that language usage (code) controls the establishment of legitimate forms of communication appropriate to different categories. Bernstein like other cultural theorist such as Foucault are concerned with notions of how language not only becomes the medium for social discourses such as class, gender and race but also functions to create a power relationship in the context of the interaction (Hall, Evans, & Nixon, 2013).

Embedded into the use of language are boundary relations of power which serve the purpose of socialising individuals into relationships (Bernstein, 2000). This happens through the use of restricted and elaborated codes. Restricted code does not refer to restricted vocabulary and neither does elaborate code indicate the use of more eloquent language (Young, 2002). According to Atherton (2002, as cited in Young, 2002), the essence of the difference between the two (restricted and elaborate code) is what the language is suited for.

2.2.1.1 Restricted Code

Restricted code is used in situations where there is a shared understanding among the conversation participants, as the language is used in an economical manner. An outsider to the group will not understand the essence of the conversation, hence the notion that language creates boundaries. The use of restricted code creates a feeling of belonging to a certain group, a sense of intimacy, and shared understanding, where large chunks of the information remains unsaid, but is still understood by the hearers (Young, 2002).

2.2.1.2 Elaborate Code

Elaborate code on the other hand, makes the communication accessible to all and not just a selected group, as the speaker or writer uses longer more complicated sentences structures which do not require the listener to have any prior knowledge (Young, 2002). Bernstein's theory on pedagogic discourse has been criticised for being "a highly elaborate and complicated one" and that his use of terms such as 'discourse' and 'text' are used in different and contradictory ways (Clark, 2005, p.36). Despite this critique, Bernstein's theory proves to be useful in providing an empirical description of how cultural reproduction is achieved in society (Clark, 2005). The purpose of the study is to determine how the communicative relay (written assessment narratives) not only enables shared understanding among participants and is also reflective of the individual TEs professional identity. The role of language

in creating shared understanding is encapsulated by social learning theory which will be unpacked in the following section.

2.2.2 Lave and Wenger's Theory on Social Learning

Vygotsky's second major point that mental functioning has a social origin has been further developed by contemporary scholars Lave and Wenger, who demonstrated that apprenticeship learning is an integral part of formal and informal adult learning (Warschauer, 1997). Apprenticeship learning and situational learning are used concurrently in literature to refer to this type of learning. In the National Qualification Framework, Act 67 of 2008, as applicable to South Africa, situational learning is defined as 'knowledge of varied learning situations, contexts and environments. In the Act, these contexts and environments are inclusive of classrooms, schools, communities, districts, regions and countries as well as policy, political and organisational contexts (DHET, 2011, p. 12). The policy stresses that situational learning refers to learning about contexts.

In this thesis, situational learning is interpreted and understood as the learning student teachers gain in their exposure to the school environment during School Experience. This type of learning, not an isolated act of cognition, is associated with what one learns in the process of gaining entrance to a discourse of practitioners, or becoming being a part of a community of practice. A community of practice is understood to refer to people engaging in a process of collective learning in a shared domain of human endeavour (Warschauer, 1997).

Wenger (2000) defines a community of practice (CoP) as a group of people who shares a common interest in a given area. The group members collaborate in this area for an extended time period. This collaboration includes the sharing of ideas and strategies as well as working collaboratively on finding solutions for the dilemmas which arise in the common interest area. The primary function of the CoP

is to structure a learning system. It is through their participation in the CoP that the identities of group members are shaped.

Functioning in groups is part of human nature. The group functions to share common practices amongst its members. These common practices reflect the group's shared cultural practices. Wenger (2007) identified three crucial elements which distinguish a CoP from any other kind of group or community. The first one 'domain', refers to the identity of the CoP. CoPs bind their members together through a common identity determined by the group members' shared interest, shared commitment and shared competence. The second element (community) refers to the group's collective shared understanding about what their group is all about. Within this community, membership requires group members to continuously engage in joint activities with the emphasis on sharing information. The third element is referred to by Wenger as 'the practice'. Members of the community develop a shared pool of resources which include the language, routines, tools, stories and styles used and understood by group members (2007, p. 229). It is this aspect of CoPs that is of particular interest in the context of this study.

Lave and Wenger's model of situated learning (1991) proposes that learning is situated in social relationships. The individual's competence develops as a result of his/her social engagement in such relationships. Participation, therefore, is crucial to individual learning. CoPs are thus understood to act as containers for shared group competence and the building blocks for social learning (Wenger, 2000).

Brown, Collins and Duguid (1989) identify the following characteristics of situational learning:

- The new knowledge needs to be presented in an authentic context:

This speaks to the purpose of School Experience which presents an opportunity for new knowledge to be learnt in an authentic context. Student teachers learn the art of teaching in authentic, real-life classrooms. (Refer to section 1.1).

- Social interaction and collaboration are essential components of situated learning:

The second characteristic emphasises the nature of the interaction between the members in the CoP conducive to the acquisition of situated knowledge. It means that unless there is engagement between the student teacher and the teaching context, the student teacher and host teacher and the TE, the student teacher will not move beyond mere skill and routine (Refer to section 1.1)

- As the learners become involved in the community of practice, he/she moves from the periphery of the community from being a beginner/novice to a more experienced practitioner.

The CoP in the context of the study includes the student teacher, the host teacher and the TE. A further focus in this study (but not the main argument) is on how TEs through professional dialogue in the form of the assessment narratives enable student teachers to become members of a community of practice in ways that are indicative of the TEs' own conceptual orientations towards teaching and learning.

2.2.3 Feiman-Nemser's Conceptual Orientations to Teacher Training

The third theoretical lens through which this study is located is Feiman-Nemser's theory of conceptual frameworks of teaching and learning. This theorist proposes that institutions engaged in teacher education consciously hold a specific conceptual orientation which guides the focus of their practice. These conceptual orientations encompass "a coherent perspective on teaching, learning and learning to teach" (Feiman-Nemser, 1990, p.1).

In listening to TEs discussing their assessment experiences, it becomes clear that a number of factors impact on the way in which they assess namely the situational context as well as conceptual frameworks. I argue that TEs' focus of assessment

would be guided by the conceptual orientation they have been exposed to during their own training and teaching experiences. As TEs come from diverse cultures, education institutions, religious affiliations, and languages they would have been exposed to and assimilated different conceptual orientations, based on teacher education pre-1994. The different orientations identified by Feiman-Nemser (1990) are the academic orientation, the personal orientation, the critical orientation, the technological orientation and the practical orientation. These orientations will be elaborated on in relation to this study.

Those who hold an academic orientation would stress the importance of the teacher having adequate subject knowledge and using a range of teaching methods in the transmission of the knowledge. Assessing teaching practice from the academic perspective will focus on what student teachers need to know about their subject content and how this knowledge guides them in choosing appropriate teaching methods. For TEs with an academic orientation to the assessment of teaching competence, the focus would be on both disciplinary and pedagogical knowledge, and whether the student teacher demonstrates this awareness of the link between disciplinary and pedagogical knowledge in the planning and the execution of the lesson.

In the personal orientation, the emphasis is on the student teacher's understanding of the self. A good teacher not only knows him/herself but strives to fulfil him or herself through fostering such self-understanding in his/her learners in the course of the learning process. Such a teacher becomes a facilitator who creates conditions in the classroom that supports the learning. Such a teacher has his/her own unique teaching style. For a TE who has a personal orientation to assessment the importance of pedagogical skill and subject knowledge would be over ridden by the student teacher's ability to engage with learners, in other words, the assessment focus would be on did the learners participate in the lesson, and not on whether the student teacher necessarily used the most appropriate teaching method or displayed less than favourable subject knowledge.

Those with a critical orientation see the teacher as both an educator and a political activist. In the classroom the teacher strives to create a learning community where democratic values and practices are high on the priority list. The critical orientation requires the teacher to be optimistic about education's power to shape a new social order, and to be critical of the societal forces behind the curriculum. The TE's assessment focus in this orientation would be very similar to the previous one, but in this orientation the emphasis is less on how well the student teacher is able to engage with learners on a personal level or use appropriate teaching methods in doing so, but rather on whether the student teacher demonstrates an awareness of how he/she contributes to the development of the learner evident in this very act of teaching this lesson in a positive and enthusiastic manner. TEs with this assessment focus would be critical of student teachers who ignore the social and political dynamics in the classroom in an effort to deliver the 'perfect' lesson.

In the technological orientation, the TE operates from the premise that the primary goal is to prepare future teachers who can apply professional scientific knowledge to the task of teaching. Those TEs who hold this orientation expect student teachers to acquire and use research-based principles and practices to support their teaching and learning activities. The student teacher's competence in applying these principles was the focal point in assessing teaching performance.

The final orientation is the practical orientation. This orientation focuses on the elements of craft and technique that are present in the teaching performance of skilful teachers. Those TEs who operate from this orientation focus on the student teacher's ability to engage in on-the-spot reflection and experimentation. The practical orientation emphasises that learning to teach is the result of own first-hand experience, interaction with peers and mentors and exposure to teaching, all which induct the novice into a CoP. The TEs' assessment focus would therefore be on the student teachers' ability to integrate practice with theory, and be appreciative of student teachers' who can deviate from their plans, and respond in the moment.

The conceptual orientations presented above serve to direct the activities and practices associated with teacher preparation and guide the assessment focus in the minds of TEs. The theory is not used to argue that TEs should be following either the one or the other orientation in the assessment of teaching competence for PGCE student teachers rather the theory presents a framework to demonstrate the link between the assessment foci of TEs and their personal and professional identities. The suitability of a specific orientation in the assessment of teaching competence for PGCE student teachers is not easy to determine as the process of teacher preparation has been, and still is, most controversial among education theorists. They are divided on issues of which model of training is the best, what subject knowledge should be taught (content), what pedagogical theories to include in the training of teachers and the amount of time student teachers should be spending in the school environment (Al Weher & Abu-Jaber, 2007) .

The critique of Feiman-Nemser's conceptual orientation to teacher training is that it does not provide answers to questions posed by Al Weher and Abu-Jaber (2007) such as how much subject matter student teachers need; what kinds of pedagogical preparation is adequate; what does educational preparation mean in the context of teacher education; what kind of practical exposure and how much of it is needed for school experience and what constitutes effective field experience for student teachers. However, the orientations provide a clear understanding of the different conceptual perspectives and make the identification of such an orientation(s) possible in the assessment narratives, presented in chapter 4 and interpreted and discussed in chapter 6.

This thesis argues that in the assessment feedback written narratives for student teachers the pedagogy discourse should be elaborate due to the student teacher's one year programme and limited exposure to the practical side of teaching. The language used must enable the student teacher to interpret the feedback as these student teachers have not yet fully assimilated the language of teaching. Using the elaborate code will aid the student teacher's induction into a teaching community of practice. It was further stated that the written assessment narrative will indicate the

TEs own conceptual orientation (according to Feiman-Nemser's view) towards teaching and learning as a result of his/her own experience and exposure to teacher training, education and professional identity.

The continuation of this chapter will elaborate on how the concepts of professional identity, professional knowledge and the assessment of school experience are interlinked through social constructivism, socio-cultural learning theory, situated learning theory and conceptual orientation to teaching and learning.

2.3 Identity Theory

Identity and identity formation originated in the fields of psychology, sociology and anthropology. Psychologists generally concern themselves with how the individual receives and processes information, whereas sociologists and anthropologists look beyond the individual to social groups. While anthropology's interest is on the history of past and present human groups, sociology focuses on the impact of social groups on the individual. Sociologists are particularly interested in how social reality is reflected in the behaviour patterns of individuals. The impact of social settings on personality resulting in 'learned' behaviour forms the basis of the work of an earlier theorist in the fields of psychology Eric Erikson and sociologist George Mead (Popenoe, 1980; Baron & Byrne, 1981).

Erikson propelled the use of the term 'identity' onto the popular social science stage in the 1950s (Gleason, 1983). In his eight stage theory, the individual moves from stage to stage, attaining a distinctive goal towards a healthy personality. The questions associated with identity formation such as "who am I?" and "where do I fit in?" are synonymous with the identity struggles which surfaces during the adolescent phase of human development. In this stage the adolescent has to resolve the conflict between identity and identity confusion and find a stable, consistent enduring answer to these questions (Holland & Lachicotte, 2007). Should the individual fail to

form a strong identity based on family, race or ideology, attaining the goals located in further stages (intimacy versus isolation; generativity versus self-absorption and integrity versus despair) become more difficult.

Another conception inspired by Eriksonian theory is that the identity formation process, though shaped by historical circumstances, is located simultaneously in the core of the individual and the core of his/her communal culture (Rosenthal, Gurney, & Moore, 1981). If one considers Erikson's notion of identity to weave together the individual and cultural group selves, then Mead's notion of identity emphasizes that the human mind and self-consciousness is a social creation (Popenoe, 1980). Mead's theory is considered to be an attempt to account for self identity in relation to the social roles the individual takes on which are crucial to social activities and relationships through symbolic communication (Holland & Lachicotte, 2007). Regardless of their slightly different perspectives both theorists agree that identity development is a dynamic, ongoing process as a result of the interaction between the individual and his/her social environment.

Modern day theorists basing their interpretation on the foundational work of Erikson and Mead use the concept of identity in three distinct ways. For some users it is the 1) cultural practices of a social group. For these users ethnicity and identity are synonymous. A second group use it to refer to the individual's 2) 'siding with' (i.e. identification) a particular group. The third group uses the concept to encapsulate 3) the meaning individuals attach to the different roles they take on in modern society. Mead's formula of "Society shapes self shapes social behaviour" is what this third group of users claim as their intellectual basis (Stryker & Burke, 2000, p.285).

It is the emphasis on the interrelated relationship between self and society that provides the link between the work of Mead, Vygotsky, Bernstein, the theories of Lave and Wenger, and ultimately in the context of this study provides the link between the individual TE's professional identity and the CoP. Vygotsky also viewed the self as a complex constantly evolving phenomenon, which is produced in the

interaction with others and the cultural world made visible in the semiotics of behaviour (Holland & Lachicotte, 2007). The focal point in the study is the behaviour (professional identity) of TEs made visible through the written assessment narratives. The link between Vygotsky and Bernstein's work has already been established (see 2.2.1).

In the context of social learning theory as proposed by Wenger, identity is about a way of talking about how learning changes who we are and creating personal histories of becoming in the context of our communities (2000, p.5). This suggests that identity in the context of self and group cannot be separated from each other. These aspects of oneself are played out in the various 'roles' one takes on while interacting with others. If one accepts that the self is a reflection of one's societal surroundings, then one subscribes to the notion that the self is multifaceted made up of "mutually reinforcing and conflicting parts" (Stryker & Burke, 2000, p. 286).

Theorists ascribing to this interpretation of identity assert that an individual will have as many identities as the social positions they occupy in their social network. The core of the individual identity then is self-categorisation as the occupant of a social role, along with all the meanings and expectations associated with that role (Stets & Burke, 2000). This means that a person would have a self view (an identity) consistent with the social and work role he/she performs. The relationship between social occupation and professional identity is further elaborated upon in section 2.4.2. It is argued in this study that the work roles (refer to the discussion on the previous work roles of TEs in section 1.2.5) impacts on TEs' assessment focus.

Epstein (cited in Davey, 2013) indicates that it is likely that the identity formation process is the individual attempts to integrate these roles into an image of the self which is coherent with how others view the self. The resulted identity becomes the internalised role expectation. It is the consistency between own view of self and other's view of self as expressed or observed over time that would be characterised as one's identity. This is based on traditional symbolic interactionist ideas that

identities are self meanings which are developed in the occupation of social roles and counter roles (Stryker & Burke, 2000). This emphasises the ongoing process of defining and re-defining 'Who am I in the context of my social community?'. For TEs this implies that their professional identities are continuously shaped and re-shaped in the context of their work roles and the expectations of the CoP.

Davey (2013) has gone into great depth to explain the development of identity in individuals whilst Stryker and Burke (2000) devote much time to how individuals maintain identity across a variety of situations. Stryker and Burke (2000) are of the opinion that identity theorists understand identity as be 'cognitive schemas' (2000, p. 286) that enable the individual to store information and meanings which they draw from interpreting and defining new situations. These frameworks provide a cue for behaviour in all situations as they form a set of standards that guide behaviour.

The focus in this research is not the development of professional role identity but rather how professional identity is expressed in the occupation of one's professional role(s) as a TE or how identity plays out in the 'semiotics of behaviour' in the assessment of teaching performance. In other words, as a researcher I have positioned this study and added to the existing literature from an expanded position in the research on professional identity and the assessment of teaching competence.

2.4 Conceptualising professionalism

A discussion on professional identity and professional knowledge in the context of the teaching profession has to be preceded by clarification of what is regarded as professionalism in the teaching profession and how it impacts on TEs' assessment practices.

2.4.1 Professionalism

The Merriam-Webster online dictionary defines professionalism as “the conduct, aims, or qualities that characterize or mark a profession or a professional person” (accessed on 03/12/13). Thus, being a professional is seen as an external expectation placed upon the members of a profession which will distinguish them from members of other professions or groups of workers (Bernstein, 1996 cited in Day, 2002). This means that whether one is ‘professional’ or not is a judgement made by others after having observed the desired conduct and qualities in one-self by others in the same profession.

It also means that what is regarded as ‘professional’ is a collectively agreed-upon understanding by those in a specific profession or, in Lave and Wenger’s terms, a collective agreement or understanding by the CoP. To be regarded as a professional firstly necessitates having the required knowledge and language of the profession. Secondly, other ‘professionals’ in one’s field should hold the same opinion about one’s suitability and/or credentials to be regarded as such. One’s professional knowledge and language are made visible through one’s actions while acting out the professional role (Holland & Lachicotte, 2007) .

In the teaching profession, a professional is knowledgeable in his/her field of expertise, is committed to making a positive contribution to education at his/her levels of influence and has the required command (knowledge and skills) in the classroom (Etzioni, 1969; Larson, 1977 cited in Day, 2002). Worldwide education systems have been challenged by the constant and fast paced change in societal needs brought about by political changes, new technologies, economic globalisation, demographic shifts and workplace re-structuring (Pretorius, 2004; Darling-Hammond, 2006). The political impact on professionalism in the teaching context receives further attention under section 2.5.

The terminology now used in the context of teacher professionalism is an indication of how corporate culture and the business world have influenced the teaching profession. According to Brennan (1996) cited in Day (2002), terms such as 'corporate goals', 'management', 'manage' and 'accountability' have made their way into the spoken and written language used in the teaching environment. Those in managerial positions at institutions of higher learning are now using terms such as 'breaking even' and 'financial viability' when they refer to student intake and profit margins, and require academic staff to align their own career goals to departmental and institutional score-cards. In terms of Bernstein's code theory, the 'new speak' now includes corporate terms that has made their way into TEs' vocabulary.

2.4.2 Professional Identity

Professional identity is a contested and complicated concept as those attempting to explain it, have to draw from philosophy, sociology, psychology and anthropology (Davey, 2013). Gee (2000) defines identity as being recognised as a certain kind of person in a given context. This stresses the fact that all people have multiple identities connected not to their internal states but to their performances in society (Stryker and Burke, 2000, p.286). This confirms that identity is multi-dimensional and context or situation specific. It is obvious that the development of professional identity is an ongoing process and the result of interaction with others and the environment in which the individual operates. The ongoing nature of identity development is related to identity theory discussed in section 2.3.

In the previous section (refer to 2.4.1), Holland (1997) proposes that the professional identity (ies) of TEs are encompassed by the skills and competences required by their occupational roles. TEs are members of an occupational group, that operates in a specific environment. It therefore becomes useful to consider the theory of Holland's person-environment fit (Holland, 1997), as it is in agreement with Erikson and Mead, and offers an extension of Feiman-Nemser's theory that the conceptual

orientations TEs operate from is the outcome of what they were exposed to and what they experienced during their training as teachers in specific institutional contexts.

The idea that there should be a harmonious fit between an individual and his/her work environment gained popularity in vocational counselling, where an individual's aptitude is considered in the choice of a future occupation. Holland believes that the career choice an individual makes is an expression of his/her personality, whereas Feiman-Nemser holds to a constructivist notion that the individual's exposure to a particular conceptual orientation impacts on what he/she believes about learning and the assessment thereof. Holland is in agreement with Lave and Wenger's position that members of the same profession or occupation will share similar personalities and histories (Swanson & Fouadd, 2010).

Holland's theory is based on the following four assumptions:

- career choice is an expression of one's personality (members of the same profession tend to share the same characteristics);
- individuals can be described in terms of six personality types (realistic, investigative, artistic, social, enterprising and conventional);
- environments can be described according to the six types (presented in the previous bullet point) which corresponds with the personality types;
- there is a mutual influence between the person and his/her environment.

Each of the six personality types comprises of a set of attitudes (self-concept and values), competences and preferences for activities. An individual can seldom be characterized as purely a single type, but instead combines several types in oneself. This means that an individual will portray multiple identities. Holland suggests that an individual is generally a combination of three dominant types. The types develop as a result of the interaction between the environment and a number of social factors (family, peers, culture, etc.) Each of the six types is described in terms of self-

concept and values, potential competences, and typical work activities and environments.

In consulting Holland's occupation finder, the related profession to TEs, is an occupation called 'Teacher Adult Education'. The classification of the three dominant types for people in this field is S (social), E (enterprising) and R (realistic). Holland's theory provides an accurate description of the skills, attitudes and values required of TE's in educating and preparing student teachers. TEs should be comfortable in working with human beings (the social aspect), be innovative and creative and pragmatic in their practice (the enterprising and realistic aspects). These qualities of professional identity become visible through one's professional knowledge.

2.4.3 Professional Identity as Professional Knowledge

TEs' professional identity is closely linked to the skills and competencies required from them by their occupation (refer to section 2.4.2), yet little is known exactly what these skills and competences are. National South African perspectives by the Department of Higher Education and Training (2011) lists the types of knowledge associated with the acquisition, integration and application of knowledge for teaching purposes for student teachers as disciplinary, pedagogical, practical, fundamental and situational knowledge. The question remains, what skills are essential and non-negotiable in the preparation of student teachers for the new realities they are facing? The increasing awareness that those tasked with teacher education (TEs) requires specific knowledge and skills is highlighted by research findings such as:

- theory courses in teacher education programmes are presented with little or no connection to practice and therefore have negligible impact on the quality of graduates emerging from such training programmes (Cochran-Smith, 2004; Ben-Peretz, 1995; Wideen, Mayer-Smith & Moon, 1998);

- the emerging prominence of constructivist views on teaching and learning held by those in academic circles (Korthagen, 2004; Morrow, 2007);
- the shortages of teachers, and the attempts by teacher training institutions to create alternative routes into the profession to counter balance this shortage (Lunenberg & Willemse, 2006);
- The current focus in teaching training in preparing future teachers to be facilitators of learning (Louw & Du Toit, 2010).

Aleccia (2011) reduces the requirements for TE competencies and skill to the following crucial ones. Firstly TEs must be clear about their professional mission. Clarity on this mission includes being conversant with the skills of an effective teacher and having the required pedagogical content knowledge Wong and Wong (2005) as cited in Alleccia (2011). This confirms what Cochran-Smith (2004), Ben-Peretz (1995) and Wideen et.al (1998) say about being conversant with the link between the practicalities of class room practice and the theory being taught as alluded to in the first bullet point above. It also confirms John's finding that TE's should 'improve their student teachers' capacity for professional judgement and decision making which allows them to reflect in the moment' on all kinds of class room environments" (2002, p.336).

Allecia's (2011) second requirement is confirming the findings by Cochran-Smith (2004), Ben-Peretz (1995) and Wideen et al., (1998), is that TEs must have the appropriate background. Aleccia (2011) emphatically states that having only an academic qualification is not sufficient, but that it is of the utmost importance that TEs have been teachers in schools themselves in order to be effective in training student teachers.

The third aspect deals with the TEs' ability to bridge the gap between theory and practice. This entails that TEs regularly liaise with mentor teachers while observing

and evaluating student teachers' performance whilst in schools. The importance of the university-host school liaison is presented in section 2.7.3. In addition, it concurs with Korthagen's (2004) view that people construct knowledge as a result of experience. If so, TEs need to emphasise reflecting on their own experience as a major part of their courses. The importance of self-reflection by the individual and the dynamic aspect of its contribution to learning are described by Kerby (1991) as cited in Beijaard, Meijer and Verloop (2004) as the process of constantly interpreting and re-interpreting experiences. The skill of constantly interpreting experiences in the context of school experience, so as to gain maximally from it, cannot be stressed enough for student teachers enrolled in the PGCE qualification.

Robinson and Macmillan (2006) concluded that TE's, in the absence of undergoing a structured training programme, have to rely on their own resources (i.e. their own personal and professional identity and knowledge which comes about as a result of their different experiences). A major aspect of who TEs become as result of previous experience is linked to where they completed their own training as teachers. Welmond (2002) as cited in Robinson (2003) proposes that how TEs construct their identity is dependent upon where the individual TE received his/her own professional training (i.e. college or university trained).

Teacher training colleges are known for preparing competent teachers who are practically skilled in the classroom, on the sport field and in cultural extra-mural activities. University trained teachers, on the other hand, are regarded as less practically skilled and more theoretically focused. This finding resonates with what Feiman-Nemser calls the conceptual orientations of teacher training providers to teaching and learning. Teacher training colleges are no longer part of the South African higher education landscape, yet TEs currently carrying out the task of teacher preparation are the products of pre-1994 teacher training themselves and are inadvertently now carrying these experiences forward into the lives of student teachers.

This study attempts to determine how TEs in their role as assessors of teaching practice are guided by their own conceptual orientations and being a member of a CoP.

2.4.4 Transmission of Professional Knowledge

TEs draw from different perspectives, approaches, contexts and discourses in the preparation of student teachers (Bottery, 1992 as cited in Robinson & MacMillan, 2006). Some view their relationship with their students as themselves being the master teacher and the student teacher being the apprentice. This type of relationship requires a lengthy contact time to develop, which is possible in the four year initial teacher training programme. With PGCE student teachers, this type of contact time is not possible due to the structure of the training period. PGCE student teachers complete a one year professional teaching qualification after completing an initial degree in a different field. Refer to section 1.3.1.

In line with the apprentice-ship model, Robinson and MacMillan (2006) reported that some TEs believe that learning best takes place in smaller groups, a view that is not supported by HEI's drive to increase its' student numbers (refer to Table 1.2, chapter 1). TEs are therefore vehemently opposed to the 'new' business model followed by university management. In order to meet institutional targets (measured in student enrolment and throughput) university management require faculties to show financial viability, which can be achieved only by filling large lecture rooms. The impact of increased student numbers on School Experience placements in the Faculty of Education at this institution are discussed in section 1.2.3.

TEs opposition to teaching large groups of students reflects a belief that the skill of teaching (located in the TE) is passed on through personal contact with the master teacher in smaller settings (Robinson & MacMillan, 2006). With reference to Table 1.2, presented in chapter 1, the registered number of students in the PGCE

qualification (63 – 2013; 69 - 2013; 74 - 2014) does not show such a dramatic increase over the three year period, as comparable with the B.Ed qualification, yet the number of staff did not increase. The same number of staff (19 - 2012; 20 – 2013; 20 - 2014) was tasked with teaching and assessing in both initial teacher programmes at the institution.

Teachers-in-training are often reminded that they ought to be professional in a specific way. These values, which TEs attempt to transfer, are closely connected to the context in which the TE operates and the personal value he/she attaches to specific contextual demands. If the personal and professional context demands that an individual behave in a particular way because it is considered to be professional, for that attribute to be incorporated into the individual's professional character, he/she must place a personal value on it. Feiman-Nemser and Floden (1986) as cited in Beijaard, Meijer & Verloop (2004) states that any organisation (including educational institutions) has a main or dominant culture and sub-cultures. In the course of this study, the assessment narratives and the information gained from the interviews illuminate the values prescribed by the profession, the values prescribed by this specific training context and, lastly, the tensions there may or may not exist between those held by the TE and the specific training context, as alluded to by the above authors.

The following section attempts to illuminate the impact of the higher education sector in general on the enactment of the professional roles of this group of TE in this specific institutional context.

2.5 South African National Policy on Teacher Education

The South African higher education system, universities in particular, has been one of the most contested sites during the country's liberation struggle and still continues to be a battleground more than a decade after the end of it (Bawa, 2012). The rapid

and systematic changes in higher education started with a systematic, systemic overhaul in an effort to equalize the imbalances inherited from the past. These imbalances included a redress of staff and student composition with regard to race and gender; creating a different higher education landscape not fragmented along language, race, locality and institutional type and an intensified effort to increase access and throughput for previously marginalised populations (Bawa, 2012). These change dialogues typically originated outside university corridors. Teaching staff at universities were not necessarily part of these discussions. One of the decisions, which was made outside institutions but impacted tremendously on everyone involved, was the decision to shift teacher education as a sector into higher education.

This means that teacher education is a newcomer to the higher education sector. The shift to higher education has placed additional pressures on TEs. Teacher education's history as formerly located within the college sector (a sector which no longer exists in the South African education system) has contributed to the 'Cinderella' syndrome in which teacher education is measured against conventional academic disciplines and found wanting (Parker & Deacon, 2005; Murray, 2008). This required a paradigm shift for TEs from a college to a university culture.

2.5.1 Professionalisation of Education

The amalgamation of teacher training colleges into higher education introduced TEs (formerly attached to colleges) to the expectation and requirement to engage and produce measurable research outputs (Parker & Deacon, 2005; Murray 2008). TEs are required to function as both researchers and practitioners (Cochran-Smith, 2005). The introduction of terms such as 'performance appraisals' and 'rated researcher status' shifted the focus away from being teaching practitioners to being researchers. The over emphasis on having a size-able publication list and research track-record all serve to encourage an imbalance between the components of practice and research.

The emergence of a stronger research agenda has also found its way into teacher training programmes. TEs are required to foster an awareness in student teachers of the importance of continually interrogating own practice. The relevant educational research skills also have to be taught to student teachers. TEs are required to add this knowledge and skill to their teaching repertoire (Robinson & MacMillan, 2006).

A major challenge, perhaps the most important of all the challenges facing higher education staff, has been the institutional restructuring processes which were meant to streamline the system. Refer to the discussion in chapter 1. Between 1994 and 2001, a decision from the new 'democratic' government, as a way to optimize efficiency and effectiveness of the higher education sector, rationalised teacher education colleges in South Africa from 150 to 50. The remaining 50 training colleges found themselves incorporated into the higher education sector (Wilmot, 2005; Parker & Deacon, 2005). Teacher education with its skills-based focus became part of the higher education sector (traditionally the producers of new knowledge). The institutional re-structuring that followed as a result, has destabilized institutions in that it disrupted relationships and changed the status quo (Kruss, 2008). Becker et al., (2004) found in their research that the emotional impact of incorporation led to considerable trauma for staff involved in the process. The impact of the restructuring processes on the provision of teacher education at this institution of higher learning is considered at length in section 1.2., chapter 1.

The Higher Education Act of 1997 was the start of the barrage of new policies and procedures that struck the higher education system in South Africa (Van Louw & Beets, 2005; Bawa, 2012) ending with the 'Minimum Requirements for Teacher Education Qualification in 2011 (DHET, 2011). The need for the constant transition in teacher education is to bring its provision in line with new policy directives (DHET, 2011).

The technical report released by the Department of Basic Education and Higher Education and Training (2011) justifies the need for moving teacher education into

the higher education and training band as a constitutional requirement which will enhance quality and have financial considerations. The move would supposedly enable better coordination and planning for higher education provision in general (DoE, 2011) which does not necessarily improve the quality of teacher education provision. What is not out-rightly stated is that this move was also intended to bring the South African context in line with the international view that teaching is a graduate profession making it a requirement for all teachers to hold a university qualification. The synergy between this and the current re-curriculum process for all teacher qualification programmes becomes more and more evident.

The Report, however, does not pertinently address the skill set needed by TEs at institutions responsible for preparing teachers. Given the urgency and importance for producing a quality teacher force, one would expect such a report to be more explicit on what is needed from providers in achieving the goals as set out in the report.

If one closely examines what the report calls for, it seems to be dealing with what is visible, measurable and possibly the most do-able. The closest the report comes to spelling out what it requires from providers is that it calls for:

- “the establishment of a well-resourced, properly staffed, and locally accessible centre for teacher development;
- dedicated schools to support teacher education and development, dedicated practice schools to support the practical teaching component of the initial teacher training programmes;
- dedicated institutions to provide for teachers in certain specialist areas.”
(Technical Report, 2011, p.14)

The above are vague and not easy to interpret. This then brings the discussion to who TEs are, and what they do (or must do) in their role as professionals in the training of teachers in a 21st century world.

2.6 Teacher Education

What cannot be contested or denied is that teacher education is at the heart of any educational system (Morrow, 2007). Changing contexts have impacted on teacher education with regard to methodological approaches the sector needs to consider. The advancement of technologies and economic realities, students' changing values, new resources and techniques as a result of evolving technology necessitate that future teachers be trained in new pedagogical approaches (Akorede, 2014). TEs themselves have to keep abreast of technology and be able to demonstrate and teach it to their students. This affirms the central and pivotal place TEs hold in educational systems globally as without TE's, who would engage in the task of preparing aspiring teachers for a career in teaching? In the quality assuring of a teacher training programme the critical impact of who implements the changed direction of curriculum as outlined in governmental policy (such as the Norms and Standards and the more recent Minimum Requirements for Teacher Education in the South African context) is often overlooked (Furlong & Maynard, 2002 cited in Murray, 2008).

Grossman (1990) cited in John (2002) emphasises the influence of TEs in shaping the thinking and future practice of student teachers. The success of teacher training programmes is ascribed to "a coherent vision of teaching organised around the subject matter to be taught" (2002, p.324). Realising such a vision needs to be underpinned by collaborative relationships, and a shared sense of ownership among the community of practice (student teacher, TE, host school and teacher). TEs have the responsibility to not only sufficiently scaffold the learning but also to constantly reflect on the outcome of own practice whilst doing so. Therefore, what the student teacher learns during his/her initial training is as much influenced by who is responsible for delivering the course as by the content of the course (Furlong & Maynard, 2002 as cited in Murray, 2008).

2.6.1 Conceptualisation of ‘Teacher Educator’

Various authors have grappled with this concept ‘Teacher Educator’ and attempted to provide a definition for it. According to John (2002) Teacher Educators have been called professional disciplinists, generalist, pedagogist, facilitators and academicians over the years. Caena’s (2012) definition include everyone from Higher Education Staff tasked with research and teaching, those engaged in the field of continuing professional development as well as those actively involved with the facilitation of learning for student and teachers. This is indicative that in European countries there is still no clear and commonly agreed upon view of the exact role and definition of TEs, including Finland, where according to the author national requirements are set for who are eligible to train teachers in teacher training schools (Caena, 2012).

In South Africa, the Department of Higher Education and Training (DHET) classifies TEs as “persons who educate other persons or who provide professional educational services or support to schools catering for Grade R to 12 learners” (2011, p.9). The classification includes an array of individuals involved with teaching and learning and the range include from classroom teachers, deputy principles and principals at schools to heads of departments at faculties of education, to individuals attached to regional and provincial departments of education (education practitioners, teaching and learning specialists, curriculum advisors, educational specialists, district and regional managers, education system managers). In the DHET’s attempt to be as inclusive as possible the lists include even those attached to non-governmental organisations known as teacher development officers.

The DHET’s definition is a general list of who could be called educators and is not specific to who is involved in the training of teachers. Buchberger, Campos, Kallos and Stephenson (2000) as cited in Koster, Brekelmans. Korthagen and Wubbles (2005) define a TE as someone who provides instruction or gives guidance and support to student teachers however, Korth, Erickson and Hall (2009) reported that classroom teachers who provide guidance and support to student teachers during

school experience distinguish between themselves as teachers who teach and an educator as someone who is in the profession of educating others. Korth et al., (2009) reported that classroom teachers describe an educator of teachers as educated and experienced professionals who teach future teachers the methods and practices associated with teaching as well as someone who devotes time to improve the quality of teacher education in order to improve the effectiveness of teachers.

The global views on the role of TEs in shaping teacher education is not pertinently addressed in chapter 1, however what could be gleaned from the Chinese's perspective is that teachers are not trained to be generalists, the implication being that those who train teachers (TEs) are required to be subject content specialists. In the Finnish system it is assumed that TEs would have advanced professional degrees and experience beyond that of their student teachers so as to produce the type of graduates needed to make Finland the best in the world. The Australian perspective considers the impact of the capacity (which includes TEs) of the institution on the quality of the programme.

The implication is that teachers in schools who act as hosts and mentors during the school visit of student teachers do not regard themselves as educators of future teachers even if their role is crucially linked to modelling the practical aspect of teaching (Korth et.al., 2009). During the formal crit visit, TEs assess how well future teachers have incorporated and assimilated into their own teaching repertoire teaching methods and practices observed in host teachers' classrooms with what they have been taught in their university courses. It is assumed that future teachers in demonstrating their mastery of pedagogic approaches and practices during the assessment visit will in the long run contribute to the improvement of the quality of the education system (Ben-Peretz, Kleeman, Reichenberg, & Shimoni, 2013).

Classroom teachers at teacher training schools in the Finnish system are regarded as TEs (Caena, 2012) and therefore should qualify to be called TEs given their crucial impact on shaping future teachers, as they are the guides, mentors and

demonstrators of the practical teaching skills student teachers learn about in university classrooms. Korth et al., (2009) cautions that class-room teachers vary in the way in which they play out this role. Some merely provide a setting for student teachers to practice their teaching skills, while others enter into a mentoring relationship with pre-service teachers. The critical role of teachers in the processes of educational transformation has received much attention (Morrow, 2007), as they are the ones who implement educational policies. Teachers are very important in that they educate the politicians, professionals and innovators of the future. Much research has been conducted into how school teachers think, what they value, what pedagogies they believe in, who they are, and how they relate to their learners and to each other (Beijaard et al., 2004). If teachers play such a major role in the quality of learning in schools, and the quality of the national education system, then it is only logical that the influence that TEs exercise over the quality of a teacher education system in a country is of great importance (Davey, 2013).

Kareem's (2013) definition further expands the discussion in stating that a TE would be defined as *anyone* who educates teachers. This is more in line with the DHET's (2011) definition, which makes provision for the inclusion of a wide range of individuals who impact and contribute to the CoP directly or indirectly. Kareem's definition opens up the field to include not only university lecturers who provide formal instruction in teacher training course (pre-service and continuing professional education) or host teachers in schools who supervise the practical experience of student teachers but also those who conduct research into teacher training, as well as personnel attached to governmental departments of education as contributors to the CoP of the teaching profession.

Alleccia (2011) states that it is of critical importance that TEs have been trained and practised as teachers themselves so as to model the desired behaviour. This allows them to enter the teacher education with classroom-based experience and pedagogies, and not only with the andragogical know-how at a teacher training level. Loughran (2013) is of the opinion that understanding the nature of teaching about teaching is the first step in being a TE. In addition, having been school teachers

themselves allows TEs to be clear about their own professional mission, provides them with the appropriate back ground and helps to bridge the gap between theory and practice in order to be deemed a professional. It is therefore a matter of concern that TEs generally enter the field of teacher education without any formal preparation on how to be a TE and with little or no support from more experienced colleagues already in the field (Wilson, 1990 as cited in Lunenberg & Willemse, 2006). Cameron and Baker (2004) cited in Davey (2013) concluded that research is needed on how TEs experience and make the transition from teaching children to teaching adults, how TEs conceptualise their roles and how institutions support new TEs to develop the necessary skills for their work.

In the preparation of future teachers, TEs have to keep abreast of developments in their own disciplinary fields, keep abreast of new curricular and policy imperatives and prepare teachers for a schooling environment very different to the ones they were prepared for during their own teacher training (Robinson & MacMillan, 2006). The shift from school teacher to TE comes with major career changes and challenges (Loughran, 2013). One of the biggest challenges in post democratic South Africa for teachers has been dealing with the diversity in schools in the form of inclusive education.

Policy makers in acknowledging this diversity believe that teachers should be well grounded in content or subject knowledge and have a firm grasp on how to teach the subject area to a diverse community of students (Pretorius, 2004). Not only should teachers be able to teach learners from different racial and socio-economic backgrounds, in addition they are also required to know how to teach learners with mild intellectual impairments in main stream schools who, before 1994 would either not be in schools or would have been placed in 'special' schools.

For student teachers registered in the PGCE course in South African HEI's, coming to grips with and mastering basic teaching skills is already a major feat in the available timeframes of the one year qualification. Adding to this the challenging

task of accommodating discipline diversity in their classrooms during School Experience can be an almost impossible expectation, given that practising teachers have not been able to successfully implement an inclusive approach to teaching and learning.

The South African challenges outlined provide an indication of the wide, seemingly boundary-less skills and scope required from TEs involved in the training of teachers. This brings the discussion to another important aspect of the work of a TE (specifically in the South African context), which will be discussed in the following sub section dealing with teaching practice and the assessment thereof.

2.6.2 Teacher Educators as Assessors of Teaching Practice

Postareff, Virtanen, Nina and Lindblom-Ylänne (2012) report that research into how academics' go about their teaching has often excluded assessment practices or they received a lesser focus. This Boud and Falchikov (2006) ascribe to the tendency among teaching staff in higher education to be more concerned about course content and how to teach it most effectively, which led Parpala and Lindblom (2007) to conclude that academics view assessment as a separate activity from teaching.

In the education of teachers, assessment is a requirement of both the theoretical courses offered at universities and in School Experience, which has been labelled as the most important component of the student teacher's training. The focus here is on the assessment associated with the practical component of the student teacher's course, where student teachers are required to demonstrate their integration of theoretical and practical knowledge. Fenstermacher (1994) distinguishes between the two components as knowledge-for-practice and knowledge-in-practice. Apart from the requirement that student teachers need to be familiar with the theory that underpins practice and have sufficient subject knowledge in the chosen area, it is the knowledge-in-practice aspect, in other words, the successful demonstration of

experience-based procedural knowledge that is observed and assessed as teaching competence.

According to Hegender (2010) research into the summative assessment of student teacher's knowledge is rare, as the focus of assessment research tends to be on formative rather than summative assessment. A study by Alhstrom and Jonsson, (1990) revealed that there are large discrepancies among Swedish TEs in how they conceptualize and assess acceptable student teacher knowledge, and often based their conceptualisations on their own subject area expertise (cited in Hegender, 2007). Otteson (2007) reported that TEs do not make allowances for the learner-status of student teachers, but expect them to teach in a perfect way. Hegender (2007) found that TEs assessment foci tends to be the student teacher's content knowledge.

What has been presented here highlights the difficulties with standardising the assessment of teaching practice among TEs in the international context. The same difficulties have been reported by Sedumedi and Mundalamo (2012) from a local perspective, making this a global concern, especially in the case of the assessment of PGCE student teachers who have not developed the required knowledge-in-practice as a result of the reasons alluded to earlier. In the next section, the focus shifts to a review of literature on teaching practice.

2.7 Teaching Practice

The most important aspect of the teaching training programme world-wide is a component called teaching practice. Reddy, Menkveldt and Bitzer (2008) use the term 'practicum' to refer to the work-based experience and on-site induction into situated contexts of practice (2008, p.146). This component is also referred to as School Experience, induction or internship. (Darling-Hammond, 2006, p. 1-15; DoE, 2011, p.18; Liston, Whitcomb and Borko, 2006 p. 35-38 as cited in Schoeman &

Mabunda, 2012). The term used for the practical component which requires student teachers to spend time in a school in the context of this thesis will be School Experience.

2.7.1 Duration of the Teaching Practice Component

In the UK, refer to section 1.7.2.1.6, where the PGCE model of teacher training is popular, the overall duration of the course is 36 weeks for those who are interested to teach at lower levels (such as primary schools), whilst candidates who wish to teach in the secondary school level are required to complete 12 weeks of training in the university setting and 24 weeks as part of their work-based practical training (Philpott, 2006). The prominence of the PGCE in the UK initial teacher training approach can be interpreted as part of the UK government's drive to professionalise the teaching workforce (Thompson, Hallwood, Clemens, & Rivron, 2009).

The practical component of teaching practice in the Chinese teacher education model is not standardised and depends on the individual institution's approach. At under-graduate level, Chinese institutions follow either a '2 + 2'; '2.5 + 1.5' or '3+1" combination. These combinations indicate how an institution would split the student teacher's time in the programme, with the second part of the combination being an indication of the amount of time the student teacher spends in practical training. (Tingjie, 2013). As has been reported in chapter 1, there is no standardisation in terms of the practical component of teacher training courses in the Indian teacher training system.

The five year teacher training programme, which makes one eligible to hold a licence as a professional teacher in the Finnish system, requires the study of pedagogical theories, pedagogical content knowledge in selected subject areas and the application of this knowledge during practical training in schools. The practical work-

based component comprises between 15 – 25 % of the student teacher's overall preparation (Sahlberg, 2011).

At this institution under study, the practical aspect of the student teacher's initiation into the profession generally constitutes 25% of the total number of credits assigned to the programme, which is an indication of the importance of the component. Policy documents on teacher education do not specify a required minimum period for this component. At the institution where the study was conducted student teachers are required to spend between seven to eight weeks per study year in a classroom to meet the requirements for this 32 credit module (Faculty Prospectus, 2014). Student teachers enrolled on the four year B.Ed programme go out on School Experience from their second year. This means that student teachers enrolled in the B.Ed programme spent between 21 and 24 weeks over the course of their qualification in a classroom, whilst PGCE student teachers, on the other hand spend seven to eight weeks in the course of their qualification practising as a student teacher at a school.

2.7.2 Aim and Purpose of Teaching Practice

Teaching practice creates the opportunity for student teachers to try out the skills and test the theories learnt in university classrooms. This important active learning opportunity offers many benefits to student teachers. These include pre-service student teachers being exposed to different school environments and social contexts and engaging in real time teaching in authentic classroom environments (Sedumedi & Mundalamo, 2012). Post-graduate student teachers, however, due to the duration of their course, only get the opportunity to experience one school setting prior to entering the teaching profession as fully qualified teachers.

The purpose of teaching practice has been described as initial professional socialization; pre-service professionalism and pedagogical-professional development

(Zeichner & Gore, 1990, Lauriala, 1997, Kagan, 1992, as cited in Reddy et al., 2008). In essence teaching practice involves periods of time where student teachers spend time in schools supervised by university staff and/or host school teachers to whom they are assigned. The main aim is for student teachers to gain practical experience and gain competency. At this institution of higher learning, it is the practice to invite host teachers at participating schools to teacher orientation sessions prior to the School Experience visit. The aim of the teacher orientation sessions, are to share with schools what the University regards as expected outcomes from the School Experience component as very specific requirements are set for student teachers in the different year groups, including the PGCE group.

Ulvik and Smith (2011) link the aim of the teaching practice component with how teacher education is viewed by service providers. Teacher education is viewed as cultural practices that serve local need (Ulvik & Smith, 2011). With this view in mind, the aim of teaching practice by service providers falls into one of two categories. On the one hand, the aim of teacher education is for student teachers to acquire pre-defined skills and competences on the other end of the spectrum the aim of teacher education is to equip the student teacher with skills to make pedagogical decisions based on reflection.

In the first category a good teacher is someone who masters certain technical skills, and in the second, a good teacher is able to make independent decisions which come from a high level of reflection (Blomeke & Pain, 2008 as cited in Ulvik & Smith, 2011). These orientations in the minds of TEs and/or training providers towards what constitutes sufficient evidence of competency would impact on the assessment decision. It also confirms Feiman-Nemser's theory that the provision of teacher training is underpinned by philosophical orientations (academic, personal, critical, technological or practical. See section 2.2.3). TEs going into the assessment event carry these with them and it will impact on the assessment decision.

2.7.3 Expectations of Host Teachers during Teaching Practice

Host teachers play a critical role in the practical training of student teachers, as it is under their guidance and mentoring that the student teacher gets to experiment with various pedagogical approaches. During the student teacher's stay at the school, the host teacher acts as the main support structure in the student teacher's professional development. Host teachers have the pedagogical and content knowledge that enable them to guide, support, mentor and assess the student teacher's progress in the acquisition of pedagogical skills. Host teachers' ambivalence towards these roles is alluded to in section 2.6.

Training institutions send student teachers to school not only because it is a requirement of their course but also because it is the best place for student teachers to gain their professional experience under the watchful eyes of a trained host teacher. Most faculties of education hold expectations regarding what student teachers should gain from their School Experience component, school context and environment. These are spelled out in the information leaflets handed to host schools. Refer to Appendix E. The exact nature of the expectations regarding the mentorship role of host teachers is not clearly discernible from the information leaflet to host teachers.

The question that comes to mind is what is the nature of the partnership between host schools and faculties of education? Is it a collegial partnership where the role played by classroom teachers in the training of student teachers is valued by TEs, or are classroom teachers merely expected to make their classrooms available as training sites? This remains a contentious issue at this HEI.

Boullough Jr (2005) and Feiman-Nemser (1998, 2001) as cited in Korth et al., (2009) caution against the assumption that good teachers (those who have demonstrated excellent teaching strategies and classroom management strategies) are necessarily

the best guides and mentors to student teachers. It was found that such teachers can be very protective of their own classroom success in as much as that they may be unwilling to let a student teacher do more than just observe them in action. Furthermore teachers in 'better-functioning' schools may feel that student teachers come to disrupt the flow of their progress, and they can be very resentful of this added burden. Korth et.al., (2009) concluded that there is not only an increased need for university-public school partnership but specifically for the different stakeholders in teacher education to interrogate the nature of the existing partnerships and work towards a collaborative partnership which goes beyond merely placing student teachers in classrooms.

Furlong and Maynard (1996) identified a need for shared investment at a cooperative level between partners (education faculties, education departments and school teachers) in the training and development of student teachers. This necessitates shared dialogue among the identified partners about what teacher preparation should entail. The dialogue will enable classroom teachers to voice their concerns regarding the nature of the School Experience component. It will also provide education faculties with the opportunity to assist host teachers in understanding and acting out their roles as TEs. Furlong et al., (1996), however, admit their uncertainty at how universities would be able to assist classroom teachers in negotiating the role of guide and mentor during the teaching practice period.

2.7.4 The Role of the Host Teacher during Teaching Practice

When sending student teachers out to schools the university assumes that the school/classroom teacher will take over the role of mentor, guide and supervisor. Refer to the host teacher School Experience handbook attached as Appendix E. Korth et al., (2009) found that the mentoring role of the classroom teacher is critical to the success of the pre-service teacher while on practice teaching. However, classroom teachers approach this 'imposed'/added role in different ways. How they choose to enact the role depends on how they define their own role. In some cases, the classroom teacher will only see her/his role as providing a setting for the student

teacher to practice the skills they need to, while in other cases, some classroom teachers will enter into a mentoring relationship with student teachers.

Bullough Jr. (2005) is concerned that should classroom teachers be left by themselves to negotiate the role of TE, it may easily be subsumed by their primary role of teaching (as cited in Korth et al., 2009). Classroom teachers may therefore not function as TEs in ways expected by the university. Korth et al., (2009) caution universities against assuming that by simply placing a student teacher within a classroom, the assigned classroom teachers will play the expected role of mentors and guides which entails modelling acceptable practices and assessing every lesson taught by the student teachers to identify shortcomings and support and guide the student teachers towards competency.

Accepting a student teacher into one's class could be seen as a blessing or a curse for host teachers. On the one hand, the host teacher acquires an extra 'set of hands' to help out on the other hand, the host teacher now has the added responsibility to act as mentor to that student teacher. Host teachers are often fearful that a student teacher may teach incorrect content, or that the time given to the student teacher practising his/her skill is time wasted (Korth et al., 2009). The authors question whether host teachers receive guidance from the university lecturers on how to negotiate this added mentoring responsibility. They argue that host teachers may not be aware of the additional administrative tasks connected to taking on a student teacher. These tasks include the completion of assessment forms in addition to mentoring and supervising student teachers for the duration of the School Experience period. It is not clear whether host teachers are adequately prepared to take on the role of TE, in addition to fulfilling their normal everyday duties as teachers. These result in tension between the expectations of TEs and those of host teachers for student teachers.

2.7.5 Tensions between Teacher Educators' Expectations and Host Teacher Requirements during Teaching Practice

The important role played by the host teachers are primarily as a stake-holder in the preparation of the future teacher has been alluded to before, yet the School Experience period often highlights the disjuncture between school and university practices and settings, and results in tension experienced acutely by student teachers (Reddy et al., 2008). Otteson (2007) indicates that school-based mentors or host teachers interpret aspects such as student teacher's planning of lessons and classroom activities from a practical and pragmatic perspective as the host teacher's aim is to develop student teachers into efficient practitioners, and not reflective students as required by university-based TEs. It is in the area of lesson planning where student teachers require the most support from host teachers (Quick and Sieborger, 2005) where the tensions between Teacher Educator and host teacher's expectation is the most visible. The focus for the host teacher is most often on the most efficient way to cover content which is almost always contradictory to the approach followed by university-based TEs who require student teachers to plan effective and engaging lessons delivered through the use of 21st century methodologies. For PGCE student teachers with their limited exposure and a fear of experimenting and ultimately failing the assessment, this results in reproducing what the host teacher suggests instead of trying out different approaches with the purpose of finding their own teaching style.

Student teachers attempt to function in a less than idealistic setting and match what has been taught in university classrooms to the reality of school classrooms. The mismatch between host teacher expectations and TE requirements has the potential to cause stress to student teachers. An example of such a mismatch is when classroom teachers stress orderly classroom control with the minimum amount of learner talk, whilst university TEs regard learner talk as evidence of 'engaged' learners (Reddy et al., 2008). Student teachers are encouraged to try out teaching methodologies which requires the use of peer learning and co-operative learning strategies as prescribed in the Curriculum and Assessment Policy Statements

(CAPS) per subject area, while host teachers often follow the traditional methods of delivering content such as ‘talk and chalk’ or ‘talk and handbook’ methods (Sedumedi & Mundalamo, 2012).

TEs expect student teachers to use pedagogical theory, and apply it appropriately and effectively during all aspects of lesson presentation. For student teachers who have not yet learned how to successfully integrate the knowing-how (practical teaching skill) with knowing-that (pedagogical theory), (Ulvik & Smith, 2011) it can be confusing as they do not know what to accept from feedback and how to follow recommendations made by the various role-players (Shute, 2008).

Since the focus of this research is on the impact of TEs professional identity in relation to assessment practices and approaches, one has to consider what challenges the teaching practice session brings for them as an occupational group. A challenge related to teaching practice for university-based TEs is the assessment of teaching competence for pre-service and post-graduate student teachers during the assessment visit. This receives attention in the following section.

2.8 The Assessment of Teaching Practice

The development of teaching skill is a core element in teacher education programmes. According to Smit (2008), teaching is far more complex than a demonstration of theoretical knowledge and practical skill. Student teachers need to develop their teaching skill by practicing it themselves in authentic settings (i.e. a real classroom). Teaching practice provides student teachers with the opportunity to gain practical knowledge and a feel for the best way of using the skills they have observed others use for years. Through a process of reflection they **gradually** develop practical wisdom (Ulvik & Smith, 2011), which implies that the acquisition of these skills set is a process which does not take place overnight. For PGCE student teachers this is a limited process, hence training and teaching this group, I argue that

there ought to be a different approach to teaching them and assessment of their teaching competence.

It is an undeniable fact, that an impending assessment visit is the most important event in the life of a student teacher. The challenges related to the assessment event are reflected in the attention received in recent research primarily from the student teacher's perspective. Sosibo (2013) reported on the impact of contradictory interpretation of assessment criteria among assessors of teaching competence for student teachers, specifically the fact that student teachers ascribe the diversity in the interpretation of assessment criteria to the assessor's personal ideology. Eli and Mackisack (2013) lists the following challenges: issues of equity in teaching practice assessment (Ortlipp, 2006); the tension between the different purposes of assessment (Hattie & Clinton, 2001); indications that inconsistent assessment of teaching practice negatively affects the future classroom performance of student teachers (Murray-Harvey, 2001); the impact of context on practice (Maloney, 1998) and who decides what constitutes good practice (Fish, 1995). These are all very important probes into this multi-faceted activity however the assessment visit from the TE's perspective has not received enough attention.

TEs in the assessment of teaching practice have to consider a number of modalities in their attempts to distinguish between those who are competent, and those not yet competent in a way that minimises subjectivity and ensures the validity and reliability and trustworthiness of their assessment decision (Reddy et al., 2008). These modalities include the competences to be assessed; the suitability of the assessment instrument used in the assessment; what to regard as sufficient and relevant teaching performance and, lastly, the advantages and disadvantages of directly observing the student teacher with him/her being aware of being assessed. The complexities for TEs in having to understand the student teacher's logic in choosing a specific approach in the planning and execution of the lesson (Rusznayk & Bertram, 2015) whilst staying cognizant of the modalities referred to is the focal point of this research.

2.8.1 Assessment of Performance

During a formally assessed lesson, the focus of the assessment is the performance as evident in the demonstration of very specific competences or outcomes. Important characteristic of performance assessment is that the assessment methods used should be valid, reliable and consistent; involves feedback and reflection; provides useful information to form a credible idea of the student's progress and this requires clarity of goals, purpose and criteria. The purpose of performance assessment (as in the case of teaching practice) is to make a summative judgement on the learning of the student teacher so as to ascertain the extent to which the student teacher has achieved success or can be regarded as competent (Hayward & Hedge, 2005).

Summative assessment (assessment of learning) is different from formative assessment (assessment for learning) (Taras, 2005), in that the summative assessment is linked to either pass or fail, or in terms of outcomes based terminology competent, or not yet competent. Summative assessment requires TEs to recognise whether the student teacher has reached the required level of performance and competence needed.

Herein lies the complexity of the assessment visit for TEs as judgment cannot be made within a vacuum. Judgment of a student teacher's performance based on "whimsical, personal preference" (Hawe, 2002, p.103) or personal prejudices diminishes the validity and reliability of the assessment decision. Criteria are needed on which this judgment has to be based, as the ultimate assessment decision has to be justified according to a set of specific weighted goals (Taras, 2005). In order to effectively and accurately judge the teaching performance of PGCE student teachers, TEs are looking for the successful interplay between professional knowledge and understanding, professional skills and abilities and professional values and personal commitment in the assessment moment (Cope, Bruce, McNally,

& Wilson, 2003). This means that TE's has to draw from personal and professional knowledge and identities to recognize the above.

2.8.1.1 Advantages and Disadvantages of Being Directly Observed

Throughout the discussion which precedes this point, the complexities in the assessment of performance have been emphasised. The presence of an observer, who would not normally be a part of the classroom, immediately changes the dynamics in that classroom. The presence of the TE/assessor is experienced as a disruption and impacts negatively on the classroom as a social system (Cohen, Manion & Morrison, 2011). For an already nervous student teacher, the presence of a TE/assessor negatively impacts on learner behaviour and can lead to poor student teacher performance.

The assessment of performance requires systematic observation. The expectation is that the observational method provides the observer with an authentic picture of behaviours and events as they unfold in a natural setting. An important advantage of observational methods is that the observer has a 'bird's eye view' of the behaviour (Cohen et al., 2011). The method provides evidence of what people do, and not what they say they do. It is often the case when people are interviewed that they present themselves in the best possible light (Mays & Pope, 1995). Based on the results obtained, the TE comes to a summative conclusion of the student teacher's teaching skill.

One of the disadvantages of systematic observation in a real-life class room is that both the observer and the observed have little control over the many factors which impact on the desired behaviour. The student teacher may have planned for a specific learning activity, but factors such as school calendar events, a sudden interruption of electricity or a child's erratic behaviour could derail a carefully planned

lesson. Seasoned TEs/assessors are able to still come to valid assessment decisions regardless of unforeseen events.

When TEs/assessors come to assess teaching competency, student teachers are known to 'pull out all the stops'. One may find that in order to receive a favourable mark, student teachers will perform better than usual, simply because they are being observed. This phenomenon known as the "Hawthorne effect" offers an explanation of why people when observed usually perform better (Cohen et al., 2011). An experienced observer and assessor will not be misled by a once-off masterpiece, but through various methods of enquiry will still be able to come to a reliable conclusion.

At this HEI, teaching performance is not judged in a vacuum but is based on a set of criteria as set out in the School Experience Assessment Instrument (refer to Appendix D). The following section will focus on the School Experience Assessment instrument which has been in used in the 2012 – 2014 time period in the assessment of teaching performance as well as the many challenges linked to the application of the generic instrument for initial and post-graduate student teachers.

2.8.2 Assessment Instruments

The assessment instruments referred to in this discussion, refers to what is used in the assessment of teaching competence for student teachers. In the teaching profession, the dominant idea is that teacher effectiveness is measured by how well their learners perform on assessments, or in terms of their pass/fail rate (Cochran-Smith, 2003). The teaching competence of student teachers, however, cannot be assessed in this way. In Norway, Dysthe and Engelson (2004) report a renewed interest in the use of digital discipline-based learning and assessment portfolio's as an alternative way to validate teaching competence. The evidence-based portfolio is

regarded as a cultural, authentic tool, believed to aid in the development of reflective practice.

Due to the discrepancies observed between the written text-based portfolio and the competencies observed in the classroom, Admiraal, Janssen, Huizenga, Kranenburg, Taconis & Corda (2014), reports that in the Netherlands a standard for the assessment of teaching competence, based on the Australian and American model, was adopted that assess student teachers on their pedagogical, interpersonal, organisational and methodological competencies through observation in the classroom. In addition, whilst relational and reflective competencies (which are part of the professional role of a teacher) are equally important, student teachers have limited exposure during their training which would lead to the development of these competencies. The above authors advocate the use of multiple assessment approaches supported by technology.

The assessment instruments used in the South African context calls for the astute observations of practical and reflexive competences (Reddy et al., 2008) and the professional practice of organising systematic learning (National Commission on Higher Education, 1996). The intention of the Norms and Standards document (DoE, 2000) was to make explicit the criteria against which TE's will be able to judge the value of a student's performance (Shalem & Slonimsky, 1999) yet Robinson (1999) concluded that TEs have not sufficiently engaged with the criteria. The Norms and Standards have since been replaced by the Minimum Requirements for Teacher Qualifications (2011) which challenge TEs to base their assessment on whether the student teacher adequately and sufficiently display "a mixture of the theoretical and the practical; the pure and the applied; the extrinsic and the intrinsic; the potential and the actual" (2011, p.11). The question remains, if TEs do not have a clear understanding of what constitutes sufficient evidence of the required competences, on what do they base their summative assessment decision?

In the assessment of teaching competence, the student teacher is assessed in terms of content knowledge and pedagogical skill (Sedumedi and Mundalamo, 2011) so as to verify that they are sufficiently competent to be given the status of being a qualified teacher (Rusznayk & Bertram, 2015). Korthagen (2004), states that teaching and the characteristics of good teaching are highly contextualised as good teachers demonstrate knowledge of the subject matter and know how to make this available to others in highly diversified teaching/learning contexts (Samuel, 2009). This presents a number of challenges to TEs related to their role as assessors of teaching practice (Smith & Lev-Ari, 2005) as they are required to gauge the suitability of the chosen approach with regard to planning and lesson delivery (Rusznayk & Bertram, 2015). To aid TEs in reaching an unbiased professional judgment on the student teacher's competence that is reliable, valid and transparent the judgment needs to be made against a set of criteria and standards. This prevents TEs from basing their judgment on personal preferences (Hawe, 2002). The criteria and standards in-use for the assessment of teaching competence at the institution under study is the School Experience instrument applicable to every student teacher from year two to the PGCE level.

Assessors face many challenges in the application of the assessment instrument, which will be presented in the following section.

2.8.3 Assessors: A Community of Practice

The first challenge presents itself when TEs are unfamiliar with not only conceptualising the various competences outlined in the assessment instrument, but also how to use the instrument effectively. This unfamiliarity is amplified when the TE has limited knowledge of the subject matter and/or phase (Foundation or Intermediate) being observed (Sedumedi & Mundalamo, 2012). In addition to these, at this HEI lessons observed may be presented in a language unfamiliar to the TE. Due to the limited number of TEs and the large number of student teachers to be visited, the expectation is that all TEs must be able to observe and assess any

lesson regardless of the language in which the lesson is presented or whether the content and phase is outside of his/her field of expertise.

Apart from being familiar with the subject matter being taught, the TE also needs to be up to date with the theoretical and practical pedagogy in the subject area being taught. The 'ideal' TE/assessor should have a fifty-fifty proportion of subject matter knowledge versus pedagogical knowledge (Sedumedi & Mundalamo, 2011). This requires TEs at this HEI to be conversant with methodologies used in the Foundation and Intermediate phases in all the learning areas.

Given the challenges outline above, it is quite possible that the feedback received from the TE may not add any value to the professional development of the student teacher (Sedumedi & Mundalamo, 2012). In the study, the TEs feedback was evaluated in terms of whether or not it did potentially adds value to the professional development of the student teacher.

2.9 Teacher Educators as Assessors of Teaching Competence for PGCE Student Teachers

The PGCE student teacher focuses on 'passing' the assessment event as they only get two opportunities, failing which they are required to repeat this assessment as a supplementary exam. Their limited exposure to performance assessment and developing the required competences over a period of time means that this group is more likely to resort to the practices favoured by their host teachers. This is not good as teaching and learning environments in South African classrooms are still dominated by 'teacher talk'; low learner participation and rote learning (Hoadley, 2013). The danger is that PGCE student teachers, in the absence of prolonged meaningful engagement in the school environment under the supervision of a vibrant host-teacher will teach as they have been taught (Reddy et al., 2008) and do not reach the point where they develop their own professional judgement (Ulvik & Smith, 2011). The only point where an alternative approach to teaching and learning can

be negotiated given the cautions raised by Hoadley (2013), Reddy et al., (2008) and Ulvik & Smith, (2011) is in the assessment feedback to the student teacher after the assessment event. This emphasises the critical importance of the assessment feedback to the development of professional judgment for the student teacher.

A bigger concern, which has a far-reaching impact, is when student teachers 'pass' an assessment visit, having used teaching approaches no longer suitable for the 21st century (DoE, 2005), in the student teacher's mind, by achieving a pass the relevance and usability of the approach is confirmed. The affirmation of archaic approaches during the assessment of teaching practice prevents these future teachers from becoming levers of change in the educational system (Samuel, 2009) or effectively breaking the chain of years of cumulative socialisation (Reddy et.al., 2008).

After having discussed all the many challenges, and facets to be considered in making a summative judgment of teaching performance, I would like to draw the discussion back to Miller's acknowledgement that no single assessment method can provide all the data required for judgement of anything so complex (Miller, 1990). In considering Miller's pyramid (refer to section 1.7.2) the assessment instrument would provide sufficient data if such an instrument makes provision for the assessment of demonstrated knowledge; competence; performance and action.

2.10 Conclusion

The aim of this study was to determine to what extent the professional identity of TE impacts on the assessment decision. The issues of identity and identity formation for TEs received extensive attention earlier in this chapter. This chapter discussed relevant literature on the concepts central to the study, namely professional identity, professional knowledge and the assessment of School Experience for TEs against the backdrop of the changing higher education landscape in South Africa post-2000.

The rationale for the theoretical framework through which the identified concepts are viewed are described. These include using a social-constructivist approach as encapsulated in the theories of Bernstein, Lave and Wenger and Feiman-Nemser in considering the influence of personal and professional identity on the assessment of teaching competence. In the following chapter the methodological approach argued for is explained and discussed to draw from this chapter as the anchor for the methodology and design for this study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This study sought to understand how TEs professional identity is reflected in the assessment narratives of student teachers enrolled on the one year Post Graduate Certificate in Education course at one institution of higher learning in South Africa. The research examined the use of pedagogy terminology in the assessment narratives produced as part of School Experience for student teachers enrolled in the Post Graduate Certificate in Education programme. Pedagogy-related terminology in the context of this research is understood to be the specific discourse in-use that inform assessors of students' teaching competency when assessing PGCE student teachers.

This chapter provides the methodological framework for the study which guided the research design and the research methods supporting the study. The following section presents the rationale for the specific approach.

3.2 Rationale for the Study

The rationale for the use of this specific approach is based on the scientific methods of conducting research. Humans, in their efforts to make meaning of what they experience and observe, or to find solutions to problems, will embark on investigations (Cohen, Manion & Morrison, 2011). Teachers, due to the nature of their work, regularly engage in investigative processes leading to decisions and actions. Casual observation of something note-worthy and coming to some conclusion based on said observation(s) may share some characteristics with the research process. However, in the world of experimental methodologies and statistical tools, such conclusions are not regarded as rigorous, trustworthy or valid in scientific terms (Lichtman, 2013).

The scientific method of conducting research is the application of a body of techniques in the process of investigating phenomena in order to acquire new knowledge or correct and integrate previous knowledge (Goldhaber & Scharff, 2010). Research is therefore, the systematic application of such techniques in testing hypotheses and determining cause and effect, which involves several basic steps (Lichtman, 2013), such as posing research question(s), collecting data in a structured pre-planned manner and carefully interrogating it in order to answer the research question(s). The systematic nature of the process not only protects the researcher from error but allows the work to be publicly scrutinised by one's peers (Cohen et al., 2011). This means that the findings presented are rigorous, reliable and trustworthy, and therefore add to existing knowledge.

The main difference between the scientific method of research and other methods of enquiry (characterised by the absence of experimental methodologies) is the researcher's attempt to apply an interpretivist approach to the research process. Research could be located in two general methodological categories, either quantitative or qualitative research, before the emergence of a third category, the mixed method approach (Shulman, 1986 as cited in Castellan, 2010).

3.2.1 Quantitative Research

It is widely acknowledged that each of the methodological categories function under different assumptions (Castellan, 2010). Researchers affiliated to the quantitative approach, assume that a single objective truth exists, which can be manipulated experimentally and quantified numerically. This approach generally involves the testing of hypotheses and the establishing of cause and effect relationships between variables (Cohen et al., 2011).

3.2.2 Qualitative Research

Researchers operating from the qualitative framework ascribe to multiple subjective realities which are socially constructed and therefore cannot meaningfully be quantified. According to Anfara and Metz (2006), the place of theory in qualitative research is a contested area. In their examination of the most prominent views on theory in quantitative research, three positions on the matter emerged. These are based on information gathered from textbooks used to prepare and mentor researchers. The first position is that theory has little to offer to qualitative research, the second that theory in qualitative research mainly relates to the methodology the researcher chooses to use and, lastly, that theory is broader and all-encompassing than just guiding the methodology (Anfara & Metz, 2006).

3.2.3 Mixed Methods

The mixed method approach emerged as a result of the perceived inadequacies to meaningfully deal with all kinds of data through the use of qualitative methods used in social sciences (Denscombe, 2010). Johnson and Onwuegbuzie (2004) declared that “mixed methods research is a research paradigm whose time has come (cited in Cohen et al., 2011). As the name suggests, the mixed method approach allows researchers to integrate the best of the quantitative and qualitative approaches with the aim of answering the posed research questions. The approach provides the researcher with a more complete picture than would have been possible if only adopting either a quantitative or qualitative approach (Denscombe, 2010). Researchers affiliate themselves with a particular approach claiming that their chosen approach is more appropriate for what they aim to achieve (Castellan, 2010; Taylor & Medina, 2013).

Of the three frameworks presented, the most appropriate was the qualitative research approach as the researcher believes that the approach is the most suitable for uncovering how the professional identity of TEs is reflected in the summative

assessment narrative for PGCE student teachers. The qualitative approach is best suited to the nature of enquiry, for the following reasons. The impact of individually constructed identities of TE assessors in the assessment of teaching competence needs to be understood because of its implications for student teachers and teacher education. Little research has been done on it in the South African context. The phenomenon can best be understood through following an exploratory approach as the knowledge claims are of a constructive nature. The meaning of the knowledge is based on the views of the participants.

Gall, Borg and Gall (1996) as cited in Castellan (2010) cautions against claiming that one approach has a greater possibility for uncovering 'truth' than the other. Each approach (also sometimes referred to as a 'paradigm') has a specific purpose (Taylor & Medina, 2013). Each approach/paradigm functions with its own set of assumptions or thinking about reality (Siegel, 2002 as cited in Castellan, 2010).

3.3 Paradigms

The first known use of the word 'paradigm' was in the 15th century. It originated from the Latin "paradigma" and the Greek 'paradeigma' meaning pattern or sample (Merriam-Webster online dictionary, 2013). Thomas Kuhn (1970) introduced the term into the scientific world when he used the term to refer to the methodologies that 'reside in communities of practice' (Cohen et al., 2011). Kuhn defines a scientific paradigm as a model or framework universally in use, at a specific time period, amongst scientists in a particular field when dealing with research problems and solutions in that field. A paradigm is not only culturally-specific but influences scientific processes and practices in the following ways:

- the types of problems that are studied and researched;
- the types of questions posed in the course of the research process;
- the structure and nature of the questions asked;
- how the results of any investigation will be analysed or processed;

- how experiments will be conducted and what equipment will be used in doing so (Kuhn, 1970).

A paradigm can therefore be regarded as a comprehensive belief system, a view of how things work in the world and a framework that guides not only research choices and decisions, but generally all choices and decisions the individual makes (Shulman, 1986; Willis, Josh & Nilakanta, 2007). Shulman (1986) further explains that in the scientific world, paradigms are not theories but ways of thinking which could culminate in the development of a theory (as cited in Castellan, 2010).

The choice of which method of enquiry or research paradigm to use, is influenced by a number of philosophical assumptions the researcher holds about the nature of 'truth', and ultimately what that researcher regards as evidence of that truth. Crestwell (2012) outlines these philosophical assumptions as one's ontology, epistemology, axiology and methodology. Each of the assumptions will be explained.

Ontology, as used in philosophy, is a branch of the field dealing with the nature and structure of reality, or the characteristics of a something because of its nature (Guarino, Oberle & Staab, 2009). Aristotle defined ontology as the 'science of being'. When philosophers attempt to answer questions such as what is real, is this reality ordered in any way, is the reality out there or inside me/us and ultimately what does it mean to be human, they are concerning themselves with ontological issues (Ruona & Lynham, 2004). The ontological question asked in this study is, "What is the reality for TEs as assessors of PGCE student teachers?"

Epistemology, yet another branch of philosophy, is described as the theory of knowledge (DeRose, 2005). It raises and addresses questions about the nature of knowledge and reasonable belief (Ruona & Lynham, 2004). Epistemology ponders questions such as what is knowledge, how is knowledge different from opinion or belief, how does one acquire knowledge, and ultimately how does one know (and

believe) that he/she knows (DeRose, 2005). In this study, epistemological assumptions operate at the levels of what beliefs TEs hold about knowledge and truth with regard to their own practices as assessors and, secondly, what the researcher regards as knowledge and truth with regard to TEs written and verbalised versions of their 'truth'.

The term 'axiology' is used synonymously with the word 'ethics' (Ruona & Lynham, 2004). It speaks to the values and ethical practices which the researcher upholds in the process of conducting the research. The researcher's values and biases impacts on how much value is attached to the data, and how the data is ultimately interpreted. In this study, the researcher is positioned as an insider with intimate and privileged knowledge and access to the research situation. The researcher in the study sets herself up as a co-investigator and co-learner, hence the reference to interviews as purposeful conversations, to minimise the power relationship between herself and the research participant (Breen, 2007).

Axiology prescribes to researchers the standards for acceptable methodologies and methods to be upheld. The use of a particular methodology in the process of collecting and analyzing the data, influences which methods will be used, how the phenomena is conceptualized and how the gathered data will be analysed (Ruona & Lynham, 2004).

Gibbs (2007) emphasises the personal and individual nature of qualitative data. It is difficult to conceal the identity of research participants as data presentation is based on the direct words of the participants. It is therefore quite likely that those familiar with the situation will be able to identify specific participants and/or settings. This requires the researcher to go to great lengths to protect the anonymity of participants and research settings. In the presentation of the data in chapters 4 and 5 the identity of research participants were protected by assigning a coded number to each participant.

Bogdan and Biklen (1998) are of the opinion that the choice of the research approach/paradigm is dependent on what is being studied and what one aims to uncover. Krathwohl (1998) and Howe and Eisenhart (1990) indicated that the research question(s) would determine the selection of the most suitable research approach (as cited in Castellan, 2010). In this study, the researcher regards her view of reality, as the biggest determining factor in the choice of a research approach/paradigm. The researcher argues that reality is viewed as a social construction of a community of practice in a given time period, which locates the study in the post-positivist, interpretive paradigm.

The interplay between the concepts discussed above are illustrate most appropriately in figure 2 from Ruona and Lynham (2004):

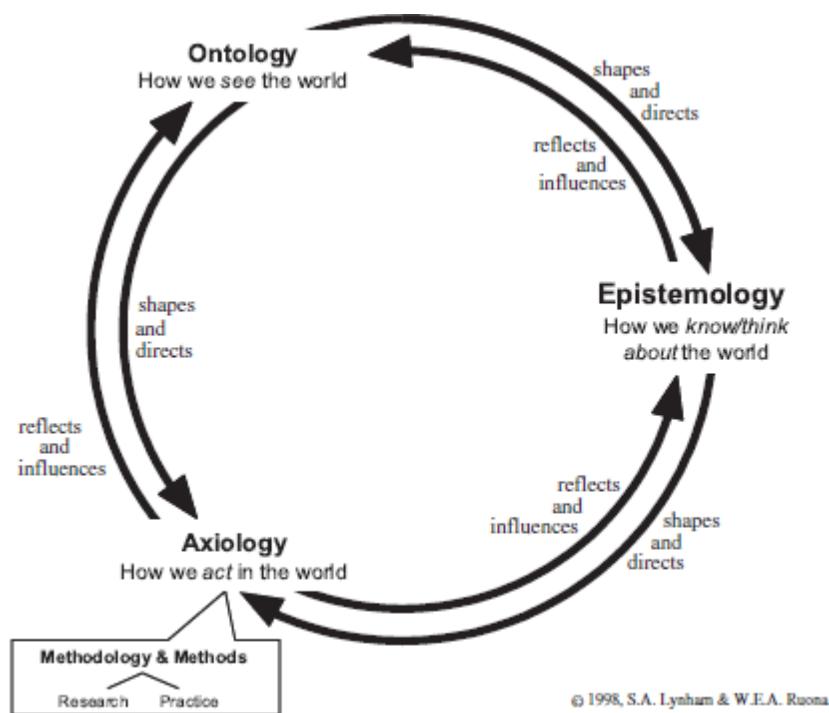


Figure 2: Interplay between ontology, epistemology and axiology
Source: Ruona and Lynham (2004)

The above represents a visual presentation of the discussions on the previous two pages and is included for the purpose of clarity. The researcher's position as is Denzin and Lincoln's (2005) argument is that one's paradigms can be regarded as one's theory. It is the paradigm (the way in which I see the world) that guides the

explanation of the phenomena. As this study was located in the interpretative paradigm, it approaches the phenomenon with a set of ideas, a framework, a theory, an ontology and a specific set of questions in examining it in a specific way.

The following sections will provide an overview of the characteristics of educational research perspectives from traditional positivist to the multi-paradigmatic approaches with the aim of illuminating the choice of the chosen research design.

3.4 Positivism, Post-Positivism and Critical Paradigms

Research paradigms can be placed along a continuum in terms of the researcher's distance from the reality that is being observed. This section provides an overview of the main research paradigms.

3.4.1 Positivism

The traditional paradigm (positivism) claims that objective reality exists and that it can be investigated, uncovered and confirmed through experimental methods in an objective and neutral manner. The underlying assumption in this approach is that the physical and social reality is independent of the researcher, who can objectively observe and manipulate this reality in order to determine causality.

Douglas (1973) as cited in Cohen et al., (2011) states that the two major orientating ideas contained in the model are that (1) human behaviour is rule-governed and (2) should be investigated by methods of the natural science. In this approach, popular in the fields of natural and physical sciences, the researcher is situated outside of the research site and his/her main role is to control the research process through the administration of various combinations of experimental methods (Lichtman, 2013;

Taylor & Medina, 2013). Positivist researcher typically uses quantitative methods in data collection and analysis.

The method is quantitative in that it relies on experimental designs, numbers and statistics to answer questions (Taylor & Medina, 2013; Lichtman, 2013). These traditional research approaches which have dominated research in education were influenced by sociology. The newer research paradigms are influenced by the techniques used in the field of anthropology. The aim of anthropology is to understand other cultures from the inside, and this is reflected in the research methodologies adopted by post positivist researchers.

3.4.2 Post-Positivism

Next along the continuum, post-positivism emerged when it became evident that capturing reality that existed 'out there' was not only difficult but impossible (Lichtman, 2013). The underlying assumption in the approach is that social reality is constructed by everyone who participates in it. It does not exist as a constant 'out there' but is constantly evolving depending on the context. Those researchers who oppose positivism subscribe to various schools of thought, therefore the different variants of post-positivism that emerged include, interpretivism, constructivism, naturalism and phenomenology (Mackenzie & Knipe, 2006; Cohen et al., 2011).

The predominant idea in post-positivism is that multiple realities exist. This is in contrast to the belief in the traditional/positivist paradigm that there is only one single reality. The emphasis in post-positivism is on inter-subjective construction of multiple realities. The researcher's aim is to make sense of what is going on through interpreting what s (he) observes and on understanding the person or the situation as a whole (Cohen et al., 2011; Taylor & Medina, 2013).

The ontology and epistemology of the post-positivist paradigms constitutes an inter-subjective construction of reality. Social reality is constructed, and furthermore constructed in different ways by different people (Gall et al, 1996, as cited in Castellan, 2010). It can therefore only be understood from the viewpoint of those involved in the ongoing action being investigated (Cohen et al., 2011). This belief in an inter-subjective construction of reality is regarded as a weakness in the post-positivist paradigms (Cohen, et al., 2011). Critics argue that while researchers' may base their understanding of observed behaviour on knowledge of the situation, it may not present an objective interpretation of the purpose of the behaviour. These critics state that post-positivists have removed themselves too far from scientific verification procedures and from discovering useful generalizations about behaviour (Cohen et al., 2011).

Post-positivist researchers capture reality through the use of multiple methods. In addition to observing behaviour from the outside, the data-gathering techniques in the post-positivist paradigm include interviews and participant-observations. In contrast with quantitative research where the focus is on how numbers and statistics provide evidence for the existence of reality, post positivist researchers locate their work in the qualitative arena where the emphasis is on non-numerical data, particularly words or visual images' (Lichtman, 2013).

Research located in this paradigm (also referred to as the 'interpretive' paradigm) aim to construct and present a trustworthy, authentic and rich life-world understanding of the subject's world through a process of interaction between the researcher and research participants. Bernstein (1971) referred to the interpretive paradigm as the result of a negotiated process as the meanings of situations are negotiated by participant and researcher alike. The emphasis is on understanding the phenomena from within (Cohen et al., 2011) in order to create a holistic snapshot. The process of negotiating is a product of the situation where the researcher holds the power to impose his/her understanding and interpretation upon participants through placing artificial boundaries around the participant's behaviour (Cohen et al., 2011).

The critical paradigm, also regarded as a variant of the post-positivist paradigm is presented separately as the researcher is in agreement with Cohen et al.(2011) that a purely interpretivist approach fails to present a realistic account of the social behaviour that is being investigated because it fails to acknowledge the impact of the political and ideological context in which such behaviour occurs.

3.4.3 Critical Paradigm

Dissatisfaction with the existing research approaches in the 1980s and 1990s gave rise to the critical paradigm (Mertens, 2005). Different authors use different names when discussing the various paradigms. The same is true for the critical paradigm. Mackenzie and Knipe (2006) call it the 'transformative' paradigm, and lists the following variants as part of this category critical theory, neo-marxist, feminist, critical race theory, participatory, emancipatory, empowerment issue orientated and queer theory.

Researchers who prefer to work in this paradigm argue that their research takes cognizance of political issues in order to address social justice and democracy as the existing approaches do not make provision for this (Creswell, 2003). The intention is not merely to understand situations but to change them (Cohen et al, 2011). The underlying agenda of critical educational researchers is to examine, interrogate, question and transform. The research methodologies used in the critical paradigm seeks to clarify, understand and interpret, as researchers working from this perspective make use of both quantitative and qualitative data collection and analysis methodology.

The need for a critical orientation in this research is necessitated by two reasons. The first, which is explained in great detail in chapter 1, is the cohort of student teachers whose assessment of school experience is the focal point of the study. The assessment needs of the PGCE student teacher are different to that of a student

teacher enrolled in the B.Ed programme (see section 1.3). The researcher is working from the assumption that faculties of education invests more effort and energy in grooming student teachers enrolled in the B.Ed programme (due to the nature of the programme) than those enrolled in the PGCE course. This group therefore could be regarded as a minority in this context.

The second reason for a critical orientation is linked to the fact that TEs as trainers and assessors of student teachers are products of their own social and political contexts. They find themselves guided and prescribed to by a social and political context which may or may not be different to their own. It can safely be assumed that the social and political context in which TEs are operating, is different based on them (participants in this research project) having completed their own teacher training at least ten years prior to this research. In addition to this, the South African education system's requirements for teacher training have undergone a number of shifts in the last few years (see section 2.5).

The only authentic evidence of whether assessors of teaching practice for PGCE candidates are in fact cognizant of this group's minority status is embedded in the written feedback to PGCE student teachers. This is based on Denzin and Lincoln's view (2005) that what goes on in the human mind and heart is not directly accessible to the outside world, and that the best way in which inner thoughts and feelings can be 'represented' would be through various ways of communication. In this research, the assessment narratives (written) and the interviews (spoken) are regarded as a representation of the values and beliefs of this group of TEs.

Hall, Evans and Nixon (2013) define representation as the production of meaning through the use of language. Language (spoken or written) is used to convey something meaningful about the world to other people, or to 'represent' the world in a meaningful way to other people. Embedded in this definition is the implication that in order to understand what is being said, those involved in the communication process have to have a common understanding of what the words (utterances) mean.

Culture (which in the context of this research is understood to refer to teaching culture) is about shared meaning among members in the community of practice. Language is the medium through which the members of the community of practice express their shared understanding. The use of signs and symbols (in the case of this research, words) represent to others an individual's own concepts, ideas and feelings (Hall et al., 2013).

The focus in this study was on how the assessment 'narratives' written by TEs for student teachers enrolled in the PGCE programme can be regarded as windows into the 'hearts (values) and minds (beliefs) of the TEs who produced the narratives. The data gathered in this study was of a non-numerical nature. This study was therefore located in the post-positivist/critical paradigm as it addressed issues of personal and professional identity in the context of the assessment of teaching competence against the backdrop of institutional and national contexts. The approach was both interpretive and critical in nature, making use of enquiry methods aligned to qualitative research.

This section provided an overview of the philosophical under-pinnings of the positivist and the many variants grouped under the post-positivist paradigms. In the following section the selected research design for this study, the qualitative research approach, is presented in greater detail.

3.5 The Qualitative Research Approach

The term 'qualitative' is used as a general term for ways in which a researcher gathers, organizes and interprets information from humans using his or her eyes and ears (the researcher's) as filters (Lichtman, 2013). The main characteristic of the approach is the notion of the individual construction of meaning, located in social situations which requires the researcher not only to understand the context but in the process of interpreting it becomes a co-creator of the reality (Cohen et al., 2011). In

the context of this study, the researcher as an insider is familiar with the context of training and assessing teaching competence of PGCE student teachers. Qualitative research is also associated with interpretivism with the researcher playing a pivotal role in the interpretation of the data (Denscombe, 2010).

The approach offers the researcher strategies which allows the issue at hand to be examined in depth, as it yields a clearer understanding of what is happening in particular circumstances (Lichtman, 2013). Qualitative research strategies allow the researcher to answer the 'what' and 'why' questions which cannot be adequately explained by test scores, data and statistical analysis typical of the quantitative approach. The 'what' questions in this study are?

- What aspects of professional identity for TEs can be identified in their assessment feedback to PGCE student teachers?
- Which aspects of the school experience assessment instrument are aligned to the assessment of teaching competence of PGCE student teachers?

The qualitative approach involves careful looking (observation) and listening to people in their natural settings rather than in experimental environments (Lichtman, 2013). The approach enables the researcher to achieve a deeper understanding of the social, political, historical and economic factors which shaped the pedagogies for this group of TEs (Taylor & Medina, 2013). The assessment narratives of TEs enabled observation of their pedagogies-in-use while the semi-structured conversation allowed careful listening to them articulating their pedagogies.

This research is located in the qualitative arena, and is of an interpretive, critical nature as it takes into account the notion that the reality of assessing PGCE student teachers for this group of TEs is the result of an inter-subjective, social-construction between a community of practitioners (see section 2.3.1) and the researcher as the interpreter of the displayed behaviour.

The research design is synonymous with that of the case study design, as the research was conducted at only one institution of higher learning with a selected group of research participants.

3.5.1 The Research Design

Qualitative research design include five popular methodologies, namely ethnography, grounded theory, phenomenology, case study and narrative. As this study is using elements of the case study and narrative design, the discussion will focus on the characteristics of these methodologies as appropriate for this study.

3.5.1.1 Written Narratives

One of the general principles of qualitative research is that the voice of research participants (in this case being represented in the written narratives and interviews data) are interpreted. Interpretation of reported data relies heavily on the actual words of the respondents in their natural setting (Lichtman, 2013). The purpose is to grasp the point of view of the native, his view of the world and in relation to his life (Malinowski, 1922, cited in Cohen et al., 2011).

3.5.1.2 Case Study

In Lichtman's view (2013), the case study design is an approach without any philosophical underpinnings as it can be combined with some of the other research approaches. In this research, elements of a case study design were combined with that of the narrative inquiry approach. The distinguishing characteristic of the narrative inquiry approach is that it relies on the written, spoken or visual representations of individuals (Lichtman, 2013). The focus of the analysis was on the written and spoken words of the individual. The written and spoken words of the

research participants are presented in response to the interview questions presented in chapter 5 and the researcher's examination of the assessment narratives for the same group of TEs in chapter 4 to validate the trustworthiness and credibility of the study (Yin, 2011).

One strength of the design is that it acknowledges the powerful impact of context on cause and effect relationships (Cohen et al., 2011). The assessment narratives of TEs for the PGCE student teachers in the 2012, 2013 and 2014 time period is the focus of this study. The particular case that has been selected for study, offers a snapshot of unique historical importance in the life of a teacher training institution (see chapter 1). The 2012 – 2014 time period represents a point from merger to post-merger (merger of three distinctive schools see section 1.2) in the life of a faculty of education involved in the preparation of future teachers. The selected time period, provides a rare opportunity to study the acquisition of new 'roles' for a group of TEs in a specific setting.

Wilson (1990) as cited in Lunenberg and Willemse (2006) makes the observation that TEs generally enter the field without any formal preparation for this 'new' role. Of course this claim refers to school teachers moving from teaching children into the arena of adult education. All staff attached to the former three distinctive schools prior to 2012 have been active as TEs but in different settings (pre-service, in-service or post-graduate).

This study aimed to establish how previous occupational roles (prior to 2012) held by this group of TEs impacted and influenced their current mandate of preparing and assessing teaching competence of PGCE student teachers about to enter the teaching profession. In addition, the research aimed to illuminate what this group of TEs regard as adequate and sufficient support for their role as TEs and assessors of teaching competence for PGCE student teachers.

3.6 Research Context

The research setting includes the physical, social, and cultural context in which the research is carried out (Lichtman, 2013; Mason, 2002). Physically and culturally the setting for the research is a group of academics located in the faculty of education within an institution of higher learning in the Eastern Cape in South Africa.

The researcher's interest was to determine how events outside this physical, social and cultural location impacts on what takes place within it (Mason, 2002). Some of these aspects identified earlier (section 2.5) include the rapid and systemic changes within higher education, the move of teacher education into the higher education sector and the myriad of policies, procedures and practices impacting on teacher training provision.

Qualitative research is conducted in natural settings. The researcher did not manipulate any aspect of the setting in the process of data gathering. The assessment narratives were already in existence. These assessment narratives are annually produced as part of the assessment of teaching performance when student teachers are gaining their practical experience. The focus was on interpreting how the professional identity of TEs is 'visible' in the assessment narratives.

The selection of the assessment narratives for PGCE students were purposeful, as student teachers enrolled in this programme generally present a unique challenge to TEs in their role as assessors. The characteristics of the PGCE student teachers and the challenges they bring receive attention in chapter 1 (see section 1.2). The challenges faced by TEs are extensively discussed in chapter 2 as this adds to the context of the study.

The time period (2012 - 2014) represents the first three years of School Experience assessment activity in the newly formed School of General and Continuing

Education. Prior to 2012, TEs were attached to three distinctly different schools in the Faculty of Education (pre-, in-service and post graduate studies).

3.6.1 Research Population and Data Source

In an ideal world, the researcher would be able to study a group in its entirety. For a variety of reasons, it is not possible to include the entire population. The sampling of participants, therefore, had to receive careful attention and consideration. Who to include into the sample depended on the extent to which the person was representative of the population in question and to what extent the researcher had access to the person identified for inclusion (Cohen et al., 2011).

The sampling strategy used in this study was of a non-probability nature. This strategy is also known as a purposive sample. This type of sampling targets a particular group, in this case TEs who in the 2012 - 2014 time period assessed PGCE student teachers. This excluded anyone who did not assess PGCE student teachers or who joined the faculty after 2014. The sampling technique ensured the inclusion of those individuals deemed to have in-depth knowledge about the assessment challenges for PGCE candidates. Whether the chosen individuals are representative of the bigger population of TEs is irrelevant in this study as the emphasis in the research was on exploring from a critical perspective the dynamic interaction between personal and professional identity and assessment of teaching competence for these individuals. The sample represents a cohort of diverse academics who prior to 2012 came from differently focused teacher training programmes, namely pre-service, in-service and post graduate studies. Since 2012, academics previously attached to in-service and post graduate studies, due to institutional restructuring, became involved in the education and assessment of pre-service student teachers.

The number of research participants in the study was determined by ‘fitness for purpose’ (Cohen et al., 2011). Onwuegbuzie and Leech (2007) as cited in Cohen et al., (2011) urge that the sample size should be large enough to generate ‘thick descriptions’. The staff complement across the 3 years is as follows:

2012	19 full time staff
2013	18 full time staff
2014	20 full time staff

The sample in this study consisted of five full time staff, which is 26.3 % of the available pool of TEs, which generated ‘thick’ descriptions of the phenomenon which is the focus of the study.

3.6.1.1 Sample Group

The participants were selected as part of the sample based on the following criteria:

- One Teacher Educator who was not employed by institution X prior to 2012 and is considered to be a generalist in terms of teaching expertise;
- One Teacher Educator from the School of Post-Graduate studies prior to 2012, considered to be a generalist in terms of teaching expertise;
- One Teacher Educator involved with the PGCE qualification at administrative and instruction level, previously from the School of Pre-Service and therefore fully conversant with the assessment of teaching competence. This educator is also a Foundation Phase and language methodology specialist;
- Two Teacher Educators who are phase (Intermediate Phase) and subject (mathematics) specialists. Prior to 2012, they were attached to the School for In-Service programmes. In the newly reconfigured faculty post-2012, these two staff members are predominantly engaged in teaching mathematic methodology for student teachers enrolled in the Intermediate Phase programme.

People and texts are the source of data in the context of this study. Mason (2002) distinguishes between data sources and methods for generating data from those sources. In qualitative research the commonly used data sources include: people; organizations; texts; settings and environments; objects, artefacts and media products; events and happenings (2002, p.52). People “are repositories of knowledge, experiences or feelings”, which make them an excellent source of data in qualitative research (Mason, 2002, p.51). In evaluating which data sources to use, the researcher had to determine if the selected sources would provide answers to the research questions posed. It was established that the selected sample of academics would be able to provide answers to questions of professional identity and assessment strategies for PGCE students.

3.7 Data Collection Methods

Many methods are available to generate the required data from the source. In this study the data was collected from documentary sources as captured in the School Experience assessment instrument and from semi-structured interviews with the sample group, also referred to as semi-structured conversations with selected TEs.

3.7.1 School Experience Assessment Instrument

The data recorded in the School Experience assessment instrument is a normal part of what is required from TEs in their role as assessors of teaching performance. For every student teacher that is observed, the TE is required to assess the PGCE student teacher’s teaching competence and complete a written report using the School Experience assessment instrument.

The instrument makes provision for graded responses on various aspects of the lesson as well as an open ended section for written feedback for comments on areas in the teaching performance regarded as excellent, or areas which require attention.

Duplicate copies of all assessment reports are handed to the administrator tasked with School Experience after the assessment visit. All assessment reports in accordance with the exam regulations at the institution are kept for five years.

The data generated from the School Experience assessment instrument is a primary data source. Documents are constructed as a result of specific contexts and purposes by particular people (Mason, 2002), therefore the narratives produced by TEs are valuable and authentic. The narratives provide legitimate evidence of how the values and beliefs individual TEs hold about good practice are enacted, culminating in the awarding of grades for the student teacher's performance. A copy of the School Experience assessment instrument is attached as Appendix D.

For the purposes of data collection, the researcher requested copies of assessment reports for PGCE student teachers produced by members of the selected research participants for the 2012 to 2014 assessment cycles. The assessment reports were selected on the basis that it was for a second visit (i.e. it was the specific PGCE student teacher's second assessment attempt). In the process three assessment reports per participant (except in the case of TE two who did not participate in the 2014 assessment cycle) were selected. The profiles for the selected group are presented in Table 5.1 (chapter 5). In total, data was collected for 14 assessment reports.

The following section will address the data collection process for the semi-structured interviews or conversations.

3.7.2 Semi-Structured Interviews

Interviewing has often been identified as the primary way in which qualitative researchers gather data (Roulston, 2010 as cited in Lichtman, 2013).

Kvale and Brinkmann (2008) describe the semi-structured interview as a conversation with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena.

From a qualitative perspective, people and their interpretations, meanings and understandings are regarded as a primary source of data (Mason, 2002). Within the interpretivist paradigm, the purpose of one of the conversation participants is to enquire about and listen to while electronically or manually recording the other participant's interpretations about his/her world. Individual interviewing therefore, is a purposeful conversation between the researcher and participant in which the researcher plays a very directive role (Lichtman, 2013; Kvale & Brinkmann, 2008). This alludes to the unequal relationship between interviewer and interviewee, as confirmed by Bernstein (1971). Refer to section 3.4.2 for further elaboration on the matter.

Interviews range from being highly structured to being casual interactions. Casual interactions would not be entirely suitable in gathering useful data for the purposes of this study. The unstructured nature of the conversation allows it to be steered along themes but with no rigidity by the interviewer. The semi-structured interview, which is the preferred method, on the other hand, requires the researcher to have an understanding of the conceptual issues of producing knowledge through conversation. (Kvale & Brinkmann, 2008). According to Mason (2008) all qualitative or semi-structured interviews share the following core features:

- interactional exchange or dialogue in various configurations (one-to-one; focus groups) which takes place either face-to-face, telephonically or over the internet;
- conducted in a fairly informal style hence being referred to as 'conversations';
- thematically arranged discussion points rather than a complete set of questions;

- focused by the researcher to bring to the fore the situated knowledge which will be constructed or re-constructed in the course of the dialogue between the interviewer and the interviewee (Mason, 2008, p.62)

For these reasons, this method was appropriate and aligned with the qualitative approach. The semi-structured interviews in this study took place on a one-to-one basis. At the start of the interview process, as part of establishing the boundaries of the interaction, the researcher requested participants' permission to not only electronically record the interview, but also use the gathered information in a responsible manner for research purposes.

All attempts were made to create an informal atmosphere whereby discussion points were introduced in a conversational manner by allowing the conversation to develop a natural rhythm and flow, while keeping it focused on the relevant aspects. The semi-structured interview discussion points are attached as Appendix A.

The discussion points introduced by the researcher in the course of the conversation were the respondents' narratives from being teachers of children to preparing future teachers; their challenges and frustrations as assessors of teaching competence for PGCE student teachers; how they rate the impact of various aspects of teaching competence (as prescribed by the assessment instrument-in-use) on PGCE student teachers teaching performance and their opinion of the alignment between the assessment instrument-in-use and the assessment of teaching competence for PGCE student teachers.

King and Horrocks (2010) typify the semi-structured interviews as an act of constructionism. The way in which the concepts constructionist and constructivist are used and understood in the context of this research is explained in chapter 1 (section 1.7.1) however, King & Horrocks (2010), use the term constructionism to describe the reality process that unfolds jointly created by the interviewee and interviewer

alike. The researcher endeavoured to be unobtrusive and introduced discussion points in a general and non-directive manner (McCracken, 1988). Therefore, instead of following an overly structured interview format, the aim was to allow participants to tell their own stories. The researcher thus became the co-creator in the reality portrayed by interview participants. The constructed reality that emerged is, therefore, the sum total of the interaction between the interviewer posing a question and the interviewee responding to it. Despite the notion that the research interview is a conversation, there is a need to acknowledge that the conversation is not between equal conversation partners (Kvale & Brinkmann, 2008). This means that, the researcher determined the direction of the conversation by introducing the context or thematic areas by posing questions and following up on the interviewee's answers (Mason, 2008).

In this study, responses to seven semi-structured questions were gathered from five TEs involved in the 2012, 2013 and 2014 School Experience assessment cycles at the city campus of an institution of higher learning. The data gathered from the semi-structured interviews are presented in chapter 5. As a way of setting the interview stage, the selected five TEs were requested via email to avail themselves for a conversation of between 30 to 45 minutes over a two-week time period. On their acceptance of the invitation, the researcher proceeded to set up a specific time and date with individual participants. All interviews took place at the institution at the specified times. The participants were not informed of the themes of the conversation prior to the interview. On the day of the interview, the researcher started the research interview by briefly introducing the background and requesting permission from the participants to manually and electronically record the interview. The participants were then requested to sign consent forms which allowed the researcher to use the data for the purposes of the study. .

Kvale & Brinkmann, (2008) term this the briefing stage. The purpose of the briefing stage was to briefly tell about the purpose of the interview, request permission for the use of a sound recorder, and to clarify any questions the participant may have

(2008). All participants agreed to signing consent forms (refer to Appendix G). The themes along which the conversation was steered included:

- a narrative of the TE's own career development;
- reflection on own assessment practices for PGCE student teachers; and
- reflection on the alignment between the assessment instrument-in-use and the assessment of teaching competence for PGCE student teachers.

In the course of the interview, research participants were prompted to rank the value they attach to the various aspects of the lesson elements in coming to an assessment decision. The ranking was based on a 5-point scale and was used for the purpose of determining how aspects of teaching competence as outlined in the School Experience assessment instrument are ranked in terms of their impact on the assessment decision. This will be further elaborated on in section 3.7.3.

Kvale & Brinkmann, (2008) propose that participants be debriefed after the interview. In this research, debriefing took the form of the researcher thanking each participant for making himself/herself available and asking permission to return at a later stage for clarification and validation of truth. All participants declared their willingness to be available for further clarification and interpretation of feedback based on validation and accuracy of the data collected.

3.7.2.1 Challenges when Using Semi-Structured Interviews as a Method to Capture Data

Interviews, present the researcher with various ethical dilemmas (De Laine, 2000 as cited in Cohen et al., 2011). The value and quality of the knowledge that was produced by this type of research is dependent on the social relationship between the interviewer and the interviewee. If no social relationship exists, part of the interview process must be used in establishing such a relationship (Kvale & Brinkmann, 2008). As the researcher is a member of the TE community in the same

physical and geographical location as the research participants, and therefore familiar to participants, the initial minutes of the interview process were used to set the boundaries for the conversation. This classifies the researcher as an in-sider. Refer to chapter 1, section 1.11.2 for further clarification and elaboration.

Whether or not the interviewee is willing to share information is dependent on the interviewer's ability to create a 'safe space' for sharing with the full knowledge that what is said becomes public knowledge in the future. Breen (2007) presented this as one of the challenges for the insider-outsider researcher, which requires the interviewer to balance respect and ethical integrity for interviewee boundaries with the need for the required data (Kvale & Brinkmann, 2008). In the course of the interview process, none of the research participants expressed unwillingness to share information with the researcher which enabled the collection of rich descriptive data as participants shared their thoughts openly and without restraint.

Semi-structured interviews allow the researcher to match questions to individuals and circumstances. The use of an interview guide or interview outline provided structure to the data collection process and the researcher could close gaps as they arose (Cohen et al., 2011). As much as flexibility of the semi-structure interview data collection method is held up as a strength, this same characteristic can also be its biggest weakness. In the semi-structured context, opportunities arise to ask certain questions. If these opportunities do not arise, the researcher has to steer the conversation in that direction. This takes away from the relaxed 'conversational' atmosphere which the researcher attempts to create (Kvale and Brinkmann, 2008).

Often, important topics will be omitted from the conversation if the researcher is not experienced enough, which makes it difficult to gather the types of responses which can be compared across interviews. However, obtaining prior permission to take up the conversation again at a later stage, created the space for the researcher to follow up on aspects which were overlooked during the structured conversation.

3.7.3 Data Gathered Through Rating Scales

Rating scales are most commonly associated with the quantitative research approach. The term refers to the grading of a variable or variables which measure some aspects of a complex phenomenon (Hamilton, 1968). The rating scale allows for a range of responses to a given question. The inclusion of a rating scale as part of the semi-structured interview allowed the researcher to get differentiated responses by requesting the research participants to assign a value to his/her response (Cohen et al., 2011). Requesting the research participants to attach a numerical value to a specific element of teaching competence provided the researcher with a guiding framework to interrogate the assessment focus for each TE in the assessment narratives. In qualitative research, the use of a rating scale, as in this case, provides a yardstick to determine the synergy, congruence or tensions between verbalised beliefs about sufficient evidence of competence and the enactment of those beliefs in the assessment narratives for PGCE student teachers.

In the context of this research, TEs were asked to indicate to what extent an aspect of the teaching competence as set out in the assessment instrument would impact on their assessment decision. In other words, TEs were required to rate the importance of the presence or absence of the element on the grade assigned to the performance of the student teacher. The seven aspects of teaching competence organised under three headings, which TEs were required to rate were:

- Planning (a planned lesson present at the assessment event);
- Teaching the lesson (subject/content knowledge, the use of teaching aids, alignment between goals and assessment task);
- Professional skills (the ability to pace the lesson, effective classroom control, adequate command over the medium of instruction).

The researcher in the course of the interview, described the aspect and requested research participants to rate on a five point rating scale, emphasising whether the absence of an aspect would result in a fail grade for the student teacher. The rating

scale, based on the Likert scale, indicating the values attached to the verbal labels are presented below.

1	2	3	4	5
Least Important	A little more important	Somewhat important	Important	Of the utmost importance

The five responses among which participants had to choose were: 1 – least important; 2 – a little more important; 3 – somewhat important; 4 – important and 5 - of the utmost importance. In the course of the interview, only the two end categories (least important and of the utmost importance) were explained. The respondents did not seek any clarification on categories 2 to 4. The researcher assumed that participants were familiar with rating scales as part of the School Experience assessment instrument makes use of a rating scale (refer to Appendix D), and that TEs would therefore be able to interpret the values assigned. The rating scale was introduced as a continuum along which respondents were required to position the importance of an aspect of the teaching performance in their assessment decision. The data gathered from the five point rating scale will be explained fully in chapter 4.

3.7.3.1 Challenges Presented by Data Gathered through Rating Scales

In the course of this study, a five point rating scale was used. The very first challenge that arises is that there is a mid-point to the scale. According to Hamilton (1968) many raters display a central tendency, where they are reluctant to deviate from the average rating. The mid-point on the scale provides a ‘safe’ alternative where the respondent does not have to declare preference. Cohen et al. (2011) are of the opinion that participants have the right to ‘sit on the fence’. In the study participants tended to stick to the central tendency. Research participants assigned a value of three (mid-point on the rating scale) to an aspect 14 times out of a possible 35 times which represented 40%. The data gathered through the rating scale is presented in chapter four, section 4.4.

A second challenge is that there is no means of knowing whether the gathered data could be regarded as the 'truth', or whether participants were deliberately providing skewed responses. In the course of the semi-structured conversation, the researcher had the opportunity to probe the responses in an attempt to verify the information. If the participant was reluctant to commit him/herself to a particular position, it became the researcher's call to assign a numerical value to the verbal response. Furthermore, it cannot be assumed that the categories on the scale are of equal distance from each other. Whether one assigns linguistic labels (important, less important etc.) or numerical labels (1, 2, 3), it is still the individual interpretation of the label that determines how a variable is rated. The use of a rating scale in this study was not to gather data using a technicist approach. Both numerical and linguistics values were assigned which allowed the participants to use the descriptor they would be most comfortable with, and, in addition respondents were encouraged to explain their choices.

3.8 Data Processing

In this study, data was collected through documentary analysis (the assessment narratives) and semi-structured interviews. The assessment narratives produced knowledge constructed by the researcher's interaction with the text, whilst the structured interviews produced knowledge constructed as a part of the interaction between the researcher and the research participant. It is important to note that the knowledge produced in this manner is not standardised and mechanical, but the sum total of the unique interaction between interviewer and interviewee was generated in a shared, negotiated and dynamic manner (Kvale & Brinkmann, 2008; Cohen et al., 2011). The data generated produced a large amount of raw information which needed to be processed. Information technology was extensively used in the processing of data in order for it to be analysed. The use of information technology in the processing of the data receives attention in the following section.

3.8.1 Computer Assisted Qualitative Data Analysis (CAQDAS)

According to Flick (2009) the types of CAQDAS available to the qualitative researcher ranges from those which act as word processors (i.e. allows for the entering, editing and searching of text) to more sophisticated programmes capable of coding text, categorising and classifying codes to those able to visually display conceptual networks. In this research, information technology supported the research in making notes, transcribing audio data, managing and storing data and coding the stored data.

Due to the large amount of raw data alluded to above (refer to section 3.8), it was necessary to use two computer software programmes. The selected software packages, Microsoft Word and Atlas.ti., assisted in the processing of this raw data, organising and structuring of the data, which enabled subsequent analysis of it by the researcher. Microsoft Word was used for the transcription of data, while Atlas.ti. was used for more sophisticated processing. A few of the features identified by Gibbs (2007) are mentioned below which made Atlas.ti. a suitable instrument to use in the processing of the data.

- 1) The program enables the importing (uploading) of original documents. Original documents include MS Word files, pdf. files, picture or graphic files as well as audio files.
- 2) In this study, only MS Word documents were uploaded into the programme. Atlas.ti. converts any Word document into rich text format (rtf), which then allows the text to be coded into key codes (nodes).
- 3) Atlas.ti uses the word 'node' to refer to a code. Once codes are identified, it can be arranged into clusters (themes) using a programme feature called 'code manager'.
- 4) A feature of the programme allowed for the sorting, combining and retrieval of text using different combinations.

- 5) Memo-manager, a feature of the programme not only enabled the researcher to keep track and record his/her thought processes whilst coding and re-coding text but also allowed for adding comments or memo's in the original text. These comments and memo's can be easily retrieved through the use of this feature.
- 6) the most useful feature of the program, used in the presentation of data is the program's ability to construct dendograms of related codes and present the data visually. See figures three to ten displayed in chapters 4 and 5.
- 7) ATLAS.ti's compatibility with MS Word allows the visual displays to be copied and pasted into MS Word documents.

Refer to Appendix H for a screen shot of the functionality of the data analysis software program.

3.8.2 Transcribing Spoken Narratives - Interview Data

Transcribing oral speech to written text was the first stage in preparing the interview material for analysis (Kvale & Brinkmann, 2008). The interview transcripts produced after the interviews were an attempt to re-create and capture the interaction between interviewer and interviewee. The transcription process proved to be time consuming due to the interpretative nature of the material that was being transcribed (Gibbs, 2007).

All interviews were verbatimly transcribed by the researcher which was a lengthy and intensive process. Transcribing the interviews was invaluable as it allowed the researcher to reflect on meaning and form an initial interpretation of what the data meant. It was impossible to capture the nuances of voice tone and body language in the process of transcribing the oral text. Transcriptions miss out on body language which may not always aid the interpretation. According to Gibbs (2007), the issue with transcriptions is not whether they are accurate or not, but whether they represent a good, careful attempt to capture aspects of the interview. In the context

of this study, care was taken to transcribe the spoken narratives as accurately as possible. Refer to Appendix C.

3.8.2.1 Act of Transcribing

The act of transcribing from oral to written text is, not a simple clerical task but forms part of an interpretative process (Kvale & Brinkmann, 2008; Gibbs, 2007). In the transcribing of oral text the richness of the oral conversation is lost rendering the transcription a poor reflection of what transpired. Gibbs (2007) cautions against transcribing speech incorrectly. To combat this, both the audio and written records of the interview were used during the analysis stage as a way of ensuring that the written accounts were a true reflection of what was said. Using both the audio and written records whilst coding the data ensured that the researcher assigned meaning to a segment of the text in context. Refer to section 3.9.1.1 for further elaboration.

In the course of transcribing the interviews, the researcher had to consider to what extent the interview transcripts needed to be cleaned up, so as not to reveal individual interviewees' identity. Humans have characteristic speech patterns, and those familiar with the participants in the study would be able to identify them when reading through the transcripts. As the focus is on how professional identity is embedded in the discourses of TEs, the researcher took a decision not to remove characteristic speech patterns from the transcripts, as specific language usage is a key point in the study. Interview transcripts were assigned a number in order to protect the identity of the interviewees in the reporting stage.

The next section discusses the first step in data analysis for a) the assessment narratives and b) the semi-structured interviews, namely labelling or highlighting segments of the data that can be used for answering the research questions. This process is known as coding the data.

3.9 Data Coding and Analysis

Computer programmes are only tools to use towards getting the data ready for analysis. These programmes cannot decide what is significant in the data. It is the researcher who decided which sections of the data were significant and therefore required coding to address the focus of the study.

3.9.1 Coding the Data

The act of coding data is an attempt by the researcher to interpret what something (word, gestures) meant. The coding process requires the coder to recognise an important moment in the data and assigning a label to it (Fereday & Muir-Cochrane, 2006). Saldana (2009) defines a code as a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (2009). By assigning a label to a selected segment of text, the researcher indicates that it has the potential to be used in answering the posed research questions.

Coded data can be organised, retrieved and interpreted in a far better way than dealing with raw data. The process of coding helped the researcher to interpret the data, using theoretical and conceptual filters, and assigning meaning to what he/she sees in the data. What and how the filters were applied to the data is a product of the researcher's subjectivity, personality and pre-dispositions (Siphe & Ghiso, 2004 as cited in Saldana, 2009).

Data was coded both for a) the assessment narratives and b) the semi-structured interviews. The act of coding the data enabled the researcher to manage, organise and examine the data in a structured way. Through a systematic coding process the researcher established a framework of thematic ideas about the data (Gibbs, 2007).

The approach followed in the coding of the data was of a deductive nature for the assessment narratives and of an inductive for the semi-structured interviews.

A code was assigned to a text segment as the first step in the process. In the course of this research, the data was coded several times during and after the data collection process. The initial code lists generated in this study for the assessment narratives contained 24 codes and for the semi-structured interviews 46 codes. This was eventually through the re-coding process distilled down to 16 codes for the assessment narratives and 43 codes for the semi-structured interviews.

The second step in the process was to meaningfully summarise codes into categories or themes. The codes for the assessment narratives and the semi-structured interviews were each summarised into three themes or clusters.

3.9.1.1 Challenges Associated with Coding Data

Gibbs (2007) warns against coding dangers such as superficial coding, de-contextualisation, missing the context (what has been said before and after a quote) and what is the bigger picture). Coding data breaks up a larger segment of text into smaller more manageable chunks, which is one of the coding dangers which Gibbs (2007) warns against. He suggests that researchers ought to go back to the recording and written texts and check again before meaning is assigned to the piece of text. The nature of the software package used in coding the data enabled the researcher to see the coded data in context, which negated the coding dangers emphasised by Gibbs (2007) above.

In the course of this research, the data was coded several times during and after the data collection process. The aim with this cyclic operation was to refine the coding process, which helped to distill the raw data so that it could be interpreted and

conceptualised (Saldana, 2009). The initial code lists generated in this study for the assessment narratives and semi-structured interviews changed significantly as a result of the re-coding process so that eventually what emerged were 16 codes for the assessment narratives and 43 codes for the semi-structured interviews. This is further elaborated on in section 3.9.2.

3.9.2 The Coding Cycles

This process of coding, re-coding, clustering and linking clusters/categories allowed the researcher to explore what has been gathered in order to manage, filter, highlight and refine the patterns that emerge from the data. This enabled the researcher to formulate theories about the data. It was by no means a linear and clean-cut procedure. It was when the researcher started comparing and consolidating categories that progress was made towards uncovering themes, concepts and theoretical constructs (Saldana, 2009).

Saldana (2009) divides the process into two main sections: first cycle and second cycle coding methods. In first cycle coding, which happened during the initial coding phase, the aim was to thematise the data. In cycle one of the coding processes for the interview data, the researcher followed a process of careful reading and re-reading looking for patterns to emerge from the data. Codes were assigned to statements relating to one specific occurrence or topic. Whenever a statement occurred which did not match with an existing code, a new code category was added or an existing category label was reworded to better match the data. Initially 20 codes were assigned to the assessment narratives and 46 codes to the interview data.

In coding the interview data, the process of adding categories to an existing label occurred with greater frequency than in the case of the assessment narratives. The code assigned to a piece of interview text was dependent on the data itself. In the

process, earlier coding was re-examined. This is in line with what Boyatzis (1998) refers to as a data-driven inductive process (as cited in Fereday, et. al., 2006). The first cycle coding process for the assessment narratives were of a deductive nature as the assigned codes were predetermined by the headings in the assessment instrument. The first cycle coding for the interview data was of an inductive nature, as the actual words and phrases used by the research participants determined the code-categories. Memos (a feature of the software programme) enabled the researcher to specify, elaborate and refine category label meanings.

In the second cycle coding, the emphasis was on classifying, prioritising, integrating, synthesising, abstracting, conceptualising the code categories into themes which could lead to theory building. Flick (2002) as cited in Saldana (2009) suggests that the researcher needs to make a conscious decision about which methods are most suitable however, these choices can only be made once the researcher has done some initial coding. The questions the researcher had to keep in mind with regard to the coding decisions were:

- Is the coding method(s) in harmony with the study's conceptual framework?
- Is the coding method(s) addressing the research questions?
- Is the researcher comfortable and confident in applying the coding method(s)?
- Is the data lending itself to the selected coding method(s)?
- Is the researcher able to generate a sufficient number of codes which can culminate in second level coding i.e. pattern, themes or theory?

During second cycle coding, the aim was to organise the assigned codes into categories or themes. The 16 'distilled' codes assigned to the text of the assessment narratives, were thematically grouped under three themes. The identified themes were 1) TEs' use of pedagogic language 2) The nature of the assessment feedback and 3) TE preferential use of language. The themes for the assessment narratives are presented and explained in chapter 4.

The 43 'distilled' codes which emerged for the interview data were organized into three themes. These were 1) The preparation of PGCE student teachers; 2) TEs' expectations of the teaching competency skills of PGCE student teachers and 3) The alignment of the School Experience assessment instrument with the assessment of the teaching competence for PGCE student teachers. The themes are further explained in the presentation of the data in chapter 5.

The assessment narratives lend itself to manual coding, while the interview transcripts due to their length were coded using a qualitative data analysis computer software programme, Atlas.ti. The assessment narratives were eventually re-coded through the use of Atlas.ti. The process of manually coding the assessment narratives allowed the researcher to explore the data before embarking on the coding of the interview transcripts using the qualitative software package. Attempting to master the soft-ware programme while at the same time engaging with the data proved to be frustrating and tiring which slowed down the coding process considerably.

3.10 Conclusion

This chapter provided a discussion on the theoretical and methodological framework which guided the choice of research design and the selected strategies of enquiry and research methods. The research is located in the post-positivist, interpretive, critical paradigm making use of qualitative research methodologies.

The purpose of this research was to achieve new insights into the hearts and minds of a specific group of TE's in their role as assessors of the practical component of teacher education for a group of students enrolled on the PGCE between 2012 - 2014, against the backdrop of educational reform and the reconfiguration of higher education in South Africa.

The research can therefore be regarded as exploratory in nature. The researcher aimed to accurately portray the characteristics of this particular group of TEs in a descriptive, critical manner. No hypothesis was being tested. The research used facts and information already available (i.e. the assessment reports written for PGCE students as part of their final practical assessment of teaching competence). The research is an example of fundamental research as the aim was not to find any kind of solution, but rather to illuminate an existing situation.

The research methods used were synonymous with a case-study design as the research focal point was confined to a single time period and setting. No attempts were made to generalise the findings across the population of TEs as an occupational group, however, the findings were regarded as representative of a group of TEs at a specific institution of higher learning.

The following chapter presents the empirical data gathered from the assessment narratives.

CHAPTER 4: DATA PRESENTATION - ASSESSMENT NARRATIVES OF TEACHER EDUCATORS

4.1 Introduction

In this chapter, the data collected from the written assessment narratives are presented. The presentation of the data was based on the themes that were derived from the main research problem i.e. how the professional knowledge bases and identities of TE's are reflected in the written summative assessment narratives for PGCE student teachers. This study argues that the professional knowledge and identities of TE's can be identified in the discourses used in the assessment narratives. The preferred pedagogy discourses used by TEs reflect their professional identity which according to Stryker and Burke (2000) is the sum total of an individual's training experiences and personal histories.

The professional discourses are viewed using a social constructionist approach to discourse analysis which regards language choice and use as social practice which shapes the language user's social world (Jorgensen & Phillips, 2002). The theories of Bernstein (1971), Feiman-Nemser (1990) and Lave and Wenger (1991) form part of the social constructionist/constructivist approach used in this study.

The application of Bernstein's (1971) code theory and Lave and Wenger's (2000) CoP theory to the written assessment narrative discourse illuminates to what extent the discourse used can be regarded as restrictive or elaborate code which either enables or obstructs the student teacher's entry to the CoP. I argue that the language used in the narratives should be elaborate, as it serves to induct PGCE student teachers into the community of practice and enable them to use the feedback optimally in developing competency.

Feiman-Nemser's (1990) theory illuminates TEs personal and professional beliefs about their mission as educators of future teachers and how they should be going about this task. These personal and professional beliefs ultimately form the basis of what TEs focus on in the assessment of student teaching competence. Feiman-Nemser argues that institutions responsible for teacher training pass on the institutional philosophical perspective to those who train as teachers at such institutions, which can be identified for each TE as part of the TE's professional identity.

In the next chapter (chapter 5) the presented data addresses the research questions with regard to how TEs conceptualise professional knowledge for PGCE student teachers and how the current assessment instrument is aligned with the assessment of PGCE student teachers. The focal point of the data presented in this chapter is related to the sub question:

How is professional knowledge and identity reflected in the narrative feedback for PGCE student teachers?

4.1.1 Assessment Narratives: Thematically Presented

The data for the assessment narratives is thematically presented. The themes that emerged from the data, shown in Table 4.1 were the result of a deductive coding process. In this type of coding, pre-conceived codes are assigned to the data. The pre-conceived codes which were assigned to the data in the written assessment narratives emanated from the headings used in the assessment instrument itself. (refer to Appendix E). In Table 4.1, the first column shows the themes presented namely nature of the feedback; pedagogy discourse and the TEs personal and professional identity. In the second column the assigned codes that made up the thematic categories are shown. The frequency with which the codes were assigned across the 14 written assessment narratives appears in the third column in Table 4.1. In qualitative studies, frequencies are only a numerical indication and is used for descriptive purposes (Descombe, 2010).

Table 4.1: Codes and themes – Assessment narratives

THEMATIC AREA	CODES	FREQUENCY
Nature of the Assessment feedback	Feedback: Ambivalent	10
	Feedback: Negative	21
	Feedback: Positive	46
Pedagogy Discourse	Content Knowledge	13
	Pedagogy: Planning	17
	Pedagogy: Professional Skills	24
	Pedagogy: Teaching	19
	Policy Discourse	7
	Suggestions for Improvements	21
Teacher Educators personal and professional identity	Teacher Educator: Personal and Professional Identity – Language Preference	15
	Teacher Educator: Professional Identity – Empathy	5
	Teacher Educator: Building Community of Practice	11
	Teacher Educator – Personal and Professional Knowledge	19

The code frequency in each thematic area per TE is displayed in Table 4.2.

Table 4.2: Code Frequency per thematic area for each TE

Teacher Educator	Nature of the Assessment	Pedagogy Discourse	Teacher Educators' personal and professional identity
Teacher Educator 1	7	35	5
Teacher Educator 2	11	11	5
Teacher Educator 3	11	14	3
Teacher Educator 4	25	14	16
Teacher Educator 5	23	24	16
TOTAL	77	98	45

The themes under which the data for this section are presented and indicated in Table 4.1 are the Nature of the feedback (ambivalent, positive, negative); Teacher Educators' use of pedagogy discourse and Teacher Educators' personal and professional identity. The data will be reported on in this order for each of the five research participants.

4.2 Theme: *The Nature of the Assessment Feedback*

Three codes make up this thematic category (positive, negative and ambivalent). In assigning a code to a comment, it could be interpreted as either clearly positive, clearly negative or ambivalent. Where comments were coded as ambivalent, the researcher was undecided if the comment could be interpreted as positive or negative, as both aspects were contained in the comment. The codes (positive, negative, ambivalent) and the number of comments coded under each of the three categories for TE 1, TE 2, TE 3, TE 4 and TE 5 are visually displayed in figure 3.

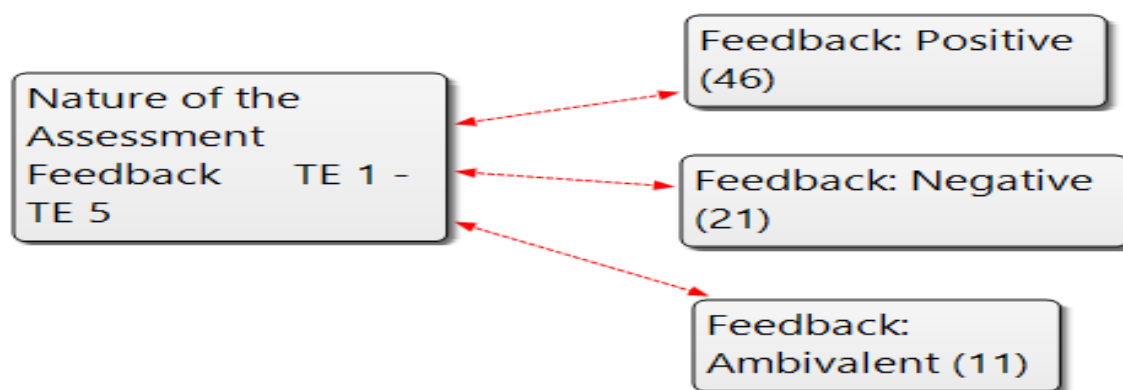


Figure 3: The nature of the assessment feedback (TE 1 - TE 5)

The largest number of comments was coded as positive (46) followed by negative feedback (21) and comments starting out as positive but ending in a negative, coded as ambivalent (11). The data provides answers to research sub-questions one and two. Sub-question one focus on the Teacher Educator's conceptualisation of professional knowledge for PGCE student teachers while sub-question two explores how the Teacher Educator's own professional knowledge and identity are reflected in the assessment narratives for PGCE student teachers. The discourses used in phrasing the assessment feedback for this group of students provided insight into the personal and professional identities of TE's who assessed them for teaching competence.

4.2.1 Nature of the Assessment Feedback – Teacher Educator 1

This section presents the data under the theme 'Nature of the assessment feedback' for TE 1. In table 4.3, the code categories that makes up this thematic area are listed in column one. The years (2012 – 2014) appear in columns two to four. The actual words and phrases used in the written assessment narratives for TE 1 are presented.

Table 4.3: Nature of the assessment feedback – Teacher Educator 1

TE 1: Code Category	2012	2013	2014
Positive Feedback (1/46) <u>46</u> quotations across the fourteen assessment narratives were coded as positive feedback. <u>1</u> was identified in this Teacher Educator's assessment narratives.	No positive feedback coded in the 2012 feedback.	Good introduction and you maintained learner's interest and involvement.	No positive feedback coded in the 2014 feedback
Negative Feedback (10/21) <u>21</u> quotations across the fourteen assessment narratives were coded as negative feedback. <u>10</u> of these were identified in this Teacher Educator's assessment narratives.	You gave the learners (fraction) but you didn't explain it properly. Why? You ended up with (fraction). Learners wanted you to do decimal fractions but you ended up doing place values.	Lesson teaching took only 15 minutes and you gave a class work. This is not acceptable'. Do you think the learners will be able to identify the responsibilities of each right? The activity given to learners, who is going to assess it? Is it teacher assessment of peer assessment? You ended up making corrections, but that part was not indicated in your lesson plan.	You could not concentrate and manage the class. You indicated in your plan homework activities for ADD/ADHD which were not attached. No assessment tool was assessed. Under lesson development, your activities must be aligned to projected aims.
Ambivalent: Positive followed by Negative (1/11) <u>11</u> quotations across the fourteen narratives were coded as ambivalent feedback. <u>1</u> was identified in this Teacher Educator's assessment narratives.	No ambivalent feedback coded in 2012.	No ambivalent feedback coded in 2013	The introduction was fine <u>but</u> I think what happened to one of your learners affected your lesson. You could not concentrate and manage the class. This is part of lesson management.

Data presentation

In 2012, the first School Experience assessment period is which TE 1 participated no positive feedback was coded. The lack of positive feedback is validated by TE 1's assessment decision that the student teacher was too weak to pass this assessment event. The focus of the negative feedback in 2012 was the content knowledge of the student teacher. In this year the assessment decision was that the student teacher "*did not meet requirements*" (i.e. failed the lesson).

In 2013 the focus on the negative feedback was the student teacher's lack of planning all aspects of the lesson presentation. In 2013, the TE was assessing a student teacher presenting a lesson in Life Skills. Despite the negative feedback, the student teacher passed the lesson.

In 2014, the only time when a comment was coded as 'ambivalent', the feedback indicated that something disturbing not only derailed the lesson but the student teacher was not coping with various aspects of classroom and lesson management. The student teacher was awarded a pass (40 – 59 points).

4.2.2 Nature of the Assessment Feedback – Teacher Educator 2

This section presents the data under the theme 'Nature of the assessment feedback' for TE 2. In table 4.4, the code categories for this thematic area are listed in column one. The years (2012 – 2014) appear in columns two to four. The actual words and phrases used in the written assessment narratives for TE 2 are presented.

Table 4.4: Nature of the assessment feedback – Teacher Educator 2

TE 2:	2012	2013	2014
Positive Feedback (9/46) 46 quotations across the fourteen assessment narratives were coded as positive feedback. 1 was identified in this Teacher Educator's assessment narratives.	Time management skills commendable. Lesson introduction is impressive as the teacher used the learner's prior knowledge (from previous knowledge). The content knowledge of the teacher is impressive. Code-switching was used well.	Well done sisil! This was a very good lesson. Lesson presentation excellent. Learners were engaged throughout the lesson. Introduction really captivated them. Rapport with learners,	TE 2 was not part of the 2014 SCE assessment
Negative Feedback (1/21) 21 quotations across the fourteen assessment narratives were coded as negative feedback. 1 of these was identified in this Teacher Educator's assessment narratives.	The teaching resource – the charts could have been improved in terms of the quality of the size.	No negative feedback was coded in 2013	TE 2 was not part of the 2014 SCE assessment
Ambivalent: Positive followed by Negative (1/11) 11 quotations across the fourteen narratives were coded as ambivalent feedback. 2 were identified in this Teacher Educator's assessment narratives.	No ambivalent feedback coded in 2012	However, you need to demonstrate all these good skills in your lesson plan as well. Otherwise excellent lesson.	TE 2 was not part of the 2014 SCE assessment

Data presentation

The feedback is more of a general nature, with more positive than negative comments coded for this TE. TE 2 is neither a phase nor subject specialist, which accounts for the focus on the student teacher's general pedagogy skills. The quotation coded as 'ambivalent' recorded in 2013, seems to be a reflection on lesson planning as the rest of the comments are glowingly positive (See Table 4.4).

4.2.3 Nature of the Assessment Feedback – Teacher Educator 3

This section presents the data under the theme 'Nature of the assessment feedback' for TE 3. In table 4.5, the code categories for this thematic area are listed in column one. The years (2012 – 2014) appear in columns two to four. The actual words and phrases used in the written assessment narratives for TE 3 are presented.

Table 4.5: Nature of the assessment feedback – Teacher Educator 3

TE 3	2012	2013	2014
Positive Feedback (3/46) <u>46</u> quotations across the fourteen assessment narratives were coded as positive feedback. <u>3</u> were identified in this Teacher Educator's as-	I did not observe any abnormalities in this column (referring to Professional Skills)	The use of various slides to present your lesson was very adequate.	Approved format used and lesson plan well detailed.
Negative Feedback (6/21) <u>21</u> quotations across the fourteen assessment narratives were coded as negative feedback. <u>6</u> of these were identified in this Teacher Educator's assessment narratives.	Please ensure that plan is in the file. However you need to provide more teaching resources to make lesson more interesting to your pupils. Note that your chalkboard is wide enough for you to write key points as you explain your concept. Note also that you should have written the topic on the chalkboard. Please note that eye contact is important to learners. For that reason, please do not talk while you are facing the chalkboard.	Please ensure that you read around literature on group work so that whenever you use or apply it, many issues that arose during the group work may be taken care of.	No negative feedback coded in 2014.
Ambivalent: Positive followed by Negative (4/11) <u>11</u> quotations across the fourteen narratives were coded as ambivalent feedback. <u>4</u> were identified in this Teacher Educator's assessment narratives.	Note that the arrangement of the numbers as serial not straight.	The use of group discussion was appropriate, however you appeared not to be in control of the group.	This particular practicing teacher was ready to do a very good teaching but learners made it absolutely difficult. However she managed to do so under very heavy stress. Although there were very many and strange issues with discipline for Grade 2 – not your fault.

Data Presentation

The majority of the assessment feedback in 2012 and 2013 were coded as 'negative'. The TE was new to initial teacher School Experience assessment, having worked in a teaching capacity in a related field with academic staff (refer to the demographic information presented in chapter 5).

Overall the TE made more negative than positive comments which indicates this TE's assessment approach. In 2014, the TE provided more extensive feedback in the rubric section of the School Experience assessment instrument. No narrative feedback was recorded in the open ended section for 2014. For the code category 'ambivalent' in the 2012 cycle, the comment was interpreted as referring to a context-specific incident during the assessment event. The TE was observing a lesson on data handling. It is clear that the assessment feedback for this category in the 2014 cycle, are meant to reassure the student teacher as the only comment the Teacher Educator made in the open-ended section of the 2014 assessment report was as follows:

"My only comment:

I hope that the behaviour of your learners today is something that will give you strength as you develop your career as a professional teacher. Please try and explore literature on how to put a noisy class under control."

Both in the 2013 and 2014 assessment cycles the feedback urge the student teacher to read up on the identified weaknesses in his/her practice. This is an indication of the TE's personal and professional identity as someone who is very involved in creating knowledge as supervisor to students enrolled for advanced degrees.

4.2.4 Nature of the Assessment Feedback – Teacher Educator 4

This section presents the data under the theme 'Nature of the assessment feedback' for TE 4. In table 4.6, the code categories for this thematic area are listed in column

one. The years (2012 – 2014) appear in columns two to four. The actual words and phrases used in the written assessment narratives for TE 4 are presented.

Table 4.6: Nature of the Assessment Feedback—Teacher Educator 4

TE 4: Code Category	2012	2013	2014
Positive Feedback (18/46) <u>46</u> quotations across the fourteen assessment narratives were coded as positive feedback. <u>18</u> were identified in this Teacher Educator's assessment narratives.	A full coherent and do-able lesson plan. Well done. Use of class resources is good. Intro is appropriate, fast-paced and engaging. Good flow from intro into explanation to exercise. Good time management.	The lesson plan is out outstanding piece of work! Well done. A brilliant fast-paced and engaging intro to the lesson. Excellent links between previous and new knowledge. Travis is ON top of this lesson. It is full of scaffolded moments/interactions and discussions. The activities-based nature of the lesson invoked many MI capacities. Professional skills are all in place – well done! You are an asset to be cherished by your future	Paul – a brilliant start to your lesson. Fast-paced, engaging and beautifully linked to the developmental part of your lesson. The FMR (MI) was professional executed and set you up for a great lesson. I loved the slide show! – Well done. Your lesson development is really going well! You are regularly introducing and linking new K & C and generally, all the children are engaged in learning – Well done!
Negative Feedback (4/21) <u>21</u> quotations across the fourteen assessment narratives were coded as negative feedback. <u>4</u> of these were identified in this Teacher Educator's assessment narratives.	Maybe a bit more consolidated and pattern development is needed. Pieter felt the pressure of my presence and used his voice a bit too much	Watch out for mannerisms.	You are allowing too much to go on reign the children in!! (smiley)

Table 4.6: Nature of the Assessment Feedback—Teacher Educator 4 continued

TE 4: Code Category	2012	2013	2014
Ambivalent: Positive followed by Negative (4/11) 11 quotations across the fourteen narratives were coded as ambivalent feedback. 4 were identified in this Teacher Educator's assessment narratives.	All very good if a little out of control (smiley).	No ambivalent feedback coded in 2013	All very good if a little out of control (smiley). Lots of lovely Q's but generally lower order/closed. Your approaches, methods etc are all good but you need to fine-tune their application so as to (1) require you to speak less (2) cause better co-operation (3) have all students busy.

Data Presentation

The nature of this TE's assessment feedback is mainly positive. The TE professes to be a "*social-constructivist, enactivist teacher*" which is clearly visible in the TE's preference to focus on the positive aspects in the student teacher's performance (refer to data presented in chapter 5). Across the three assessment cycles, the student is addressed by name (2012 – Pieter, 2013 – Travis, 2014 – Paul). This makes the feedback very personal and establishes a sense of 'we' instead of 'you' and 'me'. The feedback style of this TE is interactive, conversational and abounds with abbreviations. It is not if the TE assumed that the student teacher will know and understand that MI means Multiple Intelligence, K means knowledge and C means content. The researcher could not work out what FMR stood for.

With regard to the code category 'negative feedback' the focus in 2012 is on teaching skill, in 2013 – the student teacher's personal habits and in 2014 classroom management. Because the TE makes extensive use of additional punctuation (exclamation marks; smiley faces) the negative feedback is softened. The same approach is observed in the ambivalent code category. The assessment comments first highlight what is positive and then present the identified weakness.

4.2.5 Nature of the Assessment Feedback – Teacher Educator 5

This section presents the data under the theme 'Nature of the assessment feedback' for TE 5. In table 4.7, the code categories for this thematic area are listed in column one. The years (2012 – 2014) appear in columns two to four. The actual words and phrases used in the written assessment narratives for TE 5 are presented.

Table 4.7: Nature of the assessment feedback – Teacher Educator 5

TE 5 Code Category	2012	2013	2014
Positive Feedback (13/46) 46 quotations across the fourteen assessment narratives were coded as positive feedback. 13 were identified in this Teacher Educator's assessment narratives.	Assessment tasks reliable. A well-paced lesson. A good rapport with learners. Teacher relaxed and confident. Relevant resources designed.	Relevant resources used to enhance teaching & learning. Assessment reliable & sequenced. Good rapport with learners. You were confident and comfortable with the subject content. You also had selected relevant resource for this lesson. You demonstrated that you understood the nature of the subject 'science'.	Good introduction that activated learners' prior knowledge needed as a base for new knowledge. Good report with learners. A well paced lesson. A lesson well presented. You demonstrated that you possess adequate knowledge needed for teaching the topic. You have good rapport with learners and your lesson was paced to accommodate learner diversity.
Negative Feedback (10/21) 21 quotations across the fourteen assessment narratives were coded as negative feedback. 10 of these were identified in this Teacher Educator's assessment narratives.	Maximize learner participation. Your lesson was mostly teacher-centred.	The introduction of a lesson needs to grab learners' attention & also activate their prior knowledge. Clear instructions to learners. Don't rush the learners. Avoid using the 'right answer syndrome'. Not a well-paced lesson. Your lesson was mostly teacher-centered. Your methodologies were teacher-centred. You rushed the learners and did not provide them with opportunities to think – you provided all the answers. There needs to be an interval between a question and a response.	However there are areas that need your attention! Pay attention to the sequence of activities & the presentation of new knowledge. Pay attention to your chalkboard work – it needs to be systematic. When you give learners group work-there needs to be an interactive task that they have to engage in.

Table 4.7: Nature of the assessment feedback – Teacher Educator 5 continued

TE 5 Code	2012	2013	2014
Ambivalent: Positive followed by Negative (2/11) <u>11</u> quotations across the fourteen narratives were coded as ambivalent feedback. <u>2</u> were identified in this Teacher Educator's assessment narratives.	There is evidence that you conducted research on the topic but you need to think carefully on how you will present the content knowledge to Grade 5 learners. Relevant resources designed by you need to think about 'when' the resources will be used during lesson presentation so that they help in enhancing T and L.		

Data Presentation

The feedback is balanced in terms of both positive and negative feedback on teaching performance. This TE has extensive experience as a practicing teacher, and has worked across initial teacher training in various positions (refer to the demographic Information presented in chapter 5). This TE is both a phase and subject specialist.

Across the three assessment cycles, the TE's assessment feedback consistently focused on the same aspects of the performance and directed the feedback towards these aspects as evident from the quotations. The focus is on lesson introduction, the pace of the lesson, the student teacher's content knowledge, the alignment between the taught content and the assessment tasks and the student teacher rapport with learners. The following section presents the data gathered in the thematic area Teacher Educator's use of pedagogy discourse.

4.3 Theme: *Teacher Educators' use of Pedagogy Discourse*

Six code categories made up this thematic area. The themes that emerged from the data presented here were the result of inductive and deductive coding processes. In inductive coding, the analysis of the data is started without any predetermined idea of which codes to assign. Concepts in the data suggested which codes would be assigned to a data segment. In deductive code, the analysis is led by pre-conceived codes, which in this case emanated from the theories of Bernstein (1971), Lave and Wenger (2000), Feiman-Nemser (1990) and the literature review presented in chapter 2.

The codes in this theme which emerged across the 14 assessment narratives for five TEs, as well as the number of data segments coded in each code category, were as follows: data segments coded professional skills (24); data segments coded suggestions for further improvements (21); data segments coded teaching (19); data segments coded lesson planning (17); data segments coded content knowledge (13) and data segments coded policy discourse (7). A visual representation of the themes is displayed in figure 4.

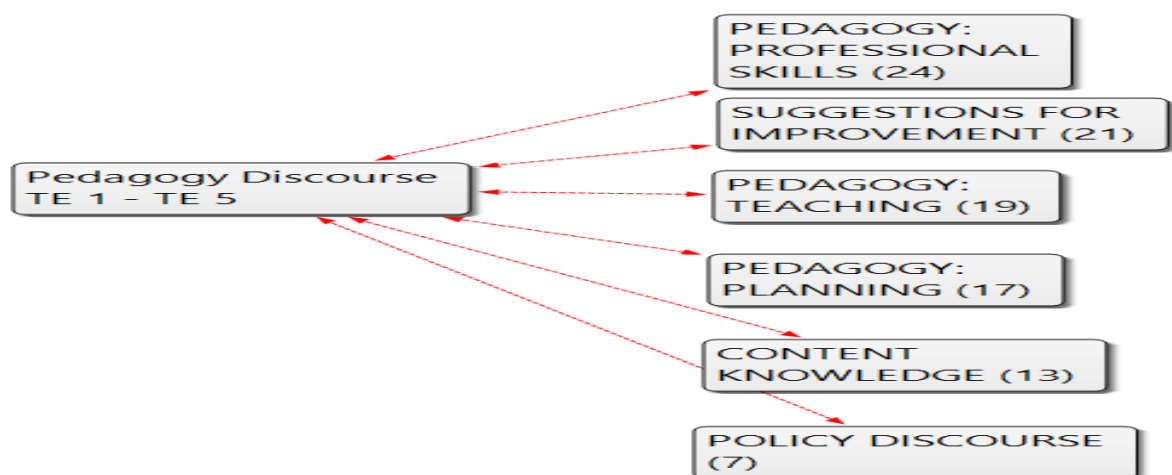


Figure 4: Teacher Educator pedagogy discourse

The thematic category mainly provided answers to sub research question two namely how professional knowledge demonstrated through the usage of appropriate terminology are reflected in the assessment narratives of PGCE student teachers enrolled on the PGCE qualification?

In the following section the data under this thematic area will be presented separately for each of the research participants in 2012, 2013 and 2014. All written feedback in the assessment narratives was coded (both in the tick section and open ended section of the assessment instrument). The actual words and phrases used in the written assessment narratives for each individual TE are presented:

4.3.1 Pedagogy Discourse – Teacher Educator 1

Table 4.8: Pedagogy Discourse—Teacher Educator 1

TE 1 Code Categories	2012	2013	2014
Policy Discourse (7/7) <u>7</u> words/phrases were coded as policy discourse across fourteen assessment narratives. See figure 3. <u>7</u> words/phrases were identified in the assessment narratives for this Teacher Educator.	Check NCS policy document for learning outcome and correct assessment standard. In your lesson plan you indicated your <u>learning outcome</u> as 'the way of approach..'. This is incorrect. Even the <u>assessment standard</u> chosen is incorrect. Try and check your <u>NSC policy document (Maths)</u> .		In a Maths lesson, content area is indicated in <u>CAPS</u>
Content Knowledge (8/13) <u>13</u> words/phrases were coded as referring to content knowledge across the fourteen assessment narratives. <u>8</u> coded as such were identified in this Teacher Educator's narratives	(e.g. write these <u>decimal</u> according to the table); Learners were asked what a <u>fraction</u> is. Learners were given an answer that 'a fraction is a piece of something'. This definition mathematically is not clear. You indicated that your lesson is <u>on type of fractions</u> . You ended up doing HCF and LCF. In Maths language we use (<u>LCM or LCD not LCF</u>). Learners wanted you to do <u>decimal fractions</u> but you ended up doing <u>place values</u> .	You demonstrated a good understanding of a lesson topic.	No feedback relating to the Student Teacher's content knowledge were coded in 2014
Lesson Planning (5/17) <u>17</u> words/phrases were coded as referring to lesson planning across the fourteen assessment narratives. <u>5</u> coded as such were identified in this Teacher Educator's narratives	Improve your <u>lesson plan</u> . (tick section) Improve your <u>lesson plan</u> (open ended section)	<u>Lesson plan</u> not detailed. Assessment – the activity given to learners, who is going to assess it? Is it teacher assessment or peer assessment ? You ended up making corrections, but that part was not indicated in your lesson plan. You ended up making corrections, but that part was not indicated in your	

Table 4.8: Pedagogy Discourse—Teacher Educator 1 continued

Teaching (6/19) 19 words/phrases were coded as referring to teaching skills across the fourteen assessment narratives. 6 were identified in this Teacher Educator's narratives.	No resource/proper resources were brought. Improve your questioning skills. When dealing with fractions, it is better if you bring resources so that your lesson can be practical.	Check your lesson development. Good introduction.	No assessment tools/ activities attached to the lesson plan.
Suggestions for Improvement (4/21) 21 quotations were coded as suggestions for improvements. 4 of these were identified in the assessment narratives for this Teacher Educator.	When dealing with fractions, it is better if you bring resources so that your lesson can be practical. Improve your questioning skills. Your instructions to the learners were not clear at all. Try as many discipline strategies to control your class. Try and check your NSC policy document (Maths).		
Professional Skills (5/24) 24 words/phrases were coded as referring to Professional skills across the fourteen assessment narratives. 5 were identified in this Teacher Educator's narratives.	Try as many discipline strategies to control your class.	You maintained learner's interest and involvement.	Practice as many discipline strategies. The introduction was fine <u>but</u> I think what happened to one of your learners affected your lesson. You could not concentrate and manage the class. This is part of lesson management. You indicated in your plan homework activities for <u>ADD/ADHD</u> which were not attached in your plan.

Data presentation

The table above presents the coded data for TE 1 as recorded in the assessment narratives for the 2012, 2013 and 2014 period. The quotations coded as 'Policy discourse' were concentrated in the 2012 assessment narrative, none in 2013 and a brief reference to the CAPS document in 2014.

In the code category 'Suggestions for improvement' comments which could be interpreted as suggestions were concentrated in 2012. The lesson assessed in 2012 was in the TE's subject area of specialisation. Closer reading of the category 'Professional skills' indicated that although the student teacher was alerted to the weaknesses, the TE made no concrete suggestions on how the weaknesses could be addressed in contrast to the suggestions made in the 2012 narrative. No suggestions for improvement were made in 2013 or 2014. The TE's professional identity as a mathematic specialist was clearly visible in the assessment focus and feedback on 'Content knowledge'. The use of abbreviations for the 2012 and 2014 feedback were noted and once again raise a question whether the TE assumed that the student teacher would know and understand what these abbreviations meant.

4.3.2 Pedagogy Discourse - Teacher Educator 2

Table 4.9: Pedagogy Discourse—Teacher Educator 2

TE 2: Code Categories	2012	2013	2014
Policy Discourse (0/7) <u>7</u> words/phrases were coded as policy discourse across fourteen assessment narratives. None were identified in the assessment narratives for this Teacher Educator.	No feedback coded for this category in 2012	No feedback coded for this category in 2013	TE was not a part of the 2014 SCE assessments
Content Knowledge (0/13) <u>13</u> words/phrases were coded as referring to content knowledge across the fourteen assessment narratives. <u>1</u> was identified in this Teacher Educator's narratives	The content knowledge of the teacher is impressive.	No feedback coded for this category in 2013	TE was not part of the 2014 SCE assessments
Lesson Planning (1/17) <u>17</u> words/phrases were coded as referring to lesson planning across the fourteen assessment narratives. <u>1</u> coded as such were identified in this Teacher Educator's narratives	Resources	No feedback coded for this category	This TE was not part of the 2014 SCE assessment
Teaching (2/19) <u>19</u> words/phrases were coded as referring to teaching skills across the fourteen assessment narratives. <u>2</u> were identified in this Teacher Educator's narratives.	The teacher took them back on the lesson presented on Natural Disasters as <u>the prior knowledge</u> , and thereafter introduced the new concepts. The <u>teaching resource</u> – The charts could have been improved in terms of the quality of the size.	No feedback coded for this category	This TE was not part of the 2014 SCE assessment
Professional Skills (4/24) <u>24</u> words/phrases were coded as referring to Professional skills across the fourteen assessment narratives. <u>4</u> were identified in this Teacher Educator's narratives.	Warm report with the learners. Time management skills Code switching was used well.	Learners were engaged throughout the lesson. Rapport with learners, very good.	This TE was not part of the 2014 SCE assessment

Table 4.9: Pedagogy Discourse—Teacher Educator 2 continued

TE 2: Code Categories	2012	2013	2014
Suggestions for Improvement (2/21) <u>21</u> quotations were coded as suggestions for improvements. <u>2</u> of these were identified in the assessment narratives for this Teacher Educator.	It would however enrich the lesson if the teacher explored with the learners the differences between disaster (from previous lesson) and the Resources (the current lesson).	File should be logically structured.	

Data presentation

This TE was not part of the 2014 School Experience visit therefore no data was captured for this period. The TE did not make any feedback which could be coded as ‘Policy language’ in the assessment narratives. In 2012 and 2013, the focus was on resources and how the student teacher related to learners as evident in the comment ‘*rapport with learners*’. This focus of the feedback confirms that this TE is a generalist whose assessment focus is the softer skills and human element present in the lesson presentation. The fact that there is no emphasis on content knowledge is detrimental to PGCE student teachers. This will be raised as a concern in the final chapter of this thesis. The feedback across the two assessment cycles are very sparse, and can be regarded as just an affirmation of what the TE observed. In the tick section where the TE thought that aspects needed attention, the identified student teacher weakness was not elaborated upon. The same is true for the comment observed under Content Knowledge. “*The content knowledge of the teacher is impressive*”. This comment is not specific, and it is doubtful if the student teacher is able to gain anything from the feedback.

4.3.3 Pedagogy Discourse - Teacher Educator 3

Table 4.10: Pedagogy Discourse—Teacher Educator 3

TE 3:	2012	2013	2014
Policy Discourse (0/7) <u>7</u> words/phrases were coded as policy discourse across fourteen assessment narratives. <u>None</u> were identified in the assessment narratives for this Teacher Educator.	No feedback coded in this category in 2012.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.
Content Knowledge (0/13) <u>13</u> words/phrases were coded as referring to content knowledge across the fourteen assessment narratives. <u>None</u> were identified in this Teacher Educator's narratives	No feedback coded in this category in 2012.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.
Lesson Planning (3/17) <u>17</u> words/phrases were coded as referring to lesson planning across the fourteen assessment narratives. <u>3</u> coded as such were identified in this Teacher Educator's narratives	You need to provide more <u>teaching resources</u> to make lesson more interesting to your pupils.	Please ensure that your lesson plan is detailed and elaborate enough.	Approved format used and lesson plan well detailed.
Teaching (2/19) <u>19</u> words/phrases were coded as referring to teaching skills across the fourteen assessment narratives. <u>2</u> were identified in this Teacher Educator's narratives.	CHALK BOARD SKILLS (heading) Note that your chalk-board is wide enough for you to write key points as you explain your concept. Note also that you should have written the	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.

Table 4.10: Pedagogy Discourse—Teacher Educator 3 continued

Professional Skills (4/24) 24 words/phrases were coded as referring to Professional skills across the fourteen assessment narratives. 4 were identified in this Teacher Educator's narratives.	For the Grade 6, you should ask your question, mention the name of the pupil and him him/her to take the responsibility for answering the question. In this way you are able to effect proper <u>classroom management</u>.	The use of <u>group discussion</u> was appropriate, however you appeared not to be in control of the group. _____ Please ensure that you read around literature on groupwork so that whenever you use or apply it, many issues that arose during the groupwork may be taken care of. _____ Although you made use of a projector, however, you could have still found a space at the upper part of the white board to introduce your subject and topic on the whiteboard in writing. Date of lesson was supposed to be written as well.	No feedback coded in this category in 2014.
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Data presentation

The coded feedback shows that this TE's assessment focus was concentrated in mainly two areas (Professional Skill and Suggestions for Improvements). Across the three assessment cycles no feedback was recorded as 'Policy language' or 'Content knowledge'. This TE was the 'newcomer' in 2012 to the South African education context and therefore would not be conversant with South African policy which guides teacher education curriculum. Furthermore, the TE is a generalist, with no specific subject area expertise in the Intermediate or Foundation Phases.

In 2012, the emphasis was on the skill of using a chalkboard and questioning skills, in 2013 the assessment focus was on group work and in the 2014 cycle, the feedback indicates that the student teacher experiences problems with classroom management. In the 2012 and 2013 assessment cycles, concrete suggestions were made on how the student teacher could deal with the identified short comings in his/her own practice. The clear link between the practical orientation (Feiman-Nemser) and the assessment focus for this TE are illustrated in the use of '*chalkboard skills*' which forms part of this TE's pedagogy discourse. It further is indicative of this TE's own training in a specific time period where the use of other teaching resources (such as electronic resources) were not yet a part of the teacher training curriculum.

4.3.4 Pedagogy Discourse - Teacher Educator 4

Table 4.11: Pedagogy Discourse—Teacher Educator 4

TE 4: Code Categories	2012	2013	2014
Policy Discourse (0/7) <u>7</u> words/phrases were coded as policy discourse across fourteen assessment narratives. None were identified in the assessment narratives for this Teacher Educator.	No feedback coded in this category in 2012.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.
Content Knowledge (0/13) <u>13</u> words/phrases were coded as referring to content knowledge across the fourteen assessment narratives. None were identified in this Teacher Educator's narratives	No feedback coded in this category in 2012.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.

Table 4.11: Pedagogy Discourse—Teacher Educator 4 continued

Lesson Planning (1/17) <u>17</u> words/phrases were coded as referring to lesson planning across the fourteen assessment narratives. <u>1</u> coded as such were identified in this Teacher Educator's narratives	A full, coherent and do-able lesson plan.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.
Teaching (7/19) <u>19</u> words/phrases were coded as referring to teaching skills across the fourteen assessment narratives. <u>7</u> were identified in this Teacher Educator's narratives.	Maybe a bit more consolidated and pattern development is needed, we call this <u>scaffolding</u>. Your slide show is really well thought through & constructed.	Excellent links between previous & new knowledge.	A brilliant start to your lesson. Fast-paced, engaging & beautifully linked to the developmental part of your lesson. Your lesson development is going really well! You are regularly introducing & linking new K & C & generally, all the children are engaged in learn-
Suggestions for Improvement (4/21) <u>21</u> quotations were coded as suggestions for improvements. <u>4</u> of these were identified in the assessment narratives for this Teacher Educator.	Maybe a bit more consolidated and pattern development is needed.	Watch out for mannerisms – get a peer to crit you on this.	Give the instruction "1' time. Your approaches, methods etc are all good but you need to fine-tune their application so as to (1) require you to speak less (2) cause better co-operation (3) have all students busy. (It's a fine-balancing act –

Table 4.11: Pedagogy Discourse—Teacher Educator 4 continued

Professional Skills (2/24) 24 words/phrases were coded as referring to Professional skills across the fourteen assessment narratives. 2 were identified in this Teacher Educator's narratives.	No feedback coded in this category in 2012.	The activities-based nature of the lesson invokes many MI capacities. You engaged with all the children & linked prior knowledge to the new lesson.	No feedback coded in this category in 2014.
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The assessment feedback format used in 2012 for TE 4 is shown in figure 5. The uniqueness of the feedback style is as an indication of the personal and professional identity for this TE.

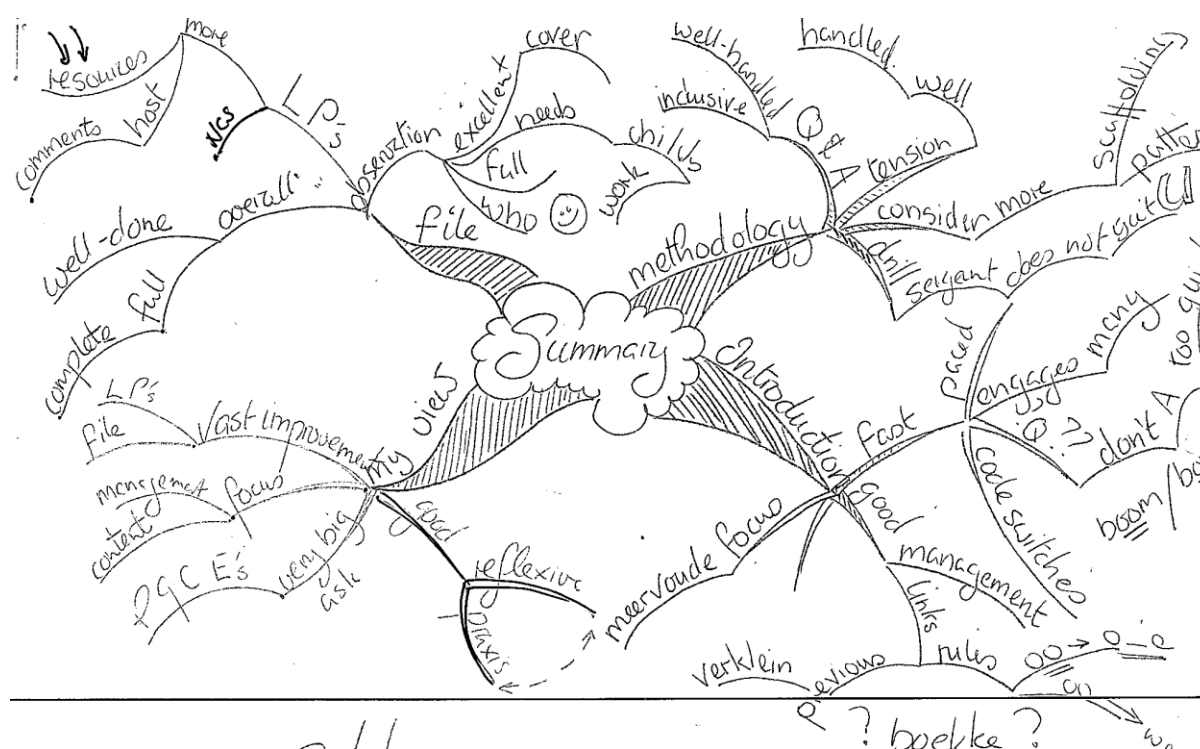


Figure 5: Teacher Educator 4 - 2012 feedback

Data presentation

The feedback reported on was found both in the tick and open-ended sections of the assessment feedback form. The format of the feedback for 2012 was presented in

the form of a mind-map. Apart from the feedback in the mind-map, extensive feedback was also recorded in the tick-section of the School Experience assessment instrument. The rationale for including the mind-map here is the fact that it is a unique way of presenting feedback. It is regarded as indicative of this TE's personal and professional identity. It can be argued that such feedback is only useful to the person who developed the mind map and not the student teacher. In a follow-up interview with the TE about the rationale behind the use of mind maps, the individual indicated that a mind map is a way of structuring the feedback talk the TE has with the student teacher at the end of the assessment. The feedback presentation has great visual appeal, but it has to be considered how useful a student teacher would find it afterwards. The TE abandoned this feedback format in 2013 and 2014.

No feedback was recorded in the assessment narratives which could be coded in the categories 'Policy language' and 'Content knowledge' in the 2012 to 2014 assessment cycles. The TE is familiar with the South African education policy context and is a phase and subject specialist. It can only be concluded that for this TE, the policy discourse with student teachers does not play a role in the assessment of teaching competency. The fact that no feedback was recorded in the 'Content knowledge' category contradicts what the TE verbalised on the importance of content knowledge during the semi-structured interview. This data gathered as part of the semi-structured interviews is presented in chapter 5. The contradiction for this TE will be further elaborated on in chapter 6.

The assessment focus for this TE was on teaching, professional skills and providing the student teacher with suggestions for improving his/her own practice. The way in which 'scaffolding' is explained in the 2012 feedback is one example of elaborate code whilst 'MI' and 'K & C' are examples of restricted code. The student teacher has to be familiar with these abbreviations to be able to understand the comment.

4.3.5 Pedagogy Discourse – Teacher Educator 5

Table 4.12: Pedagogy Discourse—Teacher Educator 5

TE 5: Code Categories	2012	2013	2014
Policy Discourse (0/7) <u>7</u> words/phrases were coded as policy discourse across fourteen assessment narratives. None were identified in the assessment narratives for this Teacher Educator.	No feedback coded in this category in 2012.	No feedback coded in this category in 2013.	No feedback coded in this category in 2014.
Content Knowledge (4/13) <u>13</u> words/phrases were coded as referring to content knowledge across the fourteen assessment narratives. <u>4</u> were identified in this Teacher Educator's narratives	Science is a doing subject and the context for its content is what is around us.	You were confident and comfortable with the subject content. _____ You demonstrated that you understand the nature of the subject 'science', it is practical & scientists use process skill as they try to get solutions/understand how things work.	You demonstrated that you possess adequate knowledge needed for teaching the topic "Possessive Pronouns".
Lesson Planning (7/17) <u>17</u> words/phrases were coded as referring to lesson planning across the fourteen assessment narratives. <u>7</u> coded as such were identified in this Teacher Educator's narratives	See comment written on your lesson plan. _____ There is evidence that you conducted research on the topic but your need to think carefully on how you will present the content knowledge to Grade 5 learners. _____ You need to think about 'when' the resources will be used during lesson presentation so that they help in enhancing T&L.	You also had selected relevant resource for this lesson. _____ You need to have a plan showcasing how your lesson will be handled in class so that there is structure to your teaching & this will help learners process information effectively.	Refer to your lesson plan on areas that need your attention. _____ Should have designed more resources for the lesson to be interactive.

Table 4.12: Pedagogy Discourse—Teacher Educator 5 continued

Teaching (2/19) 19 words/phrases were coded as referring to teaching skills across the fourteen assessment narratives. 2 were identified in this Teacher Educator's narratives.	No feedback coded in this category in 2012.	Relevant resources of high quality selected. _____ Not a well-paced lesson.	No feedback coded in this category in 2012.
Suggestions for Improvement (7/21) 21 quotations were coded as suggestions for improvements. 7 of these were identified in the assessment narratives for this Teacher Educator.	Ensure that there is an alignment between your plans and practice.	Should have designed more resources for the lesson to be interactive. _____ There needs to an interval between a question and a response. _____ Use the chalkboard – it is very effective & important tool for enhancing teaching & learning. It helps learners understand the sequence of the lesson.	Pay attention to your chalkboard work – it needs to be systematic. _____ Find ways of building on learners responses so that you minimize rote learning but develop conceptual understanding. _____ When you give learners group work – there need to be an interactive task that they have to engage in.
Professional Skills (8/24) 24 words/phrases were coded as referring to Professional skills across the fourteen assessment narratives. 8 were identified in this Teacher Educator's narratives.	Maximize learner participation. _____ A well-paced lesson. A good rapport with learners. _____ A well-paced lesson.	No feedback coded in this category in 2013.	Good introduction that activated learners prior knowledge needed as a base for new knowledge. _____ You have a good rapport with learners & your lesson was paced to accommodate learner diversity. _____ Find ways of building on learners responses so that you minimize rote learning but develop conceptual understanding. _____ Pay attention to your chalkboard work – it needs to be systematic in. _____ When you give learners group work – there need to be an interactive task that they have to engage in.

Data presentation

The assessment narratives for 2012, 2013 and 2014 show a gradual increase in detail. The feedback in 2014 is the most detailed, commenting on a wide range of the student teacher's competences. The only area in this theme where no comment could be located is the code category 'Policy discourse', which will be discussed in chapter 6. The TE uses pedagogy related vocabulary throughout the assessment narratives such as "*context and content*"; "*T & L*" (2012), "*relevant resources*", "*alignment*" (2013) "*learner participation*", "*rote learning*" (2014). "*T & L*" which appears in the 2012 assessment narrative is an example of restricted code.

Suggestions for improvement are phrased appropriately, with clear indication to the student teacher how following the suggestions will enhance the learning experiences for learners. An example of such a suggestion is when the student teacher is advised to "*think carefully how content knowledge will presented to Grade 5 learners*" (Code category – Lesson planning, 2012 assessment narrative).

The data gathered under the third thematic area will be presented in the following section.

4.4 Theme: *Teacher Educator Personal and Professional identity*

The data presented in this section is regarded as evidence of the individual TE's personal and professional identity. This theme includes responses coded as TE's use of specific words and phrases. The themes that emerged from the data presented here, were the result of inductive and deductive coding processes. In inductive coding codes emerged both from the data whilst, deductive coding is the process of assigning pre-conceived codes to the data. The pre-conceived codes

emanated from the theories of Bernstein (1971), Lave and Wenger (2000) and Feiman-Nemser (1990) and the literature review presented in chapter 2.

The four code categories assigned to this thematic area were; Teacher Educator – Personal and Professional Knowledge (27); Teacher Educator personal and professional identity– Language preference (19); Teacher Educator – Building community of practice (11); Teacher Educator – Professional identity: Empathy (5). The numbers listed for each code category, is an indication of how many words and phrases were coded for a specific area. For example in the code category, ‘Language preference’ 19 words and phrases were identified as belonging in this category. For each thematic area the code frequencies are indicated across the 14 assessment narratives as displayed in figure 6.

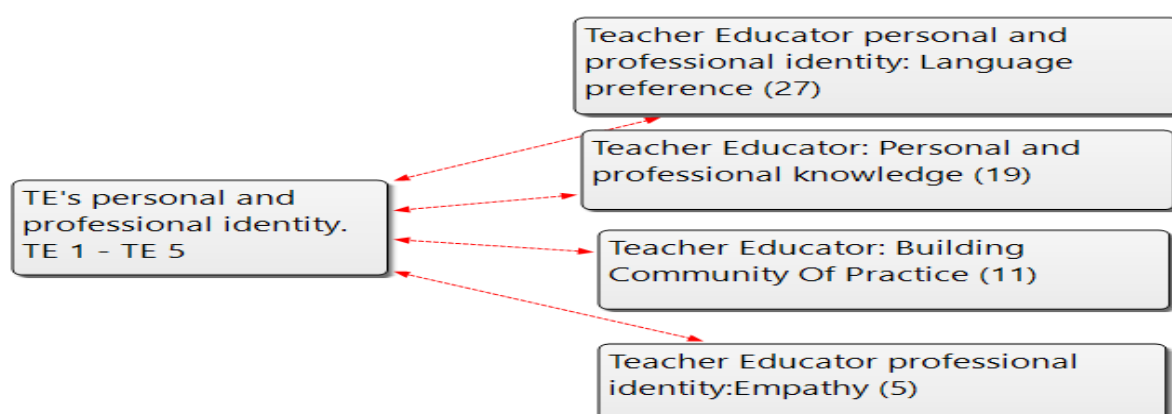


Figure 6: Teacher Educators personal and professional identity

The data presented in this thematic category focuses specifically on answering how the professional knowledge and identity is reflected in the assessment narratives for this group of TEs. Presented below are the words and phrases used by the research participants. The code categories are presented in rows and the individual TE's in columns.

Table 4.13: Teacher Educators' personal and professional knowledge and identity

Code Category	TE 1	TE 2	TE 3	TE 4	TE 5
Personal and Professional Identity: Language Preference (27)	'What do you mean by...' _____ 'Why?' _____ 'How did you use that?'	'Well done sisi.' _____ 'impressive' _____ 'excellent.' _____ 'captivated' _____ 'enrich'	'pupils' _____ 'Chalk Board' (3)	'An <u>excellent</u> lesson plan fully supported by a <u>professional</u> slide show' _____ 'outstanding piece of work!' _____ 'The <u>activities-based</u> nature of the lesson invokes many MI capacities.' _____ 'The interplay bet'ween vocals, manipulatives & the slideshow is really good – think concrete/ iconic & MI theory.' _____ 'a <u>brilliant</u> start to your lesson.' _____ 'Fast-paced, engaging & beautifully linked to the developmental part of your lesson.' _____ 'I would like to take this opportunity to wish you success in the finals & I hope you have a lot of fun in your future career as a teacher.'	'Good introduction that activated learners prior knowledge needed as a base for new knowledge.' _____ 'you need to think about 'when' the resources will be used during lesson presentation so that they help in enhancing T&L.' _____ 'well-paced' 'teacher-centred.' _____ 'Relevant resources' _____ 'methodologies' _____ 'rapport' _____ 'minimize rote learning but develop conceptual understanding.' _____ 'interactive task' '

Table 4.13: Teacher Educators' personal and professional knowledge and identity continued

Personal and Professional Knowledge (19)	'What do you mean by LCF?' 'You gave the learners (fraction) but you didn't explain it properly. Why?' 'Do you think your learners will be able to identify the responsibilities of each right?' 'In your planning, you attach something on "Children's Bill of Rights & Responsibilities". How did you use that?'			'The interplay between vocals, manipulatives & the slideshow is really good – think concrete/ iconic & MI theory.' 'Your lesson development is going really well! You are regularly introducing & linking new K & C & generally, all the children are engaged in learning'	'ensure that there is an alignment between your plans and practice.' 'Science is a doing subject and the context for its content is what is around us.' 'The introduction of a lesson needs to grab learners attention & also activate their prior knowledge.' 'Clear instructions to learners. Don't rush the learners. Avoid using the 'right answer syndrome'.' 'Good introduction that activated learners prior knowledge needed as a base for new knowledge.' 'Language should be taught in context. You needed to have used a text.' 'Use the chalkboard – it is very effective & important tool for enhancing teaching & learning. It helps learners understand the sequence of the lesson.' 'You demonstrated that you understand the nature of the subject 'science', it is practical & scientists use process skill as they try to get solutions/ understand how things work.' 'You demonstrated that your possess adequate knowledge needed for teaching the topic "Possessive Pronouns".' 'However there are areas that need your attention! Pay attention to the sequence of activities & the presentation of new knowledge.' 'Found ways of building on learners responses so that you minimize rote learning but develop conceptual understanding.' 'Pay attention to your chalkboard work – it needs to be systematic.' 'When you give learners group work – there need to be an interactive task that they have to engage in.'
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Table 4.13: Teacher Educators' personal and professional knowledge and identity continued

Building Community of Practice (11)		'Was happy that you did not make fire, but just showed learners different ways to make up fire. (Learner safety issues).'		'we call this scaffolding' _____ 'The activities-based nature of the lesson invokes many MI capacities.' _____ 'get a peer to crit you on this – we all do it. 😊' _____ 'So, this class is a bit of a handful! What to do... 😊 ' _____ 'Your approaches, methods etc are all good but you need to fine-tune their application so as to (1) require you to speak less (2) cause better co-operation (3) have all students busy. (It's a fine-balancing act –😊'
Professional Identity: Empathy (5) 5 quotations were identified in the assessment narratives (Teacher Educators 1; 3 and 4)	'I think what happened to one of your learners affected your lesson. You could not concentrate and manage the class.'		'This particular practising teacher was ready to do a very good teaching but learners made it absolutely difficult. However she managed to do so under very heavy stress.' 'Although there were very many and strange issues with discipline for Grade 2 –	'Nervous 😊' _____ 'Travis, I keep forgetting how very complicated this SE has been for you – I know of <u>no</u> student who has ever been put through the wringe – like this before – and yet you have done spectacularly well.'

Data presentation

The feedback presented in the assessment narratives are written differently for each TE, which confirms the identity theories of Erikson, Mead and Vygotsky, the socio-linguistic theories of Bernstein, and Lave and Wenger's CoP theory presented in chapter 2.

Teacher Educator 1: Tends to structure the feedback in the form of exploratory or reflective questions as evident in the use of phrases and words such as "*why*", "*how*" "*did you know that?*" and "*what do you mean by?...*"

Teacher Educator 2: The feedback could only be coded under two of the four code categories. Five of the comments were coded in the code category – 'Personal and professional identity: Language preference'. These words such as "*impressive*" and "*excellent*" conveys an extreme positive assessment of the lesson performance observed, which cannot be verified as there is no additional feedback recorded in the assessment narratives.

Teacher Educator 3: Structured feedback under clearly defined headings. It's the use of words/concepts such as "*pupils*" and "*chalkboard skills*" that provided a clue to this TE's professional identity.

Teacher Educator 4: Feedback could be coded under each of the code categories. Characteristic of the feedback by this TE is how the feedback is used to affirm the student teacher's performance as evident in comments such as "*An excellent lesson plan fully supported by a professional slide show*" and "*Fast-paced, engaging, & beautifully linked to the developmental part of your lesson*". Comments related to the link between practice and educational theory shows the wide knowledge and professional identity of this TE.

Teacher Educator 5: Feedback included the use of the words “*teacher centredness*”, which is unique to this person. The comprehensive nature of the feedback provides a clear indication of the TE’s personal and professional knowledge and identity as identified in the feedback pattern. In the feedback the TE identifies the strength or weakness in the teaching performance and links it with its impact on teaching and learning as evident in the following comments, “*Good introduction that activated learners’ prior knowledge needed as a base for new knowledge*” and “*you need to think about when the resources will be used during lesson presentation so that they help in T & L*”.

4.5 Conclusion

This chapter presented the data gathered from the written assessment narratives for student teachers enrolled in the PGCE by five research participants for 2012, 2013 and 2014. The themes under which the data is presented emerged through both inductive and deductive coding from the data. The themes were the TEs use of pedagogy language, the nature of the feedback and TEs preferential use of language. The data presented aligned to the research questions on how professional knowledge is conceptualized by TEs who assess the teaching competence of PGCE student teachers. Furthermore, how professional identity and knowledge is reflected in the written assessment narrative feedback to PGCE student teachers is documented.

In the following chapter, the data gathered from the semi-structured interviews are presented.

CHAPTER 5: DATA PRESENTATION OF SEMI-STRUCTURED INTERVIEWS

5.1 Introduction

The nature of the semi-structured interview is presented in section 3.7.2. In this chapter, the data gathered from semi-structured interviews are presented. The approach followed aligned to Kvale and Brinkman (2008) view of dealing with semi-structured interviews as a conversation with a purpose, steered by posing questions at opportune moments, around aspects identified prior to the conversation. The identified conversation points were based on what emerged in the written assessment narratives. The aim was to allow the conversation to develop a natural flow, while keeping it focused on the relevant aspects.

The chapter first presented demographic information about the research participants. The aim in presenting this data is to provide an overview of who the research participants are with regard to their professional historical narratives in preparation for the role of assessors of teaching competence for PGCE student teachers.

Thereafter, in the rest of the chapter, the gathered data were presented in relation to three themes which emerged through the inductive coding of the responses of TEs to eight loosely structured questions (refer to Appendix A). The data-driven inductive coding process is explained in section 3.8.2.1. The three thematic clusters (refer to 5.3, 5.4 and 5.5) under which the data in this chapter is presented provides answers to the two sub questions namely, how professional knowledge of TEs impact on their assessment focus of teaching competence of student teachers enrolled in the Post-Graduate Certificate in Education qualification and the suitability and effectiveness of the current School Experience assessment instrument in assessing teaching competency of PGCE student teachers. The data presented here was analysed in chapter six. The following section presents the demographic overview of the

research participants in tabular form, providing an overview of the TEs professional histories.

5.2 Demographic Overview: Research Participants

The data presented in this section is a summary of the responses to interview question one.

Describe your own journey from being a teacher of children to being a teacher of future teachers.

Table 5.1 provides an overview of participants' age; gender; academic qualifications; particulars of own training (academic and professional); years of experience (as school teachers and TEs); previous affiliation in the Faculty and areas of expertise in relation to their current role as assessors of teaching competence.

Table 5.1: DEMOGRAPHIC INFORMATION FOR RESEARCH PARTICIPANTS

	Gender and age	Academic qualification	Own training as teacher	Experience as school teacher	Experience as TE	Previous affiliation in the Faculty	Area of expertise
TE 1	Female +40	Currently enrolled for re-search Master degree programme in maths.	-Distance education -Degree programme	-3 years in senior secondary school -7 years in NGO. working with learners improving qualifications	2002 – 2012 (in-service teachers) Post 2012 – pre-service student teachers	In-Service Education	Trained as teacher for FET phase. Mathematics
TE 2	Female +40	PhD	-Full time contact -Degree programme -Emphasis on the acquisition of skills (i.e. writing on chalk board)	1 year in senior secondary school	Post 2012 – pre-service student teachers.	Post-Graduate research oriented	Trained as teacher for the FET phase. Research
TE 3	Male +45	PhD	-College based training. -Followed by part time degree study.		Since 2003 involved in teaching post-graduate diploma in education at university level as post-doctoral fellow to university academics (Continued professional development for university academics).	None. Joined the institution in the post-school merger period (2012)	Trained as a teacher for junior secondary level. No specific specialization.
TE 4	Male +50	Enrolled for doctoral studies	-Technical Training. -Degree course in education. *Education diploma course.	10 years Taught in FET college in the Engineering field.	Worked with in-service teachers (continuing professional development) Post 2010 – gets involved in pre-service teaching and assessment.	In-Service	Mathematics Technical Education
TE 5	Female +40	PhD	Teacher training college. Diploma course.	5 years in a primary school	Since 1995	In-Service/Pre-service	Trained as a senior primary teacher.

5.2.1 Discussion of demographic information presented in Table 5.1

The group consisted of three females and two males in the age range of 40 to 55. This group, in terms of their own career development, is at the mid- to top-end of their career paths. Three of the group members hold doctoral qualifications, one is currently enrolled as a doctoral candidate and the fifth is busy with a Master's degree programme. All five members of the group hold initial teacher qualifications obtained at different types of teacher training institutions.

Three members obtained their initial teacher training in the traditional way (i.e. a period of face-to-face initial teacher training at a training institution (college or university), followed by a period of practicing as school teachers while at the same time embarking on further academic studies which made them eligible for their current positions. The rest of the group, two members, who coincidentally are both mathematics experts gained entry into the teaching profession via alternative routes. One member of the group became a teacher through a distance education programme after completing a first under graduate degree. The other person was initially trained in a technical field and by default embarked on further study in the education field after finding a job at a training institution in the technical field.

The group spent varying amounts of time in the schooling system before entering the arena of teacher training as is evident in Table 5.1. With the exception of two members of the group, who taught in the General Education and Training (GET) band prior to entering the teacher training field, the rest of the group reported that their initial training as teachers prepared them for the Further Education and Training (FET) band. Four out of the group of five TEs have been involved in teacher training (either in working with pre-service student teachers or in-service teachers, or continuing professional development of academic staff prior to 2012) with the exception of one person who only got involved in pre-service teacher training in 2012 after the merging of the three

schools at institution X. The group's affiliation to the previous school configuration prior to the current school structure is elaborated upon in section 3.6.1.

5.3 Theme: *The Preparation of PGCE Student Teachers: Administrative and Course Content*

The data presented in the following two sections 5.3 and 5.4 provide answers to the first sub question on how professional knowledge of TEs impact on the assessment focus of teaching competence of student teachers enrolled in the Post-Graduate Certificate in Education programme.

Respondents were required to provide answers to the following questions:

- *What kind of lesson do you find difficult to assess and why?*
- *In your opinion which other factors impact on lesson effectiveness/ineffectiveness and success/failure, apart from what has already been discussed?*

The data presented include TEs' comments related to administrative aspects (admission and course duration) of the PGCE programme, the content of the training programme and essential components they believe is either missing from the programme or are not receiving adequate attention. Although, respondents reflected on the preparation of PGCE student teachers throughout the interviews, the largest number of responses focussing on these aspects were recorded in response to the interview questions above.

Figure 7 indicates how many responses were recorded under specific aspects of the PGCE training programme. Of the feedback received, six comments were related to administrative issues, and eight comments pertained to aspects of the training respondents felt were not receiving adequate attention. The largest number of responses (18) were comments on the existing course content.

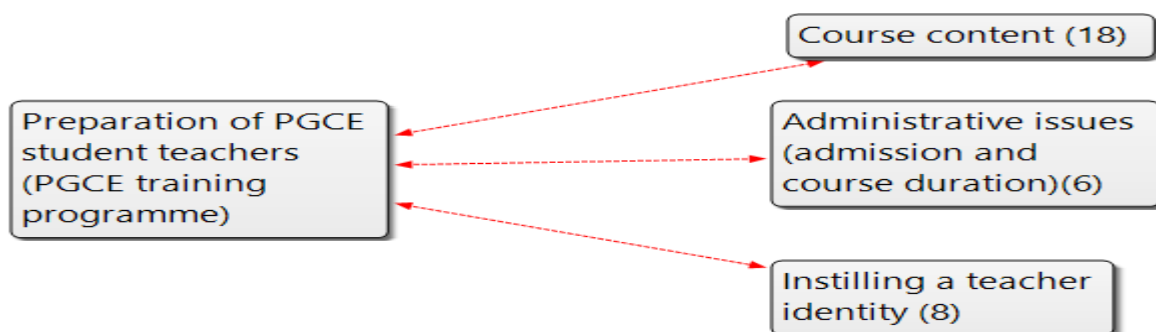


Figure 7: Preparation of PGCE student teachers: Administrative and course content

The actual comments made by respondents on administrative issues, course content and elements of teacher training the TE felt ought to receive attention in the PGCE programme are presented accordingly in the next section.

5.3.1 Administrative Issues (Admission and Course Duration)

Six comments were coded as focusing on administrative aspects of the PGCE programme. TE 4 did not make any comment about either the appropriateness of candidates admitted into the course or the duration of the course.

Teacher Educator 1₂ framed the feedback on course duration against the backdrop of the difficulties attached to assessing teaching performance for PGCE student teachers in a specific year (the 2014 assessment cycle).

“You know with PGCE’s, if I can talk about 2014, it was difficult for us to crit them because they went there for the first time, they were not exposed to the classroom situation.”

Teacher Educator 2: commented on PGCE student teachers not making teaching a career choice.

“Some of them are here by accident”.

Teacher Educator 3: emphasised the causal relationship between the duration of the course and the content knowledge of the PGCE student teacher:

“They have limited time and therefore limited information.”

TE 5 shares this view with TE 3 that a causal relationship existed between the duration of the course and the preparedness of the student teacher for the profession at the completion of their training.

“It is a seven month course. So they need to understand the education system of South Africa but at the same time being in the classroom. But when you get to their classrooms there are lot of gaps, which a six month course cannot really address.”

Teacher Educator 5: The most detailed feedback related to the administrative side of this initial teacher training programme was recorded for this respondent.

“With a PGCE student, we’ve got a student who does not have content knowledge, a student who is not confident, then I think for me you putting too much pressure when you expect the same student to look after learners who most of the time are not disciplined. Because we don’t really have time to prepare them for such.”

The far reaching ramifications of the seemingly absence of a strict screening process during admission into the course, on the candidate’s potential to be shaped into a future teacher is illuminated in the following response from Teacher Educator 5:

“Most of them would be coming from Social Sciences and Humanities. So some might come from a human resource management course. So they’ve prepared themselves to work with adults. So they have never in their mind imagined that they will be working with children. So they come here, they find themselves working with children. So it is difficult for them to translate from, I mean to move from working with adults in their minds to working with children. Because their course prepared them initially for working with adults not children.”

5.3.2 Course Content (The Current Curriculum)

From the feedback from four of the research participants, 18 comments were coded as feedback on the current content of the PGCE training programme.

Teacher Educators 1 and 4: did not comment on the content of the PGCE training programme.

Teacher Educator 2: expressed a concern with how PGCE student teachers are prepared for the practical component of their course.

“I feel that with regard to micro-teaching we are not where we are supposed to be.”

Teacher Educator 3: shared the same view with TE 2. The ability to write on the chalk board was identified as an essential skill. There is a concern that PGCE student teachers are not exposed to it in the course of the training programme. This TE believes that a dedicated space (teaching lab) and time for micro-teaching will alleviate the challenges associated with teaching practice for PGCE candidates.

“I always talk about us not truly preparing our student well for the job of the classroom teacher.”

“Because there are many skills you want to expose the teacher you know, including what we do not do here, the chalkboard skill.”

“We do not have a teaching lab. A teaching lab and that is where teaching training colleges are better because of their mandate. They have space, they have resources and they have personnel to run it. And I know that training a teacher through qualification might be richer than training a teacher in the faculty of institution X.”

This TE argued for micro-teaching to be the central focal point of the course by devoting more time and allocating more resources to this component.

“Because if micro teaching were structures, it would assist more with the PGCE considering the fact that they have limited time and therefore limited information.”

Teacher Educator 5: expressed an uncertainty whether the PGCE curriculum is addressing the skills gap for PGCE student teachers in the following comment.

“Now they are moving from teaching adults to teaching learners. What is the difference between teaching adults and teaching learners, and I don’t know in which course they are suppose to do that where they look at the different ways of teaching. What are the different methodologies of teaching? There is the lecture method... there is the question and answer method... And for me I think the fact we also do not do demonstration lessons, no matter how bad they are... they might be.... the fact that we don’t do demonstration lesson, especially for PGCE.”

5.3.3 Instilling a Teacher Identity

Eight comments were coded as respondents commenting on aspects that currently do not receive attention in the PGCE programme and therefore do not add to the student teacher’s identity as a future teacher. Although TE 3 and TE 5 briefly referred to student teachers’ chalkboard skills, it was TE 2 who pertinently linked this aspect to his/her own training.

Teacher Educator 2: believes that technical skills such as writing on a board is not receiving adequate attention as reflected in the comment below:

“The technicalities of writing on the board, where you start writing on the board, you get what I mean? Issues around dividing the board before you write, and you know the correct date and ... and you know there were also technological gadgets that were available for us” (the last part of the comment is a reference to the TE’s own training period).

This view is based on the teacher educator’s own training experience which emphasised these aspects of a ‘teacher identity’ including the other roles a teacher needs to play in a school. The respondent expressed a concern that in the university setting nothing is done to instil a ‘teacher identity’ in candidates before they are sent out on practice teaching.

“I mean if I recall my student days, when we were in those little groups, even before you teach, our lecturers would have prepared us, how you look like. I remember we used to have a joke about teacher walks, because we were taught that if a teacher does not walk properly in the classrooms ... the confidence starts with how you dress as well as the way you walk”

“We were exposed to other administrative processes of the school.”

The following comment by the TE suggests that PGCE student teachers ought to practice their practical skills first at the university before they are sent out to be assessed on this component in school classrooms.

“Assessment did not start in schools. Assessment started in varsity, the so-called school experience even though we did not call it that way, that is what we did.”

Summary of data presented under 5.3

In terms of the code category Administrative issues': TE's 1 and 4 did not provide feedback on the course content. TE 2 indicated that the PGCE curriculum has limitations in terms of 'soft issues' such as how to behave as a teachers and practicalities such as techniques for using a writing board as well as providing student teachers with the opportunity to practice teaching competency skills in a 'safe' environment. TE 3 commented on the short comings of the practical preparation of the PGCE student teacher. Suggestions were made how to rectify the identified skills gap. TE 5 reflected extensively on the suitability of the candidates admitted into the programme. The duration of the course further compounded this initial deficiency and impacts negatively on the quality of the final product.

5.4 Theme: *Teacher Educators' Expectations of the Teaching Competency Skills of PGCE Student Teachers*

The various aspects of an observed lesson (as listed in the School Experience assessment instrument) are regarded as evidence of competency in the assessment of

teaching performance during the assessment visit. The data presented under this section was recorded in response to the following interview question.

How would you rate the following aspects (planning, teaching/presentation skills, professional skills) in an assessed lesson on a scale 1 to 5 (1 being least important, 5 of the utmost importance which, when absent, will lead to a fail on a lesson?

Using the five point rating, (presented and explained in chapter 3, section 3.7.3), the respondents were asked to assign numerical values to lesson aspects in terms of their importance as being an indicator of the student teachers' competence. The purpose of the request was to determine what they (TE's) regarded as adequate professional competence and knowledge for PGCE student teachers to meet the required exit levels outcomes for school experience. The data presented here aligns with the posed research question, namely how TEs professional knowledge impacts on their assessment of teaching competence of student teachers enrolled in the Post-Graduate Certificate in Education qualification. TE's were required to rate the various indicators of teaching competence on a 5-point scale. The advantages and disadvantages in using rating scales are discussed in 3.7.3. Table 5.2 presents the numerical values Teacher Educators assigned to the various lesson aspects.

Table 5.2: Teacher Educators' rating of teaching competence as listed in the School Experience Assessment Instrument.

Indicators of teaching competence	Requirement	Teacher Educator 1	Teacher Educator 2	Teacher Educator 3	Teacher Educator 4	Teacher Educator 5	Average score
LESSON PLANNING	A planned lesson present at the assessment visit.	5	5	5	4	5	4,8
TEACHING	Subject/Content knowledge	3	5	5	5	5	4,6
	The use of teaching aids	3	3	5	5	3	3,8
	Alignment between goal, taught content and assessment tasks	3	3	5	3	5	3,8
PROFESSIONAL SKILLS	The ability to pace the lesson	3	3	5	3	5	3,8
	Effective classroom control	3	3	5	4	1	3,2
	Adequate command over the medium of instruction	2	3	5	3	5	3,6
Total possible score 35		22	25	35	27	29	

In addition to rating the various indicators of teaching competence presented in table 5.2, research participants also verbalised their expectations of PGCE student teachers' competence in terms of their ability to plan lessons, their pedagogical skills and their content knowledge. Feiman-Nemser (1990) suggests that TEs' expectations of the teaching competency skills of PGCE student teachers are influenced by the conceptual orientations they hold on teaching and learning. The expectations which will be further explained are illustrated in Figure 8.

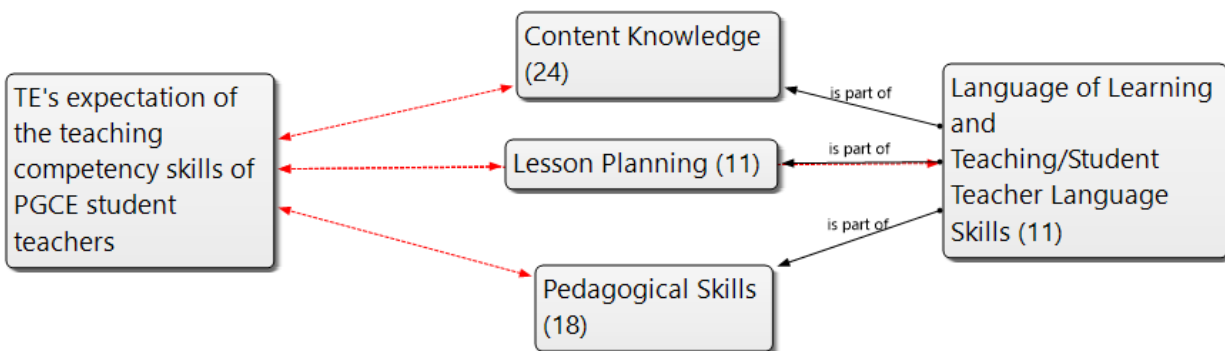


Figure 8: TE's' expectation of the teaching competency skills of PGCE student teachers

5.4.1 Expectations of PGCE Student Teachers' Lesson Ability to Plan Lessons

Of the comments made, 11 were coded as feedback on lesson planning from all the research participants. The aspect of planning and having a planned lesson present at the assessment event are highlighted in Table 5.2 as of the utmost importance and thus have the biggest impact on the assessment outcome for the assessment visit. In the comments below, research respondents verbalised the pivotal role of planning and having planned lesson at the assessment visit. The responses indicate that all respondents expect PGCE student teachers to be able to plan lessons. The majority of the group indicated that they will not assess a lesson presentation without a planned lesson present at the assessment visit.

Teacher Educator 1: will not assess an unplanned lesson presentation:

"I don't crit the student. Because it means where is the student going to start. If there is no planning, so it means I must go. If you are going to do a lesson it means you need to plan it. If it is not planned, how are you going to teach it?"

This approach to the assessment of teaching competence indicates that for this TE, the student teacher demonstrates subject and pedagogical knowledge in the form of a well-designed plan. It also shows that this TE operates from Feiman-Nemser's academic orientation.

Teacher Educator 2: emphasised the importance of planning but would still assess the lesson presentation as student teachers should be given the benefit of the doubt.

“For me planning is important. If the student has proved, you know, that the student has not planned, I mean you don’t expect much. Because your planning is the heart of your lesson, when you plan, you know, you plan your aims and objectives, you plan your learning activities, you plan your assessment... So I believe if there is no planning, there is not much really, you know that you expect from that particular student.”

‘If you discovered that the student has not done much planning, you still have to give the student the benefit of the doubt, you still need to give that student the opportunity to present what is not planned... on paper.’

This TE’s approach to assessment suggests an awareness and sensitivity to the mismatch between student teacher preparation and expectations of competency for this group of student teachers. It also indicates that human relationships are of pivotal importance, which can be linked to the TE’s own personal narrative of closely identifying with the personal, political and financial plights of the student teachers trained at the institution.

Teacher Educator 3: used an agricultural metaphor (an indication of personal history and therefore identity) to illustrate the importance of lesson planning:

“Obviously when you go to a class and a student has no lesson plan there will be no basis for assessment because everything is based on the plan. It is like going to the field to farm without farming equipment.”

Teacher Educator 4: did not only regard a planned lesson present at the assessment visit as adequate enough but the student teacher is required to follow the plan.

“In the planning, I would note in two ways, I would note in terms of the lesson plan itself and how thoroughly that has been put together, and I would note in terms of the presentation.”

Teacher Educator 5: failed the student teacher if there is no planned lesson present at the assessment visit:

“If there is no planning, you’ll fail that lesson. To me it is very important. So without the lesson plan to me, I do not sit in that particular classroom.”

Summary of data presented under 5.4.1

All TEs, with the exception of one rated planning as a five. For TE’s 1, 3 and 5 this aspect is so important that they will not assess the lesson if it is not present. TE 2 was willing to assess the lesson presentation in the absence of a plan. TE 4 assigned a below average score to this aspect. For this TE, it was not only the presence of a planned lesson but the student teacher’s ability to follow his/her plan which were regarded as adequate evidence of competence.

5.4.2 Expectations about PGCE Student Teachers Pedagogical Skills: Presentation and Professional Skills.

The importance TEs attach to the demonstration of pedagogical skills by PGCE student teachers is reflected in 18 comments made on this aspect. This section present TEs expectation on the presentations skills (specifically the ability to use the language of teaching) and the professional skills (the use of resources and classroom control) of PGCE student teachers for each of the five respondents.

Teacher Educator 1: highlighted the deficiency in PGCE student teachers pedagogical skill as follows:

“Sometimes you go there and you notice that they can’t differentiate between the introduction, the lesson development, they just do something. And at the end of the day the student will tell you ‘I am finished, I am done’ within 10 minutes, ‘I am done’.”

The importance of the student teachers’ language proficiency as an expectation for this TE is clearly expressed in the following comment.

“What I don’t want is a lesson which is done in pure isiXhosa from introduction up to the end. Code-switching, which is a problem with our students sometimes, because they think that by teaching in isiXhosa is what we call code-switching. So sometimes you find they don’t understand what we mean by code-switching and then they’ll end up teaching in isiXhosa the whole lesson.”

The comment by TE 1 indicates that certain elements on the School Experience assessment instrument (in this case the use of resources) requires the assessor to draw from personal knowledge and experience. The comment also suggests that the generic assessment instrument-in-use is not always suitable for the assessment of all types of lessons. TE 1 in this case, was guided by the professional knowledge (maths) residing in the TE in determining when the student teacher ought to use additional resources in a lesson.

“The use of teaching aids... it depends on the type of a lesson. There are lessons you can teach without the use of teaching aids, without actually designed teaching aids. There are lessons that maybe because of the terminology that you are using as the teacher that you might have to come up with teaching aids to clarify the concepts to get the learners to understand the concepts.”

“You know with the intermediate phase one, it depends on the lesson again because if you check maths lessons there are cases where you are forced to have resources. But there are ones where you do not need the resources. When you talk about resources, I’m talking about the complete apparatus. You can go with a worksheet. To us for maths for that particular lesson, it is a resource.”

Teacher Educator 2: alluded to the futility to address language proficiency skills at this stage of the student teachers' academic career.

"When a student does not have the language, the student does not have the language, and it is something that you cannot remedy at PGCE level. It is something that had to be remedied during the first degree."

TE 2 indicated an unwillingness to disadvantage student teachers on the basis of the absence of teaching resources. The tension between the TE's professional mission and personal identity is mirrored in the following comment:

"As much as it is important, I do not think I would fail the student, though perhaps I could even ask the student to present the lesson again, and bring you know whatever are characters or whatever apparatus or whatever resource you know. I would still ask the student to go back and strengthen the lesson."

Teacher Educator 3: commented at length about PGCE student teachers' ability to teach in the language of teaching and learning. TE 3 is placed in an awkward position as this individual does not speak the regional language. TE 3 expects student teachers at university level to be able to communicate in English. A student teachers' inability to use the medium of instruction makes it impossible for this TE to execute the necessary assessment duties.

"The University of S like every other universities around recognise English as a medium of instruction and I feel very very bad, in fact I did not assess a particular student last year because I went in for Mathematics and that was grade six (6) and eighty five percent (85%) of the language instruction was isiXhosa and I did not find that funny. At the end of the day I told her 'I will personally come back to you to assess you because I was assigned to you for assessment but I have to get you to go and learn how to teach effectively in English'."

The use of teaching resources is regarded as an important aspect of the professional skill of the student teacher as evident in the comment.

“When you discuss and display something for someone to see and understand, and then learning will take place, so that is an important aspect under professional item.”

Teacher Educator 4: professed to have no problem with student teachers using the regional language.

“That is not an issue with me. With my English-speaking students, I know there is English first language. I am not anticipating any problems. With my Xhosa-speaking students, I encourage them to do one of two things, one – I encourage them to speak in the vernacular, or two to code-switch. I do not want them feeling hemmed in by the English language for example.”

This TE argued for a balance between the importance of the criteria in the School Experience assessment instrument and the assessor’s awareness that student teachers are not perfect teachers yet.

“I think all our students are still developing. I think all these criteria are important.”

On the aspect of classroom management, the TE had the following to say:

“I personally have no problem with a noisy class. I am an activities-driven, multimedia, multiple intelligence, activities-based social constructivist, enactivist teacher, can you imagine if I ran a class which is absolutely dead still? Because I think some of us believe that the measurement of discipline is how quietly the class runs. I don’t believe in it.”

The comment illustrate the tension between TE expectation and host teacher requirements alluded to by Reddy et al., (2008) between the expectations of the visiting TE and the host teacher. These were presented in section 2.7.5.

Teacher Educator 5 used the time it takes for a lesson to be presented as a yardstick of the student teachers preparation.

If you really know what you going to teach, you cannot really teach it in less than 10 minutes.”

TE 5 also links a PGCE student teacher’s inability to teach in the language of teaching and learning to a wider context beyond the classroom as illustrated in the comment below.

“Instead of teaching in English they resort to teaching in isiXhosa. So for me the medium of instruction is very important because if you are using an incorrect medium of instruction, you are confusing the learners, if you are teaching them in isiXhosa then they will be assessed in English.”

The way in which this TE deals with the classroom management skills during the student teacher’s lesson presentation is unique to this person and is contrary to the requirement for the assessment of teaching competency as set out.

“I don’t really pay attention to that one. Because what I do when I go out for teaching practice, I ask the host teacher to sit in the classroom, so that the host teacher could discipline.”

This indicates that the TE is aware that at this stage of the PGCE student teacher’s professional development, the ability to manage a class (keep order) whilst teaching a lesson in the presence of an observer is not something an inexperienced student teacher can manage.

Summary of data presented in 5.4.2

The respondents all admitted that PGCE student teachers have a lack of professional skill, but it is how each TE deals with the identified deficiencies that is of interest and importance in the study. Both TE 1 and TE 3 commented extensively on the group’s inability to teach in the language of teaching and learning (LOLT). For TE 1, the focus was in relation to using the correct language in a specific phase, whilst for TE 3 the inability to understand the language is a hampering factor in assessing competence. TE 2, TE 4 and TE 5 argued for sensitivity towards the identified deficiencies. For these

TEs is about not disadvantaging the student teacher. TE 4 in particular argues for a balanced approach in considering the importance of the assessment criteria and student teachers' abilities. TE 5's focus is on how the lack of professional skill and the use of the language of learning and teaching impact on learners. TE 5 requests the presence of the host teacher in the classroom during the assessment visit to support to the student teacher with classroom management.

5.4.3 Expectations about PGCE Student Teacher's Content Knowledge

The highest numbers of comments (21) in this category were coded as the expectations of TE's about PGCE student teachers' content knowledge. In the data presented in this section, it is the subject specialists (mathematics and languages) in the group who identified the shortcomings in the content knowledge of PGCE student teachers repeatedly. The data indicate that PGCE student teachers generally do not have the pedagogical knowledge and skill to teach effectively in these areas. The data was recorded in response to the question on how important the student teacher's content knowledge was and would the absence of such cause the student teacher to fail the lesson.

Teacher Educator 1: felt that the lack of content knowledge makes it impossible for PGCE student teachers to judge the accuracy of the resource material (supplied by the host teacher) used in the preparation of their lessons. This also suggests that host teachers lack the content knowledge to judge the content accuracy of resource material which leads to teaching incorrect knowledge to learners.

"I still remember one case where we went to a school and they are using the workbooks and the content knowledge in the workbook is incorrect and the student is following that. So it means if it is incorrect what I do is to say 'where is your source, show me your source'. And if there is misinterpretation from the source, I say 'you go back and you teach it again'."

The TE ascribed unsuccessful or 'bad' lessons to the student teacher's lack of content- and pedagogical knowledge.

"Sometimes it is a bad lesson because your student teacher does not know the content. So how to use the different methods to them is a problem."

The following comment indicates that the knowledge gap in student teachers is the result of a much bigger context outside the immediate PGCE teacher training programme:

"But when it comes to mathematics now, they will tell you that there are concepts those kids don't know. Let's make an example in counting, even in our houses they talk about one, two, three, four. It is counting in English, but when it comes to teaching and learning isiXhosa, those kids must count in isiXhosa. They find it so difficult... They mix English in, because they do not know that isiXhosa purely."

Teacher Educator 2: expressed the crucial importance of adequate content knowledge and its link with knowledge of appropriate teaching methodology in the following comment:

"If you teaching mathematics, your knowledge on how too... you cannot know how too...without actually knowing what to teach. Without content you do not have a lesson."

Teacher Educator 3: linked the student teachers' content knowledge to the assessment of learners understanding and learning. In other words if the student teacher does not possess adequate content knowledge, he/she is unable to judge whether learners have grasped what was taught.

"It is extremely important (referring to subject knowledge) and linked to it is the objectives, how do we know that learning has taken place? How do we know that understanding has taken place? We know through the interaction now between the presenting teacher and the learners."

Teacher Educator 4: emphasised the weight of the presence (or absence) of subject content knowledge on how the student teacher will be graded.

“I think it is of critical importance that subject knowledge is of the highest, highest order. If the student for example had absolutely no content knowledge, I’d fail him outright.”

Teacher Educator 5: felt compromised when faced with the dilemma of deciding whether the student teacher can be held accountable for his/her lack of content knowledge or whether those responsible for training the student teacher are to blame.

“It is very difficult to assess them when they teach Mathematics, because as you assessing them you realize they have not been given content to base their teaching on.”

The Teacher Educator who is a Foundation Phase specialist encountered similar feelings of discomfort when assessing language lessons:

“Even with languages, you find it very difficult because you go there assuming that they might have the terminology that is needed in a language classroom. You go there assuming that they might understand how to teach the language in context. But when you get to their classrooms, there are a lot of gaps...”

The impact of lack of content knowledge on lesson delivery is evident from the comments below:

“They don’t have the content knowledge required to teach that particular topic, they rush the learners... so they cannot pace the lesson effectively.”

“They don’t have the terminology to teach in isiXhosa, the PGCE students.”

The link between subject knowledge and using appropriate teaching methodology is clearly articulated in this next comment. The comment is also a reflection on the expectations this TE has of the mentoring role of host teachers.

“The PGCE students, what they do now, they using the textbook method. They just say...turn to page 21 and then they will begin to talk about what is on page 21. So to me that is not teaching. What if you go to the classroom and not find the textbook?”

Summary of data presented in 5.4.3

All five research respondents emphasised the important of subject/content knowledge. The link between subject/content knowledge and knowledge of appropriate teaching methodology is also established in the feedback. There is consensus that PGCE candidates generally do not have or display adequate content knowledge at the time of the assessment visits.

The expectations for this group are based upon them already having obtained a first degree. The expectations of TEs presented in sections 5.4.1 to 5.4.3 lead to a number of difficulties and frustrations in the assessment of teaching competence for this group. These are further illuminated in the following section presenting feedback on the School Experience assessment instrument.

5.5 Theme: *The Suitability of the School Experience Assessment Instrument in Assessing Teaching Competence for PGCE Student Teachers.*

The data presented in this section provide answers to the sub-question which required TEs to consider whether the current assessment instrument is suitable and effective in the assessment of PGCE student teachers. The feedback presented in this section, was recorded in response to the following interview question:

Comment on the effectiveness of the assessment instrument used in the assessment of teaching competence of PGCE student teachers.

TEs extensively commented on the use of the assessment instrument that is currently in use for the assessment of teaching competence with initial and post-graduate student teachers at this HEI. The challenges which TE/assessors are presented with in the

assessment of teaching competence are presented in section 2.8.2. Sedumedi et al., (2012) raise the possibility that, given the challenges, the assessment feedback given to student teachers may not add any value to their professional development. This study, therefore wanted to determine, to what extent the feedback provided by assessors added value to the professional development of student teachers.

Assessment feedback has the potential to add value to the professional development of the student teacher only if the feedback is reflected upon (Ulvik & Smith, 2011). Since the focus of the study is the second assessment visit which is regarded to provide a better indication of student competence, it was assumed that TEs would use the first assessor feedback to determine if the student teacher reflected on and incorporated the feedback from the first assessment visit. This question was put to respondents as part of their reflection on the suitability of the assessment instrument. The data presented here include the incorporation of the feedback from the first assessor in making an assessment decision; the challenges experienced by TEs in using the School Experience assessment instrument in assessing the teaching competence of PGCE student teachers and, lastly, the identified weaknesses in the assessment instrument-in-use. Figure 9 presents a visual overview of the number of comments coded under each category.

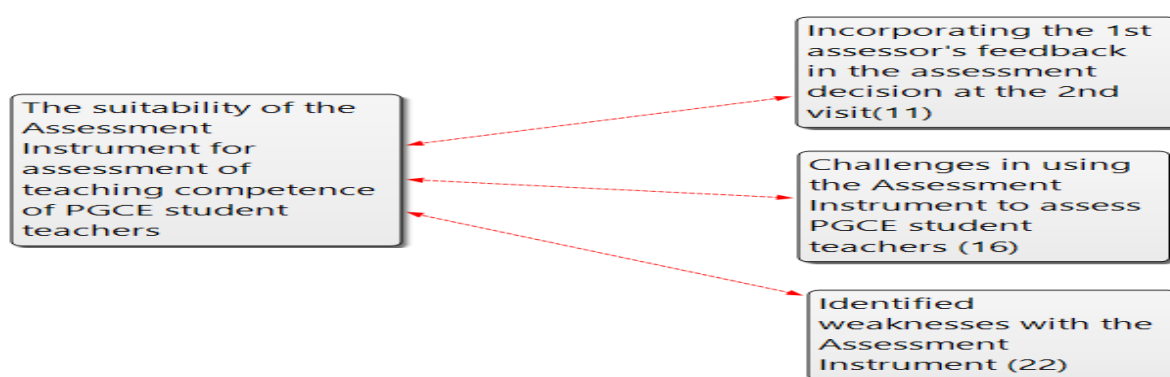


Figure 9: The suitability of School Experience Assessment Instrument in the assessment of teaching competence of PGCE student teachers

Across the five interviews 46 comments were coded in this thematic category. Of these, 11 were related to what extent the first assessor's feedback was considered at the second assessment visit, 16 comment focussing on what challenges the use of the assessment instrument presented to TEs and 22 comments made on the weaknesses in the assessment instrument-in-use.

5.5.1 The Use of the First Teacher Educator's Feedback: Prior Knowledge

In this study TEs were asked to reflect on the assessment visit where they were the second assessor. It was assumed that at the second assessment visit the student teacher incorporated the feedback of the first assessor into his/her planning and presentation. It was also assumed that in the second visit to a PGCE student teacher, the assessor would be guided in his/her assessment focus by the gaps identified in the first assessment visit by the first assessor. The responses reported here were recorded in response to the interview question:

If you are the second assessor, how would the feedback by the first assessor influence your assessment decision?

Eleven responses were coded in relation to this aspect. The research participants responded as follows:

Teacher Educator 1: used the first assessor's feedback, to ascertain if the student teacher improved. The assessment decision of the first assessor did not influence this TE's assessment decision.

"First I go and check what the first assessor said because I want to check if there is any improvement. And then after that I check my own things again because it is going to depend on the subject the student is teaching, because sometimes you'll go there and it is grade 6 or grade 7, but they are teaching in isiXhosa, and you find it is a challenge. Maybe it did not happen to the first one, because maybe it was not a black person who came. Now they are taking advantage, because now they are seeing a black lecturer, now they can teach in isiXhosa. And you'll find that now in the first crit it was not

mentioned now you are going to mention it that the language of teaching and learning is not isiXhosa, it is English so you add now.”

Teacher Educator 2: did not look at the assessment feedback from the first assessment visit in the initial stages of the assessment process. The TE reads the first assessment narrative only at the completion of lesson performance after a decision was made about the student teacher’s teaching performance. During the assessment feedback session with the student teacher, the assessment feedback of assessor one becomes the departure point of the meeting. This approach according to the TE prevents this assessor being influenced.

“I sit and you know, without looking at what the previous lecturer has said so that his or her comments do not bias me. Okay. Then when we have that short meeting after, it is then that I would look at the comments that were made, okay. And the comment that were made previously, you know for instance, would be the introductory remarks, you know, for our meeting and for instance to say that from the comments, for instance that X had made, what lessons, or what is that you are doing differently from the, you know, and sometimes I would say but do you think that you have responded to what X, you know, had commented on. Yes and of course and looking at what you have done today, you know, so I don’t just look at what X has said.”

Teacher Educator 3: adhered to a position that is informed by the approach pre-scribed at a previous place of work where the intension was to combat subjectivity.

“You know this question has been asked at the staff meeting level at the university of Z and the question was, the consensus was if you are interested in seeing what the first assessor has done do that after you have finished you own assessment. So for me I really do not ask any student, and as a matter of fact, I will suggest that students are instructed not to include the first assessor’s comments on the file. But if you want to see it, to see if there could be a relation between your assessment and what went before. Then you be at liberty to request it from the student ‘May I see what my colleague has said, after you have done yours’.”

Teacher Educator 4: eventually looked at the comment but preferred to delay this so as not to affect his own judgment.

“I pointedly try to avoid looking at the first assessors’ marks and comments until very late in the lesson. I will eventually look at it and I will sign it off, but I think that that could, you know, if somebody has previously awarded a 50 for example out of 80, you would, I think, tend to operate on that basis, you know, it... it...it..it... affects my positions. It has the potential to affect my position, so I’d rather form my own conclusions.”

Teacher Educator 5: only looked at the first assessor’s feedback after having made a decision on the student teacher’s teaching performance. The first assessor’s feedback was scrutinised afterwards to ascertain whether similar gaps and weaknesses were identified.

“I even ask them not to show what the first assessor has written before I assess them. Then what I do, after assessing the student I will then ask for the copy of the comments from the first assessor just to compare and maybe to identify issues that were talked about in the first assessment which I might also have raised in my second assessment. Otherwise I don’t want the first assessment to influence how I see things in the classroom.”

Summary of the data presented in 5.5.1

All the assessors agreed that the first assessor’s feedback could potentially sway their own assessment perspective. They either avoided looking at it completely, or used it as the starting point for the debriefing session, or looked at it to compare whether the first assessor identified the same weaknesses as themselves. If assessors are not using the first assessor’s feedback as their starting point for the second visit, it means that these visits are two stand-alone events and that it carries no educational value for

the student teacher's professional development. Furthermore, it may be that the TE's opinion of the student teacher's performance is based on "whimsical, personal preference" (Hawe, 2002, p.103) as found to be the perception amongst student teachers reported by Quick and Sieborger (2005) which could diminish the validity and reliability of the assessment grade.

5.5.2 The Challenges for Teacher Educators as Assessors in Using the School Experience Assessment Instrument

The assessors reported a number of challenges linked to the PGCE student teachers' lack of pedagogical skill and subject knowledge. Refer to section 5.4. 13 responses related to the challenges in using the School Experience assessment instrument were recorded. In sections 5.4.2 and 5.4.3 the challenges reported on are related to the expectations TEs have of the competency skills for PGCE student teachers. The focus of the data presented in this section is the personal professional challenges faced by TEs in assessing PGCE student teachers.

Teacher Educator 1: was challenged when the assessment visit was in an area outside the TE's area of expertise.

*"My challenge is to sit in a Foundation Phase classroom. That one is a challenge because you find them doing things differently, when I talk about differently, when you ask them why are you doing it like that, 'it is because we were **told** to do it like that'."*

TE 1 experiences PGCE student teachers as challenging and suspicious of the validity of the assessment feedback on the basis that the assessor is not a Foundation Phase specialist.

Teacher Educator 2: felt challenged when assessing in subject content areas such as mathematics, science and technology before the introduction of the Curriculum and Assessment Policy Statements (CAPS). The TE is a generalist who does not lecture in

any methodological area, who finds the curriculum policy useful in guiding the assessment focus.

“I think before CAPS, one wouldn’t really be very conversant, you know, of course you would know the general pedagogy of teaching, but with regards to the content, I think the issue is the content really, especially the content of mathematics you know and science or technology if you wish you know, but with CAPS, with CAPS document that actually unpacks each theme, you know the kinds of aims and all that and all that. It make things easier, you know, but with regards to the, you know, to the actual, actual content, you know, you also have to negotiate your way.”

Teacher Educator 3: experienced challenges when having to assess in unfamiliar subject areas and observing student teachers teaching in the language this TE is not familiar with.

“You know we are used to back home and even at the University of Z. You only assess your specialisation. That’s what we do. And that specialization has to be taught in your language which is the language of instruction, which is English. So right now I find it extremely difficult assessing out of my field, you understand, because now how do I know that the content of what is being presented by the student teacher is well prepared when for instance observing isiXhosa language, observing mathematics which I have done, observing some of those areas pose a lot of challenge and impacts seriously on quality, on credibility and then quality.”

Teacher Educator 4: reported no frustration or difficulties in the assessment of PGCE student teachers. The Teacher Educator was comfortable that the assessment instrument provides sufficient guidance in assessing teaching performance.

“I actually have no problems assessing students. None whatsoever. We have a rubric which drives the assessment regime and I do follow it. I am guided more than driven by it. Ok... Hmm but whether the subject is language or math whether the grade is grade

naught or grade 7 or whatever it might be, I really think it is actually.. with experience, it is relatively easy to watch good work being done and know it is being done.”

Watching a lesson presented in the local language (which the TE is not conversant with) was perceived to be an opportunity to observe the *“life of the lesson”*.

“A lesson presented in Xhosa would not intimidate me at all. In fact I sometimes think it is quite useful because then you watch the animated actions. You watch the life of the.... the....the lesson without being drawn to the little factoid which may or may not be present or missing in the lesson. Naturally I want content to be good. All of us do, but I think there is a lot more to it than just ‘He hit that on the button’,’ He asked three question’ or whatever it might be. So that does not intimidate me at all.”

Teacher Educator 5: reported challenges linked to PGCE student teachers’ lack of subject knowledge and pedagogical skill. The main concern for this TE was that PGCE student teachers are not equipped to work with young children as their previous degree has not prepared them to work with children.

“Some might come from a human resource management course. So they’ve prepared themselves to work with adults. So they have never in their mind imagined that they will be working with children. So they come here, they find themselves working with children. So it is difficult for them to translate from.... I mean to move from working with adults in their minds then to working with children. “

Because their courses prepared them ... initially for working with adults not children.”

Summary of the data presented in 5.5.2

Most of the challengers TEs experienced were ascribed to having to assess outside of their own phase or subject specialisation areas or having to assess student teachers teaching in languages foreign to them. Sedumedi et al., (2012) have already indicated out how the assessor’s unfamiliarity with a content area is a major challenge (see section 2.8.2). TE 2 commented on the usefulness of the CAPS in guiding one’s

assessment focus. TE 3 repeatedly referred to approaches used at a previous place of work in guiding this TE's current assessment approaches. TE 4 was satisfied that the School Experience assessment instrument provided enough guidance in the assessment process. The same respondent reported no difficulties or frustration in assessing PGCE student teachers. As this group of TEs reported no commonly agreed on assessment approaches, it can be concluded that this group relies on previous experiences (TE 3), policy (TE 2) and personal intuition and experience (TE 1, TE 2, TE 4, TE 5).

5.5.3 Identified Weaknesses with the Assessment Instrument-in-Use

The highest number of responses (22) was received for the perceived weaknesses in the assessment instrument currently in use for PGCE student teachers. The data presented provides an indication of whether, or not, this group of TEs regards the current assessment instrument as suitable in the assessment of teaching competence of PGCE student teachers. The group's opinions are reported below:

Teacher Educator 1: indicated that the assessment instrument does not differentiate between aspects being 'poor' or 'not present at all'. The assessment instrument was found to be too cryptic and leaves too much to the individual assessor's own interpretation.

"It starts with a 1. What if it is not there? There is a difference between a zero (0) and a 1. A zero (0) is not there, a 1 means it there but poor so how can I give you a 1 if it is not there which is the same one who is getting a zero (0)."

*"There are things that are not clear, **clear** in that rubric."*

"But even the planning they are talking about, the quality of resources or lesson plans, written in the lesson plan I assume. It is not the use of that. Then if you look at the second one I think it is now referring on the use of resources. So when they talk about the use of resources, so what are we looking at? Is this student writing properly on the

board? Is the student using the material? What if there is no material... the charts... what if there are no charts..."

"It needs to be unpacked, because you look at the resources. All our students, the majority of them, they use the board whether they write correctly or not. Sometimes they come with no charts, no material. Which mark am I going to use a 3 or a 2? Because this one is good, but those two are missing... so what am I going to do now."

"They talk about assessment, the evidence. What are they saying? What am I looking for under the teaching? Am I going back to the lesson plan to check if the assessment is written or if the lesson is applying the assessment that is written in the lesson plan? You see, sometimes you find it so difficult."

Teacher Educator 2: apart from feeling that the rubric was not weighted correctly, was of the opinion that the same assessment instrument cannot be used for the assessment of all year groups.

"...we don't have all the criteria in that rubric... there is no weighting."

"...one of the weaknesses of our rubric is that it does not actually categorize the different components."

"...I believe the theory and everything else should be incremental, you know, as the student progresses."

"If we talking the different year groups, the assessment rubric shouldn't.... cannot be the same."

"Everything with regard to assessment for PGCE's is the same as the B.Ed 4's, okay, which is unfair."

Teacher Educator 3: found the assessment instrument to be problematic without specifying which aspects were problematic.

"You know I even find the greater part of the crit assessment form very limited because I tried as far as possible to be very comprehensive. There are gaps there."

Teacher Educator 4: declared a dislike for assessment rubrics but still regarded the instrument useful in guiding one's assessment approach. A number of suggestions were made on how the scoring used in the instrument could be amended. This assessor admits that even if the assessment instrument is identical for all year groups, an assessor is required to apply subjective judgments when assessing teaching performance.

"We have a rubric which drives the assessment regime and I do follow it. I am guided more than driven by it."

"I don't like rubrics. I prefer writing essays or drawing a mind-map. I understand why we use rubrics. I think it is fine. I do think it needs tweaking. I think there should be, you know at the moment it goes from 1, 2, 3 and 4. Maybe it should go to 5 and maybe there should be naught as well, because for incredibly poor work we are awarding a 1 where in fact we should be awarding a zero. So in the absence of something there I have taken it upon myself on occasion. I think the rubric is fine. I would give it a bigger range. I would go 1, 2, 3, 4, 5 for example and I think sometimes too many marks are potentially available for too little work, on the rubric."

"It is not weighted correctly. So sometimes I think we can change the rubric so that for example, if this is the rubric, we just put those columns and there is 0, 1, 2, 3, 4, and 5, and say for its 'cover page' we shade it out so that it is not available to you. You can get 0, 1, 2 or 3."

"In the same way although the rubric may be identical between B.Ed 4s and B.Ed 3s and PGCEs, though it may be identical, within my central framework of thinking I am measuring that person against a different standard. My year 3's, I measure against my year 3's. I measure against my interpretation of what a year 3 should be able to do although it is the same rubric. Ditto with the PGCE's. Although the rubric is identical s with the B.Ed 4's, my internal locus is different. I do not believe that they can compete equally with the B.Ed 4s, I really don't. But I would equally give a distinction to a B.Ed 4 and a PGCE for example for what I perceive it to be. That is the subjectiveness of how I think to be really good."

Teacher Educator 5: identified level descriptors as the missing element in the School Experience assessment instrument.

“I think for me there are things missing. For example... I think we need to look at our assessment rubric. Much as we say 3... we say adequate, not adequate, I don't know, its adequate, best practice, whatever but we not necessarily define what is best practice. So there are no level descriptors. It's like 1, 2, 3, 4. Its only numbers, there is a focus then numbers. There are no level descriptors. And we might differ on the interpretation of what a 3 means.”

Summary of the data presented in 5.5.3

The consensus amongst the research participants indicated that the assessment instrument in its current state is not entirely suitable in assessing the teaching performance of PGCE student teachers. TE 1, TE 2, TE 4 and TE 5 express concerns with ratings/weighting (numerical and verbal) used in the assessment instrument. TE 2 argues for differentiation in the assessment instrument between the assessment of B.Ed 4 and PGCE student teachers. The identified weaknesses in the assessment instrument and how TEs deal with it is best illustrated in the comments by TE 4. This strongly suggests that the assessors of PGCE student teachers ought to reflect on which aspects of competence should be the focused on in order to come to a more realistic view of the PGCE candidates' competence. Refer to the discussion in chapter 1 where Miller's model is presented (section 1.7.2). Assessors may not be considering all the modalities as identified by Reddy et al., (2008) in their attempts to decide who is competent and not yet competent (see section 2.8) which negates the value of the assessment feedback in the professional development of the PGCE student teacher.

5.6 Conclusion

This chapter presented the data gathered as part of the semi-structured interviews. The chapter first presented general information about the research participants. This

provided an overview of who the research participants were in relation to their professional historical narratives in preparation for the role of assessors of teaching competence for PGCE student teachers.

Furthermore, the data was thematically presented under the headings of the preparation of PGCE student teachers, TEs' expectations of the teaching competency skills of PGCE student teachers and the alignment of the School Experience assessment instrument to the assessment of PGCE student teachers.

The data presented in this chapter aligned with sub-questions one and three. The first sub-question was how professional knowledge of TEs impact on their assessment focus of teaching competence of student teachers enrolled in the Post-Graduate Certificate in Education qualification on the PGCE programme? The data gathered in the semi-structured interviews with five TEs required the participants to reflect on aspects of PGCE student teachers' teaching competence such as their ability to plan lessons, their subject content knowledge and pedagogical skills. The TEs responses provided a clear understanding of what TEs regard as sufficient professional knowledge for PGCE student teachers and what TEs draw from in their assessment of this group of students.

The third sub-question addressed by the presented data in this chapter was whether the current assessment instrument is effective and suitable in the assessment of teaching competence for PGCE student teachers. In addressing this question, the following factors were considered: how TEs incorporated the first assessor's assessment feedback, the challenges they experienced in using the current assessment instrument, and what they perceived as the weaknesses in the assessment instrument. The group indicated that the assessment instrument was not suitable in the assessment of teaching competence for the PGCE student teachers, and made a number of suggestions on how the assessment instrument should be modified.

In the following chapter the data gathered from the written assessment narratives (presented in chapter 4) and the semi-structured interviews (presented in chapter 5) will be analysed and interpreted in terms of the theories of Bernstein (1971) on pedagogy discourses, Lave and Wenger (2000) on communities of practice and Feiman-Nemser's (1990) conceptual orientations to teacher training.

CHAPTER 6: DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

6.1 Introduction

The previous chapters, namely 4 and 5, presented the data gathered from the written assessment narratives and semi-structured interviews from five TEs. The data gathered from the written assessment narratives covered the 2012, 2013 and 2014 School Experience assessments produced by the selected participants. For each of the participants' written assessment narratives were selected where the participant was the second assessor for a PGCE candidate which meant that the TE was the final university-based lecturer to assess the student teacher. In total 14 written assessment narratives formed the basis of the data presented in chapter 4. TE 2 only assessed in the 2012 and 2013 School Experience assessment cycles but this person's written assessment narratives were included due to the key contribution it made to this research.

In chapter 4 the coded data from the 2012, 2013 and 2014 School Experience written assessment narratives for PGCE student teachers for the selected group of TEs were presented. The themes under which the data were presented were the nature of the assessment feedback, TEs use of pedagogic discourse and TEs' personal and professional identity.

Chapter 5 presented the data gathered from the semi-structured interviews conducted with the selected participants. All the semi-structured interviews took place at the interviewees' place of work. The interview setting was conducive to the data gathering process except in the case of TE 2 who, due to a busy work schedule, could only be available for brief periods. This specific interview was conducted over three separate sessions. The first session lasted 12 minute and 55

seconds, the second 16 minutes 49 seconds and the final part, 06 minutes 56 seconds which meant that the duration for this interview was 36 minutes 40 seconds.

The coded data presented in chapter 5 emanated from the responses gathered from five TEs in response to seven semi-structured questions posed to them during the interview. The format of the semi-structured interviews required the research participants to share their personal journeys from 1) training as a teacher; 2) being a practicing teacher; 3) being a TE; 4) reflect on aspects related to the assessment of lessons presented by PGCE student teachers and 5) evaluating the current School Experience assessment instrument when assessing teaching competence for student teachers in the PGCE stream.

The themes under which the data was reported in chapter 5 included a demographic overview of the research participants' own journeys; TEs' views on the preparation of PGCE student teachers; TEs' expectations of the teaching competency skills of PGCE student teachers and the suitability of the School Experience assessment instrument for the assessment of teaching competence for the PGCE student teachers.

In this chapter the data from chapters 4 and 5 are analysed and interpreted in relation to the three sub-research questions posed in the study. The data analysis process was guided by an interpretative approach (discussed and presented in chapter 3), using a combination of inductive and deductive reasoning (discussed and presented in chapter 3) so as to determine how the professional identity and knowledge of TEs are reflected in the summative written assessment narratives for student teachers in the Post Graduate Certificate in Education.

The analysis and interpretation of data from a) the written assessment narratives will be presented first followed by the interpretation of the data gathered from b) the

semi-structured interviews. The overall findings will then be discussed in relation to the three sub-questions which supported the main research question.

6.2 Analysis and interpretation of the written assessment narratives

The data analysed in this section is based on 14 written assessment narratives produced by the five respondents in the 2012, 2013 and 2014 School Experience cycle. The data presented in chapter 4 is analysed to address the second sub research question which focussed on how the professional knowledge and identity are reflected in the written assessment narratives for PGCE student teachers.

The thematic categories (see Table 4.1) under which the data is presented in chapter 4 are (1) Nature of the feedback; 2) Pedagogy discourse; and (3) Teacher Educators' personal and professional identity. The analysis of the data per respondent will be presented in the same order.

6.2.1 Theme: *The Nature of the Assessment Feedback*

Three code categories made up this thematic area (positive feedback; negative feedback; and ambivalent feedback). The visually representation of the data is presented as figure 3, in chapter 4 where it is explained in section 4.2.

6.2.1.1 Teacher Educator 1

The majority of the comments across the three assessment cycles were located in the negative feedback code category. In terms of how TE 1's professional knowledge guides the assessment focus for PGCE student teachers is demonstrated

in the assessment focus in 2012 (a mathematic lesson) where the feedback focus strongly on lack of sufficient content knowledge in the mathematics field.

In 2012, the assessment decision for the assessed lesson was a fail for this student teacher. This represents congruence between the recorded feedback and the assessment decision. Feedback was often structured in the form of questions to the student teacher. The reason for this approach to the feedback was illuminated during the interviews, when the TE explained that PGCE student teachers have the tendency to be overly sensitive to what they perceive as harsh and negative feedback on their performance. By framing the feedback as questions to the student teacher, this TE opened up the possibility of a dialogue with the student teacher. These higher order questions *“What do you mean by LCF, How did you use that?”* encouraged introspection by the student teacher beyond the assessment.

In subsequent School Experience cycles (2013 and 2014) where the subject content was outside TE 1’s field of expertise, the assessment focus shifted to the student teacher’s pedagogical knowledge and skill. One feedback comment made in 2014 was coded as ambivalent, which in the context of the assessment is interpreted as reflective of the TE’s personal and professional identity as this student teacher passed the lesson. In 2013 and 2014, the feedback focusing on the gaps in the student teacher’s competence outweighed the feedback on the student teacher’s existing skill, yet the student teachers achieved passes for these lessons.

6.2.1.2 Teacher Educator 2

Of a possible 78 coded segments for the entire group in this thematic area, 11 of the comments came from TE 2. The assessment feedback was coded as predominantly positive with TE 2’s personal identity coming through strongly in the feedback as evident in the comment *“Well done sisi!”* The feedback on the student teacher’s content knowledge in 2012 was based on the assessment of a natural science

lesson and was of a general nature. The rest of the assessment focus in 2012 was on aspects of pedagogical and professional skill such as time management, resources and the student teacher's rapport with learners.

The only negative feedback in 2012 was a comment on the quality of the teaching resource the student teacher used. In 2013, one comment starts out as a positive acknowledgement of general skill and ended in requesting the student teacher to apply the same skills to planning a lesson. This is the only indication that planning was not satisfactory as no other feedback in the written assessment narrative alerts the student teacher to any identified gaps. It is therefore highly unlikely that the provided feedback could form the basis for further reflection for the student teacher.

6.2.1.3 Teacher Educator 3

The majority of the quotations were coded in the negative category. The assessment focus and feedback were on the student teacher's professional skills such as the correct use of the chalkboard, teaching resources and group work. Most of the feedback could be regarded as developmental and not necessarily negative. For TE 3, the individual's own training led to an assessment focus on primarily on technical skills such as chalkboard skills, using teaching resources and classroom management skills. The assessment focus reflects the professional identity of TE 3 revealed in the 2013 comment:

"Please ensure that you read around literature on group work so that whenever you use or apply it, many issues that arose during the group may be taken care of."

In the 2014 assessment the assessment focus stayed on aspects such as planning, teaching and the portfolio despite the student teacher's challenges with classroom management. The student teacher achieved a good pass for this lesson, which is an indication of TE 3's ability to assess teaching competence (under less than ideal circumstances) whilst making allowances for the challenges PGCE student teachers

face which an example of drawing from professional knowledge and experience. It also indicates that TE 3 showed empathy and an unwillingness to disadvantage the student teacher (personal identity). The incongruence present in the situation, however, is that TE 3 claimed during the semi-structured interview his/her normal practice would be to schedule another visit (see the data recorded in chapter 5).

6.2.1.4 Teacher Educator 4

In 2012 the assessment feedback was presented in the form of a mind-map (see figure 5 in chapter 5). The structured section of the assessment instrument was used to record the details of the feedback and the mind-map appeared in the open-ended section. In a follow up to the initial interview with this TE, it was explained that the mind map functioned as a general outline of the pertinent issues (for the TE, not for the student teacher) to be discussed during the de-briefing part of the visit. The question still remains, what value this feedback format has for the student teacher.

Overall the positive feedback far outweighed the negative feedback in the written assessment narratives for this TE. The focus of the assessment throughout the three assessment cycles is on planning, resources and lesson pacing. TE 4 has a specific personal and professional focus as evident in the 2013 assessment cycle. This is tied to the TE's own experience and expertise as someone who comes from a technology and mathematics background. TE 4's own professional beliefs about the value of the "*activities-based*" approach are clearly visible in this student teacher's lesson presentation. See the presentation of the interview data in chapter 5 where there is evidence of a self-professed activities driven approach, reflecting this TE's professional identity from a more practically-based background.

The feedback abounded with abbreviations. This suggests that the student teacher is expected to have knowledge of the education theories from which these emanates. The personal and professional identity of TE 4 can also be detected in

the gentle manner in which negative feedback is softened (see the code category ambivalent) and how in each assessment narrative the student teacher is addressed by a first name.

In the comment: *“Pieter felt the pressure of my presence and used his voice a bit too much”*, it is noticeable how the TE moves away from the position of being a fellow colleague and affirmer by using the third person in pointing out an aspect of the performance which was not pleasing or acceptable. The tone of the feedback is gentle and a reason for the behaviour is supplied. Where there were aspects which required the student teacher’s attention, the feedback would start on the positive followed by what needed attention. This softened the impact of the feedback considerably which suggest that this TE fully understood the practicalities of developing a good teacher.

6.2.1.5 Teacher Educator 5

The feedback is balanced between positive and negative comments. Across the three written assessment narratives (2012 – 2014), the feedback first commented on what the student teacher was doing well, before moving on to aspects which needed attention. Evidence of the TE’s personal and professional knowledge and identity is pertinently visible in the 2012 and 2013 feedback where the student teacher is alerted to having a teacher-centred approach. It is assumed that the comment *“your lesson is mostly teacher-centred”* can be regarded as negative feedback, as the current focus in teacher education at this institution is on inclusive education and child/learner centredness. The comments are also an indication of how well this TE has internalised and kept up to date with educational policy directives. Over the period of three years one notices a gradual refinement in the feedback despite the fact that feedback across the three written assessment narratives consistently focus on the same elements in the performance. This indicates that the assessment was guided by the prescribed criteria of the School Experience assessment instrument

and the TE's own professional identity and knowledge of what constitutes good practice.

The feedback across the three assessment cycles also focused on soft skills such as student teacher's confidence and rapport with learners and pedagogical skills. The quotations coded as ambivalent alert the student teacher to the link between deep reflection in the planning stage of a lesson and lesson success. To this TE the ultimate aim is on effective teaching and learning for learners, which is an indication of professional knowledge and identity embedded in the socio-cultural position. This TE is at all times aware of the socio-cultural context in which the learning takes place as evident in his/her 2012 comment "*There is evidence that you conducted research on the topic but you need to think carefully on how you will present the content knowledge to Grade 5 learners.*"

Summary of Analysis

This section analysed the nature of the feedback provided in the written assessment narratives for the five respondents. Analysis of the coded data revealed that the feedback for TE 1 mainly focused on the negative aspects of the teaching performance; TE 2 mainly focused on the positive aspects of the student teacher's teaching performance; TE 3, despite appearing to be negative, has a developmental focus ; TE 4 assumed a collegial stance but when commenting on an area which could be potentially seen as negative slipped back into the role of assessor and TE 5's feedback was the most balanced in terms of its nature and focus.

The following section presents the analysis of the data under the thematic area Teacher Educators' pedagogy discourse.

6.2.2 Theme: *Teacher Educators' pedagogy discourses*

Six code categories made up this thematic area (Pedagogy: Professional Skills; Suggestions for improvements; Pedagogy: Teaching; Pedagogy: Planning; Content Knowledge and Policy Discourse). Refer to figure 4 which is explained in chapter 4.

6.2.2.1 Teacher Educator 1

In 2012 this assessor was assessing a mathematics lesson, which is this assessor's area of expertise. The focus of the assessment in 2012 was on the gaps in the student teacher's mathematical knowledge and the lesson plan. The majority of the 2012 feedback was located in the content knowledge domain. In the 2012 feedback, the TE provides very comprehensive and rich feedback. The questions posed in the written assessment narrative were content specific which required the student teacher to be familiar with the mathematical content area in order to understand what the TE was referring to in the use of the various 'maths' terms. This is in line with Bernstein's theory of 'restricted code' and could be interpreted as TE 1's attempt to 'induct' the student teacher into the community of practice. The 2012 feedback was strongly guided by the requirements of educational policy which then still had a predominantly outcomes-based focus, hence the usage of terminology such *"learning outcomes and assessment standards."*

In 2013 and 2014, where the assessed lessons were outside TE 1's subject domain, the terminology used was more of a general nature in the context of teaching practice and is therefore located in the pedagogical language domain. This is supported by Sedumedi and Mundalamo (2012) who claimed that assessors with limited subject knowledge of a learning area can only provide guidance on general classroom management, pedagogical skills and learner involvement. Reference is made in the 2014 written assessment narrative to the education policy-in-use,

namely CAPS (Curriculum and Assessment Policy Statement), when the student teacher is encouraged to consult the policy document in the planning stage. This confirmed that TE 1 is aware that curriculum policy drives what happens in South African classrooms. It can also be interpreted as an effort to induct the student teacher into the teaching CoP.

6.2.2.2 Teacher Educator 2

TE 2 is mainly involved with the supervision of post-graduate students in the new configured school post-2012. The TE's entrance into the assessment of teaching practice for pre-service student teachers was in 2012. As TE 2 is not involved with the teaching in any methodology field, any lesson TE 2 is required to assess is outside this person's field of expertise. In the 2012 assessment cycle, the tone of the feedback is very detached as evident in the following feedback comments, *"The content knowledge is very impressive."* and *"It would however enrich the lesson if the teacher explored with the learners the differences between disaster..."*. The assessment narrative, mainly written in the third person, removes TE 2 from the feedback. The feedback, though devoid of comments on content include general pedagogical terminology such as *"prior knowledge, code switching"* etc. This could be linked to the TE's identity and daily language use as someone embedded in the area of research.

6.2.2.3 Teacher Educator 3

The feedback is specifically focused and organised around the skills required from the student teacher. In 2012 the assessment feedback was organized under chalkboard skills, questioning and lesson presentation. The feedback to the student teacher took the form of suggested improvements on identified gaps in the teaching competence. Where a skills gap was identified, for example questioning skills or the use of group work, practical suggestions were offered to improve practice. This is

indicative of the personal and professional knowledge and experience base from which TE 3 draw in the assessment of teaching competence.

In 2013 the feedback was just presented under the headings 'comment 1' and 'comment 2' but contained the same assessment focus and format as in 2012, where the feedback was in the form of suggestions to be considered for future use. In 2014 no feedback was recorded in the designated part of the assessment form. The reason for this is explained in the graded response section of the assessment instrument, and mention of this particular assessment visit was made during the semi-structured interview. As recorded on the assessment instrument, TE 3 explained that the student teacher experienced serious classroom management problems in the following extract from the written assessment narrative.

"This particular practising teacher was ready to do a very good teaching but learners made it absolutely difficult. However she managed to do so under very heavy stress."

"Although there were very many and strange issues with discipline for Grade 2 – not your fault."

The student teacher achieved a pass despite the difficulties he/she experienced. In this discussion the focus is on the incongruence between how TE 3 rated professional skills '*of the utmost importance*' (see the discussion of TE's expectation of teaching competence skills presented in chapter 5, section 5.4). The decision to assign a pass grade (and such an excellent grade) could be interpreted as either an example of an interpretation of displayed competence despite local conditions and making a professional judgement about the quality of the performance (Cope et al., 2003) or it could be basing a professional judgement on 'personal whimsey' (Hawe, 2002).

The emphasis on particular pedagogical skills required from a student teacher about to enter the profession, is linked to TE 3's personal narrative (own preparation as a teacher) and links with Feiman-Nemser's practical orientation. When one assesses from this perspective, the focus is on the elements of the craft and techniques in the competent performance (refer to 2.2.3).

6.2.2.4 Teacher Educator 4

Apart from the 2014 lesson, all student teachers were assessed teaching in English. The 2014 lesson was presented in Afrikaans. In 2012 TE 4 was assessing a language lesson (out of the TE's area of expertise), the 2013 lesson was in natural science and in 2014 it was a maths lesson. Pedagogical terminologies were used extensively across the three assessment cycles and include terms such as resources, scaffolding, prior knowledge, activities-based, and lower order/closed questions. The use of the terminology linked to the theories of Vygotsky and Gardner was illuminated during the semi-structured interview (extract below) when TE 4 described his/her pedagogy philosophy.

"I am an activities-driven, multi-media, multiple intelligences, activities-based social constructivist, enactivist teacher."

This is indicative of the congruence between own professional identity and the subsequent assessment approach for TE 4.

6.2.2.5 Teacher Educator 5

TE 5 used a variety of pedagogy related terminology across the three assessment cycles. The feedback is often structured in the form of suggested improvements where the student teacher is consistently provided with a sound educational practical reason for the feedback as demonstrated in the following extract.

“Use the chalk board – it is a very effective and important instrument for enhancing teaching and learning. It helps the learners to understand the sequence of the lesson.”

Closer analysis of the comment shows how the rationale for the comment is explained for the student teacher. In the above comment, the word “*enhancing*” is unpacked by explaining the impact the use of the chalk board has on the learners. During the semi-structured interview the importance of how the student teacher makes use of the chalk board is expanded further as evident from the extract below:

“For me the chalkboard work is very important. Because as you teach it also helps you to teach the learners. So if it is not structured, it will confuse the learners. I always say to students there are learners in the classroom who might not understand what you are saying maybe in the first ten minutes, but once they look at the chalkboard work, they will begin to understand... and understand the structure of the lesson.”

There is congruence between what the TE identifies as being important and what is focused on in the student teacher’s performance. It is clear that the enhancing of teaching and learning was a central focus in TE 5’s assessment focus and approach. Over the three year cycle, the feedback focused increasingly on the student teachers’ lack of pedagogical skill. The careful prompting served to create the awareness in the student teacher about the ultimate goal of the lesson, and is resonant of what Grossman (1990) identifies as beneficial in helping student teachers to develop pedagogical knowledge and skills. The use of both elaborate and restrictive code in the assessment feedback is instrumental in inducting the student teacher into a community of practice through shared vocabulary deemed important to this TE.

Summary of the data analysis for the code category – Teacher Educator's Pedagogy Discourse

This thematic area mainly provided answers to sub-research question two namely how TEs' demonstrate their professional knowledge through the use of appropriate terminology in the assessment narratives of PGCE student teachers. The analysis of the data presented in this section provided an overview of what TEs focus on in the assessment competence for PGCE student teachers which relates to the discourses used in the teaching profession. This focus is considered to be evidence of the TEs' own professional knowledge basis.

TE 1: The assessment focus in 2012 was education policy requirements, content knowledge and professional skill. In 2013, the focus was on professional skills with the emphasis on time management. In the 2012 and 2014 written assessment narratives, the TE used abbreviations which according to code theory could be regarded as restricted code. When the TE assessed in her field of expertise, the assessment feedback provided content specific feedback on the performance of the student teacher. When the assessment was outside of TE 1's field of expertise, the feedback was of a general nature.

TE 2: Only the data recorded for the 2012 and 2013 written assessment narratives could be analysed as TE 2 was not part of the 2014 assessment cycle. The feedback was sparse and could be coded only in three of the six categories for this theme (Planning; Teaching and Professional Skills). The feedback offered the student teacher no indication on how the identified weaknesses could be addressed. The feedback in the written assessment narrative was not only of a general nature but also reflected TE 2's professional role as someone embedded mainly in research. This TE is not involved in the teaching of any methodological content area and hence the TE's professional identity leans towards a broader notion of classroom based practice rather than a subject/content specific knowledge base.

TE 3: The focal point for this TE is the practical competence of the student teacher with the emphasis on skills such as the ability to use the chalkboard, make use of group work and how the effective use of these fundamental skills enhance classroom management. The student teacher was provided with concrete suggestions on how to improve his/her practice. The assessment feedback was presented in a systematic manner focusing on specific aspects of the student teacher's observed teaching competence. Across the three School Experience cycles, the assessment focus was on the skills characteristic of the art and techniques of teaching. This TE leans towards a professional identity embedded in a more skills based pedagogical approach which stems from his/her own training background.

TE 4: The assessment feedback was coded in four out of the six categories in this thematic area (Planning; Teaching; Professional Skill and Suggestions for Improvement). The unique feedback format in 2012 warranted its inclusion into this document. The feedback across the three assessment cycles abounds with pedagogy vocabulary as well as a number of abbreviated terms related to educational theory. The pedagogical terminology used in the written assessment narratives is congruent with TE 4's declaration of being a specific kind of teacher. This TE leans towards a professional identity embedded in a more theory driven practical activities-based pedagogical approach deemed necessary for being an effective teacher.

TE 5: The feedback provided by TE 5 was coded in four out of the six categories in this thematic area (Planning; Teaching; Professional Skill and Suggestions for Improvement). Pedagogy related vocabulary was used extensively throughout the written assessment narratives. Suggestions for improvement were phrased appropriately, clearly explaining the rationale behind them. The student teacher was provided with feedback on the appropriateness of his/her content knowledge. The use of pedagogy discourse reveals a professional mission to alert the student teacher to the impact of his/her choices on teaching and learning. The professional

identity of this TE is embedded in the socio-cultural implications of teaching practice in specific contexts.

The following section presents the analyses of the data under the thematic area Teacher Educator's personal and professional identity.

6.2.3 Theme: *Teacher Educators' Personal and Professional Identity*

This thematic area examined how language reflected personal and professional identity. Four code areas were part of this theme. These were language preference, words that demonstrated personal and professional knowledge, phrases which could be regarded as an attempt at building a community of practice and professional identity expressed in empathy. The visual representation of this thematic area is displayed as figure 6 in chapter 4. Refer to section 4.4.

6.2.3.1 Teacher Educator 1

TE 1's preference for using exploratory questions in the assessment feedback has already been highlighted. In addition the use of personal pronouns 'you' and 'I' and the use of abbreviations (ADD/ADHD, HCF, LCF, etc.) were noted. In the 2014 assessment, there is a glimpse of personal empathy when a student teacher is awarded a pass despite a general sense that the lesson did not go well. The display of such empathy and a favourable assessment outcome may have a humane intent but does not necessarily add value to the professional development of the student teacher in the long run. This display of empathy is strongly linked to the personal beliefs and values TE 1 embraces and is characteristic of the dominant institutional culture at this particular higher education institution Feiman-Nemser and Floden (1986) cited in Beijaard et al., 2004). Refer to section 2.4.4. for purpose of clarity.

6.2.3.2 Teacher Educator 2

For the 2012 feedback, it is noticeable that the tone used in the feedback is in the third person. In the 2013 cycle, there is a marked shift from the 2012 assessment feedback where the tone was identified as detached to the tone used in 2013 where the student teacher is now addressed as ‘*you*’ in the assessment narrative. An example of personal language use comes through in the comment “*well done sisi.*” ‘Sisi’ is the isi-Xhosa word for ‘lady’. TE 2 and the student teacher are Xhosa-mother tongue speakers. This is an example of Bernstein’s use of restricted code. TE 2 also displays a preference for using superlative adjectives such as “*impressive*”, “*excellent*” and “*captivated*” in the feedback.

6.2.3.3 Teacher Educator 3

In the post 2012- South African school system, the word ‘learner’ which refers to the school going child in the General and Education Band is an accepted practice however, TE 3 uses the word ‘pupil’ which is an indication that this person has been trained and worked outside the South African school system.

No comments which could be interpreted as ‘relationship forming’ were observed, apart from the explanation in the 2014 written assessment narrative when the assessment decision was explained in writing to the student teacher. In the 2014 assessment narrative, TE 3’s demonstration of empathy is indicative that this TE is not only aware of the impact of the wider context on the student teacher’s performance, but also takes it into account when assessing a student teacher. This display of empathy is evident of personal values and beliefs linked to professional identity and broaden the assessment lens which allows TE 3 to recognise teaching competency under less-than-ideal assessment conditions.

6.2.3.4 Teacher Educator 4

TE 4's presented the feedback comments visually in 2012. This visual effect was achieved through the use of a mind map (refer to chapter 4). The preference for using mind maps as a technique to record own thinking is part of this person's personal identity and knowledge. TE 4 explained this preference in a follow-up discussion in the following way

"It has become the way I think. Where some people might write down a list, I draw pictures and I construct mind maps."

In subsequent written assessment narratives (2013 and 2014), this manner of feedback was not applied as according to TE 4, it required more time than was available. The feedback in 2013 and 2014 is still full of smiley faces, ampersands and exclamation marks which were indicative of TE 4 engaging in a written conversation with the student teacher. The TE's tone throughout the narratives is personal. This is further enhanced by using the student teacher's first name. This suggests that the student teacher is treated as a fellow colleague in the profession. TE 4 places a high premium on the demonstration of specific competences that resonates aspects of constructivism in the performance of student teachers.

It is worth noting that none of the feedback across the three year time period could be located as either 'educational policy speak' or linked to a content area. A number of abbreviations ("MI", "K", "C") were used in the course of the feedback. This manner of feedback is interpreted as an attempt to induct the student teacher into the CoP but it also can be regarded as restricted code. Comments about various aspects of the lesson performance are directed to the student teacher in the written assessment narratives. Throughout the written assessment narratives, appreciation for the preparation and efforts of the student teacher was expressed. The written assessment narratives consistently acknowledge and affirm outstanding aspects of the teaching performance for each of the student teachers.

6.2.3.5 Teacher Educator 5

TE 5 in all the written assessment narratives provided reasons for every suggestion that is made to improve practice. When the student teacher was advised to do something, it was always followed up with an educationally sound reason such as:

“Use the chalkboard – it is a very effective and important instrument for enhancing teaching and learning. It helps learners to understand the sequence of the lesson.”

In the 2012 assessment narrative, TE 5 requested the student teacher to *“think about when the resources will be used during the lesson presentation so that they will help in enhancing T & L...”*. In 2014, the student teacher is requested to *“pay attention to your chalkboard work – it needs to be systematic”*. Such feedback serves to alert student teachers to identified gaps in their competence which should lead to self-reflection beyond the specific assessment visit.

Summary of the Data presented in Theme: Teacher Educator’s Personal and Professional Identity

In concluding this section, the empirical data analysed revealed that each TE displays a preference for specific words consistent with his/her personal and professional identities. For both TE 1 and 5 the narrative reveals their identities as content area specialists. The use of specific words in the narratives for TE 3 reveals being trained outside the South African teacher education system. The language and tone of the written assessment narratives by TE 2 is indicative of this person’s professional role and involvement in a specific area in the Faculty. TE 4’s use of language and terminology is consistent with this TE’s self-proclaimed teacher identity.

The following section present the analysis of the data gathered through the semi-structured interviews.

6.3 Analysis of the Spoken Narrative: Semi-Structured Interviews

The data which is analysed and interpreted in this chapter emanated from the data collated in chapter 5. The interview questions used during the data gathering process are attached as Appendix A. Interviews were recorded and transcribed by the researcher and for purposes of reference are attached as Appendix B. In the course of the semi-structured interviews, demographic information was gathered for research participants which is presented in Table 5.1 in chapter 5. In the analysis of the thematic data in this chapter, the relationship between respondents' personal narratives as reflected in the demographic information presented in Table 5.1 and their approaches to the assessment of teaching competence for PGCE student teachers were considered.

The code categories which emerged in the course of the data collection process were consolidated into themes as presented in chapter 5, and interpreted in the analysis process in this chapter. Figure 10 is a visual representation of the code categories and themes for the data gathered through the semi-structured interviews.

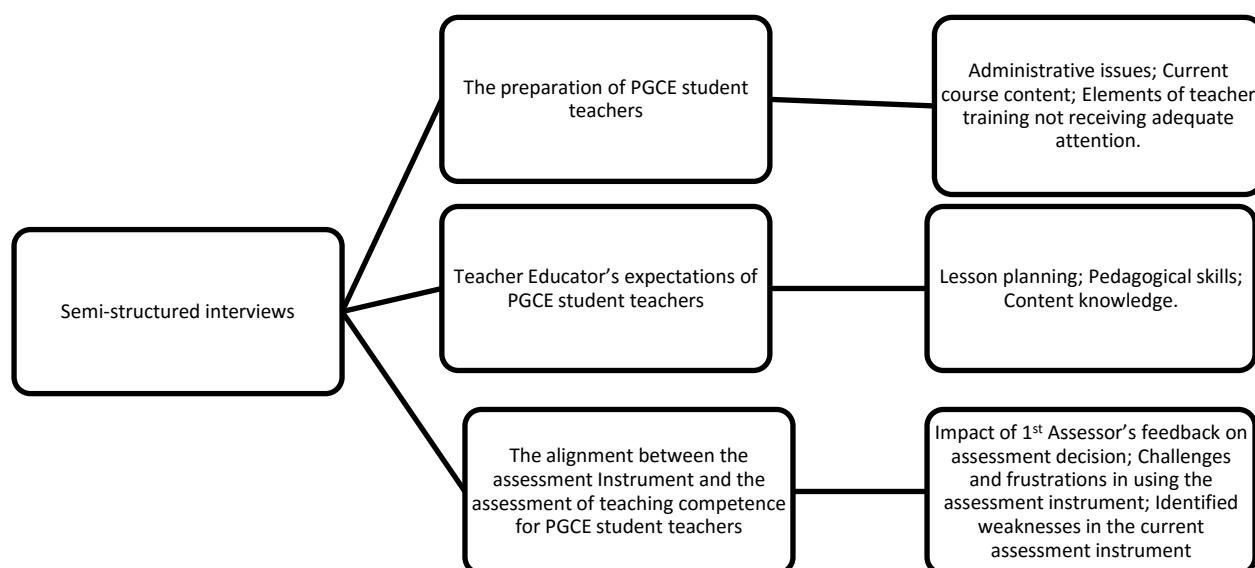


Figure 10: Semi-structured interviews: Themes and code categories

6.3.1 Theme: *The preparation of PGCE Student Teachers*

In this thematic area, respondents' comments on aspects which constituted this theme were made throughout the semi-structured interview however, most of the data analysed here, were offered in response to questions 3 and 6. (refer to Appendix A). The aspects which impacted on the preparation of PGCE student teachers were identified as administrative issues, the content of the PGCE course and elements of training TEs believe do not receive adequate attention in the current programme. Refer to Figure 7 in chapter 5 where it is explained in detail.

6.3.1.1 Administrative Issues - Admission and Course Duration

Two members of the group (TE 2 and TE 5) felt that the students attracted to the PGCE programme are not ideal future teacher material. TE 2 expressed this sentiment by saying that PGCE student teachers do not plan to do the course, instead they stumble into the programme.

"Some of them they are here by accident, you know" (TE 2)

TE 5's comment identified the weakness in the admission criteria for the programme and lack of proper screening which allows unsuitable student teachers to gain entry into the programme, which in turn impacted on the student teacher's success in the acquisition of the required competencies.

"...some might come from a human resource management course. So they've prepared themselves to work with adults. So they have never in their mind imaged that they will be working with children" (TE 5).

These comments resonate with Kiggundu and Nayimuli's (2009) findings that PGCE student teachers use the programme as a 'stop-gap' as they have completed a first general qualification and do not have a suitable job, or were not accepted for further study in their under-graduate fields of study. The PGCE programme offers an alternative pass time with the possibility of being funded whilst acquiring another qualification with no real intention to enter the teaching profession after completion.

These comments on the commitment to the profession of PGCE student teachers suggest that the group seeking admission into the programme does not view teaching as their career-of-choice. They come into the course holding general qualifications obtained in social sciences and humanities, commerce, natural sciences and law. The impact this has on the successful acquisition of skills needed for teachers in the Foundation and Intermediate phases is expressed by TE 5 as:

“...they have never in their mind imagined that they will be working with children, because their courses prepared them... initially for working with adults not children.”

This group’s educational preparation prior to enrolling for the course directly impacts on their lack of subject and pedagogical knowledge needed to teach in the General Education and Training Band. The limited duration of the PGCE qualification results in limited exposure to teaching practice for PGCE student teachers as evident in TE 1’s, TE 3’s and TE 5’s comments:

“..., if I can talk about 2014, it was difficult for us to crit them because they went there for the first time, they were not exposed to the classroom situation” (TE 1).

“They have limited time and therefore limited information” (TE 3).

“...we’ve got a student who does not have the content knowledge, a student who is not confident, then I think for me you putting too much pressure when you expect the same student to look after learners who most of the time are not disciplined” (TE 5).

The implication highlighted by the comments is that the limited training time for PGCE student teachers does not allow for TEs to establish the type of relationships conducive to passing on their skills and values as master teachers to an apprentice, which according to Robinson and MacMillan (2006) is an essential requirement for the teaching profession (refer to 2.4.4). TEs used appropriate pedagogical terminology in relaying their educational skills and values which assists student teachers to participate in the CoP which in this context is understood to consist of the

TE, the host-teacher and the student teacher. This practice is aligned to the socio-cultural perspective and social learning theory of Vygotsky but expanded by Bernstein (1971) that human learning is embedded in human interactions through the use of language (refer to 2.2.1). The constant emphasis by TEs that the limited training time for PGCE student teachers contributes to the deficit of skill when it comes to teaching competence re-affirms that a novice is initiated into a community of practice through the novice's mastery of practices and language codes used in the practice community over a period of time. PGCE student teachers admitted into the course with first degrees in the fields mentioned in Chapter 2 are therefore not suitable to be trained as teachers in the Foundation and Intermediate Phases, as these first degrees do not provide them with the required prior specialisation knowledge to teach in Grade R to Grade 6. Currently the debate about the employability of former PGCE student teachers hinges on the suitability of the first degree for teaching at the Grade R to Grade 6 level.

6.3.1.2 Course Content

The lack of adequate and sufficient pedagogical skill (the ability to translate the theory of teaching into practical classroom based skills) has been identified as a major gap in PGCE student teachers' skills set in various ways by members of the group. TE 2 and TE 3 suggested that the identified gap will be addressed if micro-teaching became a focal point in the PGCE programme.

"I feel that with regard to micro-teaching we are not where we are supposed to be"
(TE 2).

TE 3 in the following comment presents micro-teaching in a teaching laboratory setting as an alternative way of exposing PGCE student teachers to the practical teaching environment given the limited time they have available to spent in schools acquiring and practicing the art of teaching under the supervision of a professional teacher (Kiggundi & Niyamuli, 2009).

“Micro-teaching has two levels, the theoretical component and the practical component...A teaching lab,... we do don’t have a teaching lab. A teaching lab and that’s where teaching training colleges are better because of their mandate” (TE 5).

The skills gap identified by TE 1, TE 2, TE 3 and TE 5 implies that PGCE student teachers have not reached the stage in their own professional development by the time they qualify as teachers where they are able to make the ‘situated’ and ‘interpretive judgements’ cognizant of socio-historical and political contexts in which the teaching takes place. This defeats the goals of teacher education as these student teachers on entering the teaching profession are not yet equipped to act as key agents in delivering a quality education system (DoE, 2005) and will require a further period of on-the-job experience and training should they choose to enter the teaching profession.

6.3.1.3 Instilling a Teacher Identity

TE 1, TE 2, TE 3 and TE 5 highlighted that elements such as teacher professional behaviour (how a teacher walks, dress code); technical skills (the use of the chalk board) and pedagogical or teaching skills are not adequately addressed. These elements are components of what it means to be a teacher, keeping Holland’s theory (1997) of person-occupation fit in mind, which is aligned to the socio-constructivist notion that exposure to environments contributes to the development of one’s identity as a member of a specific professional group, then the PGCE qualification is not successful in fostering a teacher identity in student teachers whilst they are in training.

The feedback from TE 1, TE 2, TE 3 and TE 5 highlights the tension between:

- 1) What TEs believed should be instilled in student teachers whilst in-training and what they are able to accomplish given the nature of the PGCE qualification. This belief is confirmed by Robinson and MacMillan’s (2006) conclusion that TEs believe that skill is pass on through personal contact in

smaller setting (see section 2.4.4) over an extended time-period, a belief which is aligned to the socio-cultural approach to learning and Lave and Wenger's model of situated learning.

- 2) The belief system of TEs and the specific training context (i.e. higher education) in which they find themselves (Beijaard et al., 2004). TE 3's comment that colleges are more suitable for teacher training because they *"are better because of their mandate"* and *"we have other things we do than teachers in colleges or tutors like supervision, conferences, publications..."* addresses this tension pertinently. The business model (refer to section 2.4.4) followed by institutions of higher learning do not serve the creation of a quality education system as it is in conflict with the ideals of communities of practice where collective learning is the result of collaboration over an extended period of time.
- 3) In addition the policies and procedures of the higher education sector has forced TEs to focus a sizable portion of their available resources on producing research outputs leaving less time and energy to spend on moulding student teachers (refer to section 2.5) which is in direct conflict with the ideals of producing quality teachers who globally and nationally have been identified as key agents in the production of a quality education system.

6.3.2 Theme: *Teacher Educators' Expectations of the Students' Teaching Competency Skills*

The aim of assessing teaching competence for student teachers about to enter the teaching profession is to make a summative decision about their teaching competency. During the TE's assessment visit, the aim is to determine how efficiently student teachers demonstrates that (s)he is able to transmit subject knowledge using appropriate 21st century teaching methods taught in methodology courses. This section presents the expectations TEs have of the teaching competency skills (content knowledge, lesson planning, pedagogical skills) of PGCE

student teachers at the end of their training period. The coded data on which this analysis is based is a combination of the importance TEs attached to indicators of teaching competence presented in Table 5.2, in chapter 5 and further comments made in the course of the semi-structured interview. Refer to figure 8 which is explained in section 5.4.

6.3.2.1 Analysis of Indicators of Teaching Competence

Data gathered through rating scales are discussed at length in section 3.7.3., in chapter 3. The rationale for the use of a rating scale was two-fold. It allowed firstly for differentiated responses to a given question (Cohen et al., 2011) and secondly and most importantly assisted in illuminating the congruence or tensions between verbalised beliefs and actual assessment practices as enacted in the written assessment narratives for PGCE student teachers. TEs were encouraged to not only assign a value to indicators of teaching competence (as they are listed in the School Experience instrument) but also explain the rationale for their assigned values. The outcome of the values assigned to indicators of teaching competence as they appear in the School Experience assessment instrument is presented in chapter 5, section 5.2. The information was gathered in response to question 5. Refer to Appendix A.

The two elements which all TEs regard as pivotal in its impact on the assessment decision are evidence of planning and the student teacher's own subject knowledge. Although one of the elements listed under professional skills in the School Experience assessment instrument as 'adequate command over the medium of instruction' was not rated as highly as planning and subject knowledge, it received a lot of attention during the interviews and is included as part of this discussion.

a) Lesson Planning

At first glance there is a strong correlation between TEs verbal expression of the pivotal role lesson planning plays in the execution of a successful performance and the numerical value they assigned to this aspect. With the exception of TE 4 who rated the importance of planning as a four on the five point scale, all regarded this as of the utmost importance. All were in agreement that the absence of evidence of planning would result in either a fail or the assessor leaving the assessment event without assigning a grade. TE 2 and TE 5 declared that they see no sense in assessing the performance when a lesson plan is not presented and do not assess the student teacher. It is clear that there was no uniform position among respondents as to what is the most appropriate course of action in the absence of a formal plan at the assessment visit.

One pertinent example of incongruence between TEs verbalised beliefs and actual written assessments revealed that it cannot be assumed that every member of the group is comfortable with either leaving the assessment event or failing the student teacher in the absence of a planned lesson. Despite rating planning as of extreme importance and assigning a numerical value of 5 to it, TE 2 expressed his/her internal tension and discomfort in the following way:

“...If the student has proved, you know, that the student hasn’t planned, you don’t expect much, but having said that, you cannot just stand up and go, if you discovered that the student has not done much planning. You still have to give that student the benefit of the doubt, you still have to give that student the opportunity to present what was not planned... on paper.”

The comment alludes to the contradiction between how TE 2 rated this aspect and the actual practice during the assessment of teaching competence. It suggests that for TE 2 other factors must be impacting on the assessment decision in addition to

what is prescribed by the actual assessment guidelines when assigning a grade to teaching performance. Refer to Appendix D.

The inconsistency between TEs verbally expressed beliefs about an indicator of teaching competence and how TEs applied this belief during the actual assessment of said indicator could be ascribed to the challenges discussed by Haig et al. (2013) as noted in section 2.8, chapter 2. It could also be a confirmation of Lunenberg and Willemse, (2007) as cited in Timmerman, (2009) notion that TEs did not seem to be aware of their own conceptions of teaching. If one extends this reasoning to the assessing of teaching performance it may very well mean that TEs are not aware of their own conceptions of what constitutes good practice. On the other hand it may be a case of assessors disregarding and/or abandoning set criteria in favour of their own whimsy (Hawe, 2002).

It is apparent that TE 2's notion of what is acceptable practice in the assessment of teaching performance is underpinned by what Stryker and Burke (2000) refer to as cognitive schemas (refer to section 2.3, chapter 2). It further confirms Reddy et al.'s (2008) position that a number of modalities have to be considered in making a summative judgement on the teaching competence of a student teacher (see section 2.8, chapter 2) failing which renders the assessment attempt entirely subjective and of little value to the PGCE student teacher's development of competence.

TE's ratings also identified the student teacher's content knowledge as the second non-negotiable indicator of teaching competence.

b) Content Knowledge

The student teacher's subject/content knowledge was the second indicator of teaching competence where TE 2, TE 3, TE 4 and TE 5 assigned a numerical value

of 5 to this component, which meant that the display of insufficient or inadequate subject knowledge would lead to a fail in the lesson. TE 1 felt that it may not have such a serious impact on the assessment outcome. Although acknowledging the weak knowledge base of PGCE student teachers, he/she cited access to incorrect sources or the misinterpretation of the source as possible reasons why a student teacher would transmit incorrect information. This leads to the conclusion that 1) there is a gap in the student teacher's own knowledge 2) they are unable to judge the correctness of material contained in a source and 3) they are not being critical of the quality of the sources they consult as part of their lesson preparation and 4) the student teacher does not research the topic adequately but depend on the grade specific text book information.

Instead of assigning a negative grade to the performance, TE 2 would ask the student teacher to repeat this lesson with the host teacher as assessor, so as to rectify the incorrect information previously taught to learners. There is no guarantee that the student teacher would repeat the lesson in order to rectify the incorrect information as it had to be repeated outside of the assessment visit, the reason being that there is no time to re-visit the student teacher which once again renders the assigned grade invalid.

TE 1, TE 4 and TE 5 commented on the weak or sometimes non-existent knowledge base in critical areas such as mathematics and language as demonstrated in the following comments:

"I'm a maths person, so when it come to mathematics maybe my expectations sometimes are so high I go to that classroom thinking that this teacher is perfect in content and in methodology, and sometimes you find this one is lacking in this" (TE 1).

"I think it is of critical importance that subject knowledge is of the highest, highest order" (TE 4).

"They struggle with mathematic" (TE 5).

“Even with languages, you find it very difficult because you go there assuming that they might have the terminology that is needed in a language classroom. You go there assuming that they might understand how to teach language in context” (TE 5).

PGCE student teachers are expected to have specific subject/content knowledge and general pedagogical skills which will be visibly demonstrated at the assessment visit. All respondents were unanimous in their agreement that PGCE student teachers lack in both areas (mentioned above) because of the reasons elaborated on in 6.2.1.1. In addition, TE 1 identified PGCE student teachers’ inability to count in their own mother tongue, a skill which is required when teaching Numeracy in Foundation Phase where mother tongue instruction is a national policy requirement.

It is clear from the data obtained from this group of TEs who operate in different areas of expertise and specialisations that they are clear on their professional mission, have the required pedagogical content knowledge and are fully conversant with the link between the practicalities of classroom practice and theory as proposed by Aleccia (2011) which enables them to reflect on the shortcomings of PGCE student teachers. In the absence of having undergone a structured training programme in preparation for their current role, these TEs are drawing from personal experience and professional knowledge (refer to section 2.4.3).

c) Language Skills

A very important aspect of the teaching performance is the student teacher’s command over the language of learning and teaching as the act of teaching can take place only through language. Socio-constructivist/socio-cultural and socio-linguistic theories emphasise the pivotal role played by language in the acquisition of new knowledge. The fact that learning is embedded in social interactions between participants’ relationships through the medium of a language makes it difficult to understand why the adequate command of the LOLT as an indicator of teaching competence was scored so low (refer to Table 5.2, chapter 5).

Only TE 3 and TE 5 regarded this as of equal importance as lesson planning and content knowledge. TE 3, who is not conversant in the local language, felt so strongly about the importance of this aspect that a student teacher who presented 85% of the math lesson in the local language did not receive a grade for the performance. Instead the student teacher was advised to “...*go and learn how to teach effectively in English.*”

The responses to the student teacher’s use of the appropriate language for teaching purposes were different for each member of the group, which is an indication of the impact of personal and professional identity in the assessment moment. TE 5 (fully conversant with the local language) felt that a lesson mostly taught in the vernacular under the incorrect impression that it is code-switching is not acceptable as the practice disadvantages and confuses learners who will eventually be subjected to the official LOLT (English in the Intermediate Phase) in the assessment of the taught content. TE 1, although rating this aspect as a 2, indicated that as long as the student teacher did not teach the entire lesson from beginning to end in the local language, it would still be acceptable. TE 2 felt it is too late for the competency gap to be addressed at this stage of the student teacher’s training, implying that it should have received attention at an earlier stage of the student’s time at the university. The respondent expressed this sentiment in the following way:

“...when a student does not have the language, the student does not have the language, and it is something you cannot remedy at PGCE level.”

TE 4, taking a ‘silver lining’ approach felt that not being conversant with the spoken language of the performance provides an opportunity for the assessor to watch the “*animated action*”. This respondent felt that by not insisting that student teachers stick to the national policy requirement of using English as the medium of instruction in the Intermediate Phase is empowering student teachers and results in them feeling less “*hemmed in by English*”. TE 4, despite not being able to follow the verbal exchanges during the lesson presentation, claims that it allowed him/her to

“...watch the life of the lesson without being drawn to the little factoid which may or may not be present or missing in the lesson.”

This contradicts TE 4's claim that content knowledge is of the utmost importance in the assessment of teaching competence. A lesson presented in a language the assessor is unfamiliar with makes it impossible to accurately assess the content knowledge of the student teacher and further compounds the challenges associated with the assessment as alluded to earlier on in this section. On the other hand, this stance suggests that this TE is confident that, despite not understanding the LOLT, what is observed will enable a knowledgeable assessor to make a reliable assessment decision about the student teacher's performance. The danger in TE 4's approach to the assessment of teaching competence is three-fold. First, it renders the assessment decision invalid; second, it conveys a message that TEs are inconsistent in how the criteria of the School Experience assessment instrument is applied and third the student teacher develops an unrealistic view of his/her teaching competences.

The expectation is that PGCE student teachers should be more conversant in the usage of English as a medium of instruction *“...because they are graduates”* (TE 3). Only TE 3 indicated that PGCE student teachers do in fact perform better than the student teachers enrolled on the B.Ed programme as *“...they also have the language better than B.Ed 1 to B.Ed 4”*. TE 1, TE 2 and TE 5 indicated that PGCE student teachers generally displayed poor language skills. To TE 4 it was of no consequence as he encouraged student teachers to teach in the *“vernacular”* so *“that they do not feel hemmed in by English”*. Not only is this a clear indication of the impact of personal and professional identity but this TE's stance to an important indicator of teacher competence aligns to Feiman-Nemser's personal orientation (refer to section 2.2.3, chapter 2).

TE 2 expects PGCE student teachers to display a greater level of confidence in subject matter given that they hold a first higher education qualification. The absence

of self-confidence and confidence in their own abilities are evident in their difficulties with classroom management. Because these student teachers have little confidence in their ability to teach, they are not able to benefit optimally from the assessment experience. Ulvik and Smith (2011) pointed out that unless a student teacher has successfully integrated the knowing how (practical teaching skills) with the knowing that (pedagogical theory) the potential learning to the student teacher locked up in the assessment feedback is lost as he/she is simply unable to make sense from the assessment feedback (refer to section 2.7.5) in perfecting skill.

The importance student teachers attach to the assessment grade is emphasised by their attempts to avoid being negatively scored while illuminating the potential of assessment to shape desired learning behaviour (Ramsden, 2003). Refer to section 1.2. for further clarification. From the comment by TE 1 below, it is evident that this assessor is very careful in how assessment feedback is conveyed to the student teacher.

“...but sometimes you find it is so difficult to do it with our students, because whatever negative you are telling them, they become so sensitive. As a result sometimes you look at a student, you just tell this... ‘improve on this one, improve on that one’... you give them that. It is a difficult one...they do not take it positively that if this is negative, it is written down...”

The comment by TE 1 proves that PGCE student teachers’ over sensitivity to what they perceive as negative feedback on their performance, presents a challenge to TEs. It is evident that PGCE student teachers have not been alerted to the potential of assessment feedback to improve one’s professional practice. For TEs this means a different approach to the assessment of teaching competence, as well as an awareness that the assessment feedback needs to be presented differently for PGCE student teachers. In TE 1’s experience, PGCE student teachers tend to be argumentative and defensive about their practices and would verbally counter less than favourable feedback with *“...lecturer so and so said it is supposed to be like that...”* during the post-assessment feedback session.

The attitude of PGCE student teachers, the desire to avoid unpleasant altercations with student teachers, a disinclination to being compared to another colleagues which, in the process paints, the TE as less knowledgeable, could be possible reasons why TE 1 structures the assessment feedback as suggestions for improvements. TE 2 refrain from negative feedback, TE 4's feedback is mainly positive, and TE 5 always provides a rational for less than favourable feedback. Refer to the discussion on the nature of the assessment feedback in section 6.2.1.

What has been discussed in this section confirms the complexities for TEs in the assessment of teaching competence alluded to by Rusznayk and Bertram (2015) for PGCE student teachers. The following section considers TEs expectations of student teachers' pedagogical skills as an indicator of teaching competence.

d) Pedagogical Skill

In the School Experience assessment instrument, pedagogical skills are listed under 'Teaching and Professional Skills. Professional skills include the use of teaching aids, the ability to pace the lesson and effective classroom control (refer to Table 5.2, chapter 5). In the course of the semi-structured interviews, TEs indicated that 'knowing how to' (pedagogical skill) and 'knowing what' (subject content knowledge) present them with the biggest assessment difficulty. If a student teacher does not have these two basic competencies, TEs cannot even begin to assess PGCE student teachers on other professional skills listed on the assessment instrument. The focus in this section is on the analysis of the coded data in relation to TEs expectation of student teachers' professional skills.

The feedback from the five TEs indicated that there was a lesser focus on other professional skills. A more lenient approach was taken when it came to assessing aspects such as the use of effective teaching aids, and maintaining an orderly classroom as evident from the responses below:

Classroom Management

“...I don’t really pay attention to that one. Because what I do when I go out for teaching practice, I ask the host teacher to sit in the classroom, so that the host teacher could manage discipline” (TE 5).

‘...these criteria are important... all our students are developing.’ (TE 4)

“Classroom control becomes a very serious one” (TE 3).

TE 4 in his/her comment acknowledge that professional skills are important but at the same time the assessor should not forget that PGCE student teachers are still only student-teachers-in-training. TE 3 verbalised a view that classroom control is an important aspect, but in his/her assessment of a student teachers in 2014 where the student teacher lacked this skill, awarded a very good grade for the performance. This inconsistency for TE 3 between expressed belief and application of the belief has been highlighted already.

The use of Teaching Aids

The same leniency towards this specific professional skill as alluded to in the previous section can be detected in the comments from TEs presented here.

“The use of teaching aids...It depends on the type of a lesson... There are lesson you can teach without the use of teaching aids, without actually designed teaching aids. There are lesson that maybe because of the terminology that you are using as the teacher that you might have to come up with teaching aids to clarify the concepts to get r the learners to understand the concepts” (TE 5).

“So that is an important aspect. When you discuss and display something for someone to see, and understand, and then learning will take place, so that is an important aspect under professional item” (TE 3).

“Ah that one is a difficult one, because sometimes I still remember one case where we went to a school and they are using those workbooks and the content knowledge in the workbook is incorrect and the student is following that. So it means if it is incorrect sometimes what I do is to say, ‘where is your source, show me your

source'. And if there is misinterpretation from the source, I say 'you go back and you teach it again and to the host teacher'" (TE 2).

The responses highlight the varied ways in which TEs deal with the same indicators of teaching competence. None of the respondents indicated that these aspects have no place in the assessment instrument, but from the lesser focus these indicators of teaching competence receive during the assessment visit, one can conclude that the current generic assessment instrument may not be completely suited to the competency skills of PGCE student teachers.

6.3.3 Theme: *The alignment of the School Experience Assessment Instrument to the Assessment of PGCE Student Teachers*

The thematic areas that made up this category included the use of first assessors' feedback, challenges and frustrations in using the instrument and identified weaknesses of the Instrument-in-use. Refer to figure 9 presented in chapter 5. The data for this section was gathered in response to question eight. Refer to Appendix A.

6.3.3.1 Considering Previous Feedback

The data analysed in this section was gathered in response to question 4. Refer to Appendix A. This study focussed on the written assessment narratives where this group of TE's were the second assessors of a PGCE student teacher's teaching competence as explained in chapter 3. It was assumed that in the assessment of teaching competence the assessors of PGCE student teachers use the feedback from the first assessor as the departure point for the second assessment visit based on the notion of Ulvik and Smith (2011) that developing practical wisdom for student teachers is the outcome of a gradual reflective process. It could therefore be assumed that between assessment one and assessment two the student teacher would have reflected on the gaps identified by the first assessor so that by the time

he/she received the second assessment visit would have incorporated this learning. The gathered data considered below paints an entirely different picture

TE 3 and 5 indicated that they did not read the first assessor's feedback when they start with their own assessment observation. TE 3 and 5 reported that they would request the student teacher not to include the first feedback as part of the documentation present at the assessment visit. The primary reason given was that TEs did not want to be influenced in their own assessment decision by reading the feedback from the first university-based assessor.

"I even ask them not to show me what the first assessor has written before I assess them" (TE 5).

"So for me I really do not ask any student, and as a matter of fact, I will suggest that students are instructed not to include the first assessor's comments on the file" (TE 3).

TE 1, 2 and 4 approached the first assessor's feedback in the following way:

"...first I go and check what the first assessor said because I want to check if there is any improvement" (TE 1).

"...without looking at what the previous lecturer has said so that his or her comments do not bias me... Then when we have that short meeting after the... you know it's then that I would look at the comments that were made, okay. And the comment that were made previously, you know for instance, would be the introductory remarks" (TE 2).

"No. I pointedly try to avoid looking at the first assessors' marks and comments until very late in the lesson. ... 'it has the potential to affect my position, so I'd rather form my own conclusions" (TE 4).

Only TE 1 utilized the first assessment report as the departure point for her/his own assessment as alluded to by Ulvik and Smith (2011). In addition TE 1 acknowledged that factors such as which subject is being taught, in which grade this student

teacher is teaching and the student teacher's command over the language of learning and teaching are all impacting on the current performance. This indicated that TE 1 was aware of the impact of context on practice (Maloney, 1998) and in no way felt that knowledge of the first assessor's feedback would sway the second assessment decision. This assessor's approach to the potential usefulness of the first feedback report suggests that the two assessments should not be treated as standing separate from each other. Treating it as such not only negates the collaborative nature of situational learning (Brown et al., 1989), diminishes the importance of assessment as an act of teaching emphasised at this institution, but also hampers the student teacher's in becoming involved in the CoP.

6.3.3.2 Challenges in the Assessment

The data analysed in this section was gathered in response to interview question eight. Refer to Appendix A. Four members of the TE respondents identified that a large number of the frustrations and difficulties they experienced in assessing the performance of PGCE student teachers are linked to the (previously discussed) lack of subject knowledge and pedagogical skill. TEs are not always familiar with what is required from PGCE student teachers when they are assigned to assess a lesson outside their own content and phase specialisation areas.

TEs who teach in the Intermediate Phase found it difficult to assess lessons in the Foundation Phase where different teaching methodologies and approaches are used. This resonates with the finding by Sedumedi and Mundalamo (2012) that assessors assessing outside their own specialisation areas can only provide general guidance on classroom management but would be disempowered when having to pronounce on student teacher's competence in the Foundation Phase where the subjects are taught in an integrated manner using very specific pedagogical approaches.

Since there are not enough TEs at the institution to exclusively concentrate on phase and subject related assessments, TE 1 pleaded to be empowered by colleagues who prepare PGCE student teachers for Foundation Phase teaching.

“I think we don’t talk the same language. Maybe it is for us as lecturers to sit down and somebody who is training the PGCE’s must come and say we told the PGCE’s a, b, c, d so that when we go out to schools we’ll be able to say, I know PGCE’s you are doing it like that. At the same time Intermediate phase and Foundation phase, if I am teaching PGCE’s Intermediate phase, it is better not to go and crit PGCE Foundation phase, because there is always this fight, ‘our lecturers are saying that...’.”

“...but I think my challenge is to sit in a Foundation Phase classroom. That one is a challenge because you find them doing things differently...”.

This would not only enable the TE 1 to assess and make recommendations from a position of ‘knowing’ but would strengthen PGCE’s confidence in the TE’s expertise. This could potentially put an end to the tendency of PGCE student teachers to defend their own teaching practices and disregarding the feedback as being of no value, when assessed by a TE who is not a phase specialist.

A further frustration which receives attention in section 6.2.1.1 is linked to the PGCE student teachers’ command over the LOLT. Student teachers teaching in the Intermediate Phase who cannot teach in English makes it impossible for TEs to reach a reliable decision about competence. TE 1 indicated that PGCE student teachers may engage in the practice of presenting their lessons in the mother tongue (their own and that of the learners) when the visiting TE can understand the language. It was felt that the student teacher was *“taking advantage, because now they are seeing a black lecturer”*. TE 3 who is not conversant with the local languages spoken in this area was unable to make a summative judgment of the student teacher’s competence. TE 3 expressed this challenge as follows:

“..how do I know that the content of what is being presented by the student teacher is well prepared when for instance observing isiXhosa language, ...observing some of those areas pose a lot of challenges and impacts seriously on quality, on credibility and then quality.”

TE 4 on the other hand reported no difficulties in assessing students as he/she felt adequately guided in the assessment process by the assessment instrument that is provided. TE 4 declared that knowing what one is looking for in the teaching performance, is a skill which comes with experience and that *“it is relatively easy to watch good work being done”*. The complexity present in the assessment of teaching competence is alluded to in the following comment: *“...there is a lot more to it (referring to the act of assessing teaching competence) than just ‘he hit that on the button’ or ‘he asked three questions’*. This suggests that for this TE assessing teaching competence goes beyond merely observing procedure and ticking boxes. The summative decision on performance at the exit level of the student teacher’s training requires assessing teaching competence at the level where the student teacher demonstrates integrated practice (See Miller (199) in chapter one, section 1.7.2.). The emphasis for this assessor is primarily on the observation of ‘teacher’ behaviour in the absence of a familiar reference point such as understanding the language of learning and teaching, which as stated before diminishes the validity and reliability of the assessment decision.

The case is made in section 1.7.2 that PGCE student teachers as compared to student teachers enrolled in the four year degree programme have had limited opportunities to practice their acquired skills and therefore are not yet able to demonstrate their ability to operate at the ‘does’ level of Miller’s (1990) prism. The analysis in this chapter suggests that for TE 4, in the absence of clearly demonstrated competences based on the requirements of the criteria outlined in the assessment instrument, the abandonment of formal criteria in favour of personally held beliefs about what is appropriate (Hawe, 2002).

For TE 1 and 2, much of the difficulties experienced in assessing the teaching competence for PGCE student teachers is because *“we don’t talk the same language”* when it comes to the assessment of teaching performance. These assessors indicated that difficulties could be alleviated and addressed if all knew what they should expect from student teachers. It is suggested that:

“...maybe it is just for us as lecturers to sit down and somebody who is training the PGCE’s must come and say we told the PGCE’s a ,b, c, d, so that when we go out to schools we’ll be able to say, I know PGCE’s you are doing it like that” (TE 1).

TE 1 sharing the same view felt that *“generally we also need to be able to workshop each other...”* Sharing a common set of expectations for PGCE student teachers would allow TE’s to *“...speak with one voice, as we could be speaking from a position of knowing what to expect.”*

What emerges from the above discussion is that the interpretation of how to apply the criteria outlined in the assessment instrument is not commonly shared and understood by this group of TEs.

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6.3.3.3 Identified Weaknesses of the School Experience Assessment Instrument

The data analysed in this section was gathered in response to interview question eight. Refer to Appendix A. The five TE’s agreed that the assessment instrument in one way or the other is not completely suitable for the assessment of teaching performance for PGCE student teachers. TE 2 felt that using the same assessment criteria for B.Ed 4 student teachers and PGCE’s is *“unfair”*. The various reasons why a PGCE student teacher should not be measured against criteria designed for a student teacher who has been exposed to School Experience over a four year

qualification are discussed in the background and the rationale to the study (refer to section 1.1 and 1.3).

The group shared concerns about the rating scale in the use of the assessment instrument (refer to Appendix D). These concerns ranged from:

TE 1: The scale has no zero and how could one award a one for an aspect that is not present or has not been observed.

TE 2: The elements in the assessment rubric are not weighted or categorized.

TE 3: The form is limited.

TE 4: The scale should include a zero and go up to five to make the range bigger. This TE felt that too many marks "*were potentially available for too little work*" and a bigger range would balance this out.

TE 5: The verbal labels attached to numerical values needs to be explained through adding level descriptors for each category.

The challenges presented by the use of rating scales are discussed in section 3.7.3. The suggestions as to how the existing assessment instrument could be modified for the assessment of teaching performance for PGCE student teachers included a need to understand what is meant by the various indicators of competence; prioritising the different components according to what could be expected from the student teacher; tweaking the instrument by extending the range of possible categories of marks and using the same instrument but shading out the lesson elements not to be focused on for the assessment of the PGCE group. The most compelling arguments came from TE 3 and 5 who argued for assessing the PGCE group against a standard which would be based on what one could expect from a student teacher given the amount of exposure to teaching theory and practice they have had. The comments suggests that there is a need for the development of and use of standards-referenced assessment for this group of student teachers (refer to section 2.8).

Summary of the Data Analysis of the Semi-Structured Interviews

The data analysed in this section focused on answering the sub-research questions on how professional knowledge of TEs impacted on their assessment focus when assessing teaching competence of student teachers enrolled in the Post-Graduate Certificate in Education qualification and whether the current assessment instrument was suitable for the assessment of PGCE student teachers. This was done by analysing the views of five TEs on the assessment of teaching practice of PGCE student teachers. The data revealed that the PGCE student teachers' lack of subject and pedagogical skill is directly related to the duration of the course. The duration of the course was found not to be conducive to forming apprenticeship relationships with PGCE student teachers which in turn impacted on the demonstration of teaching skills during the assessment visits.

TEs expect PGCE student teachers to be conversant with the LOLT but in the absence of this ability the majority of TEs are willing to overlook this aspect of the performance and settle for evidence of lesson planning skill as sufficient evidence of competence. All TEs are aware of the lack of professional skill (as prescribed in the School Experience assessment instrument) but would make allowances for it based on the identified gaps in the training for this group of student teachers.

The data revealed that the majority of the group view the two assessment visits as independent of each other. This means that the two assessors who assess the student teacher operate independently from each other, which highlights that there is no formal shared dialogue about the student teacher's progress. The majority of the group experience difficulties and frustrations with applying the criteria in the assessment instrument to the assessment of teaching competence for this group of student teachers. The various suggestions about how to adapt the instrument to make it more suitable indicate that the instrument in its current form is not aligned to the assessment of the competencies and skills required from PGCE student teacher.

In the following section, the implications of the findings for the written assessment narratives and the spoken narratives would be discussed.

6.4 Discussion of Findings

The focus for this investigation came from an unconfirmed sense that TEs in the assessment of teaching competence for PGCE student teachers are influenced in their assessment decisions by factors other than what the School Experience assessment instrument prescribes. In discussing these findings, we need to turn our attention to the main and sub-research questions posed in this study.

6.4.1 The Impact of Professional Identity of Teacher Educators on the Assessment of PGCE Student Teachers

The empirical data gathered during the interviews were analysed to answer how TEs professional knowledge which is an integral part of their professional identity impacted on their role as assessors of teaching competence. In addition, the assessment focus for each TE as it appeared in the narratives was compared with the individual verbalised opinions recorded during the semi-structured interviews to ascertain evidence of congruence and possible inconsistencies.

Professional knowledge, an integral component of professional identity is what is identified in the written assessment narratives. Professional knowledge encompasses subject knowledge, didactical knowledge, pedagogical knowledge, personal practical knowledge and situational knowledge. TEs interpret and integrate all the mentioned types of knowledges into their personal conceptual frameworks to guide their actions in practice as clearly demonstrated in the varied assessment foci of this group of TEs. What TEs do (their practice) is two-fold. They prepare future teachers by teaching them in classrooms. In the classroom setting, the knowledge student teachers acquire is examined or assessed through tests, assignments and examinations. The second aspect of their practice requires them to visit their

students in the school setting so as to assess their teaching competence. In both assessment settings TEs base their approach of the student teacher's competences on their professional identity and knowledge.

In the assessment of teaching competence, TEs applied their own assimilated professional knowledge in making a summative judgement on the student teacher's competence. The knowledge forms prescribed by DHET (2011) as essential for student teachers and which ought to be acquired in the course of their training, received attention in section 2.4.3. This policy document has not simplify the assessment of teaching competence for TEs who trained when a skills based approach was the blueprint for Teacher Education. Every member of the group were in possession of the different types of knowledge but valued, recognised and assessed the same in student teachers in different ways.

When asked to assign a numerical value to the indicators of teaching competence listed in the School Experience assessment instrument, TE's were specifically requested to rate the impact the absence of an indicator would have on the final assessment decision (i.e. pass/fail). The data indicated that for this group, two elements were indicators of competence for PGCE student teachers at the time of the final assessment. The first element is the student teacher's ability to plan a lesson and have this lesson present at the assessment visit.

6.4.1.1 Mastering Lesson Planning Skills

Mastering the skill of planning requires the student teacher to make decisions on a variety of activities before the planned event takes place. It entails careful weighing of options and anticipating possible outcomes. So, engaging in the act of planning demonstrates that one can function at a basic cognitive level. Planning needs the skills of analysing the required subject knowledge whilst choosing appropriate teaching strategies in the execution of a specific lesson. In addition, the student

teacher is required to interpret education policy prescriptions. Not only must the student teacher anticipate the desired impact of his/her lesson, keeping context and audience in mind, he/she also needs to evaluate the viability of the plan. Having a planned lesson present at the assessment visit is an entry level indication of the student teacher's basic cognitive, intuitive and judgmental skills.

The question remains whether a planned lesson is a realistic expectation of PGCE student teachers, given their short training period, in the light of Quick and Sieborger (2005) finding that lesson planning is an area where student teachers receive the most assistance from host teachers who claim that they (student teachers) lack initiative and are scared. If student teachers are struggling with this lesson planning, it can be assumed that what they present at the assessment visit may not be the product of their own efforts.

6.4.1.1.1 Contradictions

A contradiction between what is claimed and how it translates into action is what came up for TE 2. Despite rating the planning as 5 and claiming that *"planning is the heart"* of the student teacher's lesson, the same person was willing to *'give the student the benefit of the doubt to present what was not planned on... paper'*. Here is a demonstration of internal conflict which needs to be resolved by the time the grade is assigned. Sosibo (2013) found that the contradictory interpretation of assessment criteria among assessors of teaching competence is a great source of frustration for student teachers, who ascribed the diversity in the interpretation of assessment criteria to TEs ideologies. Ideology is understood in this context, to be the sum total of personal practical knowledge, professional knowledge and identity. Student teachers are of the opinion that their grades are based on the assessor's personal ideologies which impacts negatively on their grades.

6.4.1.2 Student Teacher's Content Knowledge

The second element of the teaching performance regarded as important was the student teacher's subject content knowledge. To the majority of the group, the importance of a student teacher's subject knowledge was non-negotiable. The remaining group member indicated a willingness to be lenient if it was found that the student teacher was basing the lesson content on an incorrect source, usually provided by the host teacher.

The pivotal role of host teacher's support and guidance whilst the student teacher is out on School Experience is presented section in 2.7.4 (chapter 2). During School Experience there is a shift in power from the TE to the host teacher. The host teacher not only determines what will be taught during the assessment visit. They also determine how it will be taught by acting as the mentor in the planning phase of the lesson. It is therefore not strange to observe student teachers imitating the classroom practices of the host teacher as commented on in the feedback of TE 5 for both the 2012 and 2013 feedback who labelled the methodologies used by the student teacher as "*teacher centered*". The unenviable position of being caught in the middle between the expectations of host teacher and those of the TE (Sosibo, 2013) makes it difficult for the student teacher to determine whose knowledge and expertise takes precedence at the time of School Experience. The TE also finds him/herself in a difficult position in having to balance his/her expectations against the actual performance and finding it wanting.

An aspect which did not score as highly as planning and adequate subject knowledge was the student teacher's ability to use the correct language (according to the phase) during the lesson presentation. TEs held conflicting views on the importance of the student teacher's command of the LOLT and to what extent it would impact on the assessment decision. At the one end of the spectrum, it did not matter if the lesson was presented in the vernacular, and, at the other end, others

refused to assess and assign a grade to the performance, with the rest of the group positioning themselves between these two extremes.

To conclude, this group of TEs conceptualised adequate professional knowledge for PGCE student teachers as the ability to plan and produce a lesson plan and demonstrate accurate subject matter knowledge in teaching the planned lesson. Other aspects of teaching competence listed in the School Experience assessment instrument were not valued as highly and therefore would not impact on the assessment decision.

6.4.2 Teacher Educator's Professional Identity and Knowledge reflected in the written narrative feedback to the PGCE student teachers

The analysis of the data gathered from the written assessment narratives using an interpretative deductive approach was used to answer this question. The departure point in this research was that the identity of TEs constantly evolves as a result of the interaction between the individual educator, the community of practice and the varying roles he/she occupies. The acquisition of knowledge (professional/personal practical knowledge) would be closely related to the demands placed upon the individual by various communities and work roles. Professional knowledge (the use of pedagogical language and the focus of the assessment) was regarded as an indicator of the professional identity of the TE.

6.4.2.1 Contributing Factors to Assessment Focus - Personal perspectives

This research considered the impact of two major contributing factors to the development of professional identity for the group. The aim was to determine how these impacted on the assessment focus of individual TEs, and how they could be identified in the written assessment narratives for PGCE student teachers. The first

was the TE's own training experience and the second was the TE's professional position prior to 2012.

The data revealed that the five TEs came to teacher education via different training routes. None of the group received any special training for their current roles as TEs and assessors of teaching competence. The assessment foci revealed in the written assessment narratives were equally varied. The assessment emphasis for TE 1 was on disciplinary, pedagogical and policy knowledge. This focus aligns to the academic orientation according to Feiman-Nemser (1990). In terms of assessment focus, it was not possible to determine the conceptual orientation of TE 2, other than concluding that the assessment focus was of a general nature. TE 3 demonstrated a clear identifiable assessment focus on the student teacher's demonstration of teaching techniques. This aligns to Feiman-Nemser's (1990) practical orientation.

TE 4 and 5 both exhibited elements of more than one conceptual orientation in their assessment focus. For both these individuals the emphasis was on the student teacher understanding learners and learning as facilitators of the learning process whilst basing their teaching on educationally researched principles. The visible demonstration of critical, technological and practical conceptual orientations for TE 4 is most evident in the 2014 feedback "*You are regularly introducing and linking new K and C and generally, all the children are engaged in learning.*" For TE 5 this is demonstrated in the feedback comment in 2013 where the student teacher is instructed to '*Use the chalkboard – it is a very effective and important instrument for enhancing teaching and learning. It helps learners understand the sequence of the lesson.*' TE 4 and 5 assessment foci are aligned to the critical and the technological orientation (Feiman-Nemser, 1990).

6.4.2.2 Contributing Factors to the Assessment Focus – Professional Identity

The second factor assumed to impact on the assessment foci were professional positions held prior to 2012. For three members of the group (TE 1, 4 and 5), their prior affiliation could not be identified in their assessment focus. From this group, TE 1 and 4 were previously attached to the School for In-Service Programmes, whilst the TE 5 was attached to the School for Pre-Service programmes.

For the remaining two TE's, TE 2 was previously attached to the School for Post-Graduate Studies whilst TE 3 joined the institution in 2012. The commonality amongst these two TEs is that their entry into initial teacher education was from a previous professional role which focused on generating new knowledge (i.e. research). The supervision of knowledge generation is still the main assessment focus for these two TEs. TE 2 spent a limited amount of time as a teacher in a school classroom. TE 3, although spending time as a school teacher, always had a research focus. When comparing the feedback narratives produced by these two participants to that of the rest of the group, the personal tone which comes through strongly for TEs 1, 4 and 5, is less visible or at times non-existent for TEs 2 and 3. The general tone used in their narratives is objective and detached from any personal comments, with language used traditionally associated with research reports.

The conclusion based on the data confirms that professional knowledge and identity forms the basis of the conceptual orientations underpinning the assessment foci of teaching competence for TEs. The conceptual orientations which are the products of own training and previous professional roles determine TEs assessment focus. Where an orientation could not be aligned to the five orientations identified by Feiman-Nemser (1990) it was concluded that the assessment focus is framed in terms of TEs previous and current professional roles.

6.4.3 The Suitability of the Generic School Experience Assessment Instrument in the Assessment of PGCE Student Teachers

The assessment of performance received attention in section 2.8.1. in chapter 2. In assessing teaching competence, the observed performance is evaluated against a set of standards. These performance descriptors are set out as a list of expected behaviours or competences in the School Experience assessment instrument under the headings of planning, teaching and assessment.

In 2012, 2013 and 2014, assessors of teaching competence were required to judge individual aspects of the performance against a four level scale. In 2012 and 2013 verbal labels assigned to the scale guided assessors in making a summative judgment. These labels ranged from ‘best practice’ at the highest end of the scale to ‘not observed’ at the lowest end of the scale. In 2014, numerical values were added alongside the verbal labels. This enabled assessors to assign a mark to the performance in 2014.

In order to improve the effectiveness of the current instrument, TEs asked for the inclusion of performance or level descriptors. The current verbal labels were not a collectively agreed upon description of expected behaviour, as they were regarded as too broad and vague. The addition of numerical values alongside the verbal labels did not make it easier to apply the rating scale. Instead it made it possible to award unrealistic marks for “*incredibly poor work*”. The group felt that the expansion of the scale to include a zero would make it possible to arrive at a more accurate summative decision.

This was not the focus area for this study yet is a contributing factor for the student teachers’ report. The empirical data gathered during the semi-structured interviews were considered in determining whether the generic School Experience assessment instrument is aligned to the assessment of teaching competence for PGCE student teachers. Analysis of the data revealed that TEs were conflicted on the

effectiveness of this instrument in assessing teaching competence for PGCE student teachers. The group expressed a sense that the use of the current assessment instrument was not benefitting PGCE student teachers. All research participants experienced some or other difficulties with the use of the assessment instrument in assessing teaching competence for all student teachers, not just PGCE student teachers. The data confirmed that TEs experienced similar types of challenges in using the assessment instrument as identified by Sedumedi and Mundalamo (2012). Refer to section 2.8.2.

6.4.3.1 Dilemmas

The complexity of assessing teaching competence for PGCE student teachers and the dilemma of interpreting and applying the criteria in the current instrument came through strongly for TE 4. This person argued for greater consensus in terms of the expectations of competence when assessing PGCE student teachers. It is clear from the data that no such commonly agreed upon standard exists among this group of TEs. Apart from agreeing that lesson planning and the demonstration of subject content knowledge are the two aspects that are 'mostly' non-negotiable in the assessment of teaching performance of PGCE student teachers, there is no consensus of what are realistic expectations for this group. Furthermore, the assessment instrument does not lend itself to such finer flexibility in its application. In the absence of the above, TE 4 depended on what he/she called "*...my central framework of thinking*".

6.5 Conclusion

The data which addressed the three sub-questions which fully supported the main question was presented in chapters 4 and 5 and were interpreted, analysed and discussed in chapter 6. The first finding indicated that for this group of TEs sufficient competency for PGCE student teachers includes the aspects of planning and the demonstration of accurate subject matter knowledge in teaching the planned lesson.

Other aspects of teaching competence listed in the School Experience assessment instrument were not valued as highly and were of little significance in the student's final grade. The fact that the majority of the TEs used restricted code in their assessment feedback to student teachers was ascribed to the TEs professional knowledge and aligns to Bernstein' (1971) theory as well as Lave and Wenger's (1990) theory as it could be argued that the language used served the purpose of inducting the student teacher into the CoP.

The second finding indicated that TEs as assessors exhibit a definite assessment focus informed by their conceptual orientations. Where their assessments focus could not be aligned to one of the five conceptual orientations proposed by Feiman-Nemser (1990), it was concluded that TEs draw from their professional identity which is framed by past and current professional roles.

The third finding dealt with the suitability of the generic School Experience assessment instrument in the assessment of teaching performance for PGCE student teachers. The data indicated that the group found the instrument to be unsuitable for the assessment of PGCE student teachers. A number of suggestions were made on how the instrument could be improved, the most significant being that a set standard against which PGCE student teachers could be assessed, needs to be developed.

The following and final chapter will summarise the study, consider the implications of the findings and conclude this work by offering a number of recommendations for further study.

CHAPTER 7: RECOMMENDATIONS, LIMITATIONS AND FURTHER STUDY

7.1 Introduction

This chapter is a synthesis of the study framed by the research questions presented in chapter 1 aligned to the literature review, data collection, data analysis and the research findings that informed this investigation. This chapter draws significant conclusions and makes insightful recommendations specifically for understanding professional identify roles of TEs in the assessment of teaching competence for a unique cohort of student teachers, namely the PGCE group.

7.2 Main Ideas of the Study

The study sought to understand the complexities faced by TEs tasked with assessing the teaching competence of PGCE student teachers. Ensuring that PGCE student teachers are competent to assume responsibility for their own group of learners is the responsibility of the institution, (Rusznayk & Bertram, 2015). Also, it is in the hands of academic staff responsible for teaching and assessing this group. Chapter 1 contextualised the study against the background of institutional mergers; the re-configuration in the unit at the individual institution; presented the PGCE initial teacher training programme as a unique cohort of post graduate students embarking on a one year certificate which leads to a professional qualification, and introduced the research questions which guided the study.

The literature review, which was the focus of chapter 2, presented and explained the theoretical orientation through which the concepts central to the study, professional identity, professional knowledge and the assessment of teaching competence by TEs for PGCE student teachers, were viewed. The chapter also presented a review of literature on the central concepts.

In chapter 3, the methodology used in executing the research was outlined. The chapter provided an overview of the philosophical foundations in which the study is embedded. The chapter also presented the research design, the qualitative approach, which informed data collection, data analysis and interpretation. The strengths, limitations and ethical issues associated with the selected research design were also clarified.

The presentation of data collected in this study was done in two parts. The first part of the presentation in chapter 4, focussed on the data collected from the written assessment narratives and presented the data thematically aligned with the theoretical underpinnings of code theory (Bernstein,1971), communities of practice (Lave and Wenger,2000) and conceptual orientations to teacher training (Feiman-Nemser, 1990). The focus of the data presented was the written assessment narratives for the selected sample of TEs in the 2012, 2013 and 2014 period for PGCE student teachers with the aim of presenting a new understanding of the assessment of teaching practice of PGCE students.

The second part of the data presentation was in chapter 5. The presented data in this chapter was gathered from semi-structured interviews with five TEs at institution X. The data that emerged from the semi-structured interviews with the selected sample of TEs was presented thematically aligned with the theories of Bernstein (1971), Lave and Wenger (2000) and Feiman-Nemser (1990).

Chapter 6 provided the analysis and interpretation of the data presented in chapter 4 and 5. The main findings were discussed in terms of the research questions posed in the study.

The final chapter provided a summary of the study, by highlighting the main ideas, main findings and the recommendations for both the assessment of teaching competence of PGCE student teachers and further research on this aspect.

7.3 Contribution to New Knowledge

The findings in this study illuminated the complexities for assessing teaching competence of student teachers entering the teaching profession via this route. This section is presented by recapping what the sub-research questions in support of the main question focused on. The research questions in this study were:

- How is professional identity and knowledge guiding the assessment focus of Teacher Educators when assessing PGCE student teachers.
- How is professional identity and knowledge reflected in the written narrative feedback to PGCE student teachers.
- Is the current assessment instrument aligned to the exit level outcomes for PGCE student teachers.

The contribution made by the study (sections 7.3.1, 7.3.2 and 7.3.3) offers an extension of the theories of Bernstein (1971), Lave & Wenger (2000) and Feiman-Nemser (1990) and create a new or focussed understanding of the assessment of PGCE student teachers from the perspective of the TE/Assessor..

7.3.1 Teacher Educators' Professional Knowledge in Assessing Teaching Competence for PGCE student teachers

The evidence gathered from the data collected and data analysis revealed listed as a summary:

- the incongruence between the TE's expectation and the student's competence level;
- TEs' expectation of PGCE student teachers to be proficient in the LOLT, however the LOLT is not the student teacher's mother tongue in the majority of cases, which thus impacts on all aspects, namely lesson planning, lesson presentation, learning activities, assessment and general relationship with learners;

- TEs' specific expectations with regard to the pedagogical skill and subject and content knowledge of PGCE student teachers which are overridden by the complexities of the TE's identities as illustrated in the semi-structured interviews but negated by what was revealed in the assessment narratives of student teachers;
- The mis-alignment between TE's and host teachers expectations of PGCE student teachers.

7.3.2 Professional Knowledge and Identity through Narrative Feedback

The evidence gathered from the data collected and data analysis revealed that;

- Assessors view the assessment visits as two stand-alone assessments in the fear of being biased;
- Assessors stick to their autonomous positions by going into the class room visit in total isolation from the other members of the CoP;
- The self concepts of TEs are challenged when they assume the role of assessing PGCE student teachers. The dilemmas arise when TEs are assessing student teachers outside of their phase and/or subject of specialisation for example an Intermediate Phase TE assessing a Foundation Phase student or a math specialist assessing a language lesson.

7.3.3 The alignment between Teacher Educators' Application of the Current Assessment Instrument with the Assessment of PGCE Student Teachers Competence

TE's tasked with preparing future teachers generally do not received any formal preparation nor receive on-going support for this professional role. The research participants have not received any additional training for this role. The findings indicated that:

- there is no unified approach to the assessment of teaching competence for PGCE student teachers;
- there is no unified understanding of the assessment criteria as set out in the assessment instrument;
- The majority of the group struggle with conceptualising the levels of competencies as outlined in the School Experience assessment instrument;
- The student teacher's ability to plan a lesson and have such lesson present at the assessment visit is regarded as the minimum expectation for competency and would be the only reason for a fail;
- Other indicators of teaching competence outlined in the School Experience assessment instrument, such as professional skills, are overlooked in the assessment of teaching competence.

7.4 Recommendations from the findings

The study identified that the professional identity of TEs determine their assessment approach which tend to remain authoritarian and hence does not support the developmental process of PGCE student teachers (which is so essential for this particular group to become competent teachers). The significance of the findings revealed that the PGCE student teacher requires a more democratic approach which embrace empathy; sympathy; mentoring; coaching and a master teacher-apprentice approach. For this approach to materialize the TE must collaborate, deliberate, and develop dialogical engagement on a far deeper level with a) TE colleagues to discuss the developmental progress of the student teacher; b) host teachers as members of a collaborative community of practice and c) the individual student teacher not only through the assessment feedback on paper, but also via a ten-to fifteen minute discussion. This requires a far more comprehensive approach to the pedagogy of the teaching and learning practice.

The gap identified by the study which forms the basis for the specific recommendations made here indicate that there is a need for:

- 1) A collaborative approach in the community of practice to the preparation of PGCE student teachers.
- 2) The re-conceptualisation of the current assessment instrument at institution X for assessing teaching competence for PGCE student teachers.
- 3) TEs to be empowered to teach and assess PGCE student teachers aligned to the principles of andragogy.
- 4) Higher Education policy to take cognisance of and make provision for the unique needs of teacher education for PGCE student teachers whereby mentoring is an integral part of the preparation of these students.

7.5 Limitations

The limitations of the study are considered in terms of the following:

This study was conducted at one institution of higher learning with a very specific organisational culture which limits the generalisation of the findings across the sector. Furthermore the study did not consider the perspectives of either the student teacher or the host teachers as part of the community of practice. The implications for further research are presented in the following section.

7.6 Recommendation for Further Study

The study revealed that TEs at institution X are subjected to the 'push and pull' of HEI national policy requirements, institutional policies and demands and what is required in their daily role of preparing student teachers for the realities of classroom based practice. Visiting student teachers whilst, out on School Experience, is a policy requirement that requires TEs to enter a school domain where they hold little or no authority. In the school environment, the professional knowledge and authority of the host teacher and the school community takes precedence.

The literature and the data in this study confirm that professional authority is further compromised where TEs are required to assess outside their field of expertise. The assessment visit then becomes a potentially stressful experience for both student teacher and TE. Awarding a favourable grade (against one's better judgement) lessens the possibility of a confrontation with the PGCE student teacher at the cost of compromising content and pedagogical knowledge and skill.

Further studies should consider how TEs in the assessment of PGCE student teachers, at institutions with a different organisational culture, negotiate the inconsistencies which threaten to 'fracture' their inner selves. It is further recommended that such a study include both the perspectives of host and prospective student teachers.

7.7 Conclusion

The African proverb says that 'it takes a village to raise a child'. In this study, the overall message is that the education of one student teacher is the responsibility of a community of practice. In this community, every member has a moral obligation to guide, mentor and aid the future teacher with the full awareness of the impact each member has on the process. The study was not meant to be a definitive statement, instead it should be viewed as the basis for further dialogue.

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Interview Schedule

1. Describe/Tell about your own journey from being a teacher of children to being a teacher of future teachers.
2. How has your journey/training prepared you for the role of assessor of teaching performance to recognise models of good practice in the assessment of teaching practice.
3. What kind of lesson do you find difficult to assess. Why?
4. If you are the second assessor, how would the feedback by the first assessor influence your assessment decision?
5. How would you rate the following aspects in an assessed lesson on a scale of 1 -5 (1 being least important, 5 of the utmost importance – when absent will lead to a fail on a lesson.

Planning

- A planned lesson present at the assessment visit.

Teaching the lesson

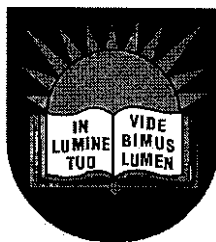
- Subject/content knowledge
- The use of teaching aids
- Link between goals and assessment tasks.

Professional skills

- The ability to pace the lesson
- Effective classroom control
- Adequate command over the medium of instruction

6. In your opinion, which other factors impact apart from what we have already discussed on lesson effectiveness/ineffectiveness and success/failure.
7. How do you structure your feedback to PGCE students.
8. Comment on the effectiveness of the current assessment instrument used in the assessment of teaching competence.

APPENDIX B



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: GAL031SROY01

Project title: Professional identity of teacher educators as assessors of teaching practice: A case study of post graduate certificate in Education student teachers at one institution of higher learning

Nature of Project: PhD

Principal Researcher: Irene Roy

Supervisor: Prof G Galloway

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

20 August 2014

APPENDIX C

Teacher Educator # 1

Interviewer: Researcher

Interviewee: Teacher Education 1 - Math Specialist

Interview Setting: Office of the Researcher, 5th floor, Chris Hani Building, School for General and Continuing Education

Affiliation with the interviewee: Colleague

1. Describe/Tell about your own journey from being a teacher of children to being a teacher of future teachers.

TE 1: Hmmm... is there any difference? Let me think. because the method they are going to use as the practising teachers is the method they must apply to the teaching of those young children

R: where did you train to become a teacher?

TE 1: I trained through UNISA. But you know that you do with UNISA what we do , you do the content part and then you do the practical part.

R: how long were you in a school teaching?

TE 1: I started in 1992 up to 1994. After that I went to an NGO. But even with the NGO, we were like teachers because I was teaching Grade 10 up to grade 12. So I think more than 10 years.

2. How has your journey/training prepared you for the role of assessor of teaching performance to recognise models of good practice in the assessment of teaching practice.

TE 1: yoh Irene, that one I think is the difficult one, you see, because sometimes it is a bad lesson because your student teacher does not know the content. Sometimes it is a bad lesson because your student teacher does not know the methods. So now how to use the different methods to them is a problem. it is not as such they are not coping with all sides, sometimes it is lack of content, sometimes it is lack of confidence, sometimes it is lack of. It is different things.

3. What kind of lesson do you find difficult to assess. Why?

TE 1: Irene, I'm a maths person, so when it comes to Mathematics maybe my expectations sometimes are so high because I go to that classroom thinking that this teacher is perfect in content knowledge and in methodology, and sometimes you find oh this one is lacking in this and with the result i find it difficult to crit the student. I wish if I can take over.

R: but you don't always see a maths lesson

*I don't always see maths lesson, but I think my challenge is to sit in a Foundation Phase classroom. That one is a challenge because you find them doing things differently, when I talk about differently, when you ask them why are you doing it like that, 'it is because we were **told** to do it like that. .'*

R: now remember the focus is the PGCE student candidate... so if you go and you see a PGCE student teacher, what are the things that you are picking up about their practice which makes it difficult for you to decide this is a pass or this is a fail.

TE 1: you know with PGCE's , if I can talk about 2014, it was difficult for us to crit them because they went there for the first time, they were not exposed to the classroom situation. So we took them in July/Augustus and we expect them to know everything. I think for this year it was difficult because there was lack of confidence. There was lack of how to control, classroom management wasn't there too... there were lots of issues for 2014.

4. If you are the second assessor, how would the feedback by the first assessor influence your assessment decision?

That's what I do, first I go and check what the first assessor said because I want to check if there is any improvement. And then after that I check my own things again because it is going to depend on the subject the student is teaching , because sometimes you'll go there and it is grade 6 or grade 7, but they are teaching in isiXhosa, and you find it is a challenge. Maybe it did not happen to the first one, because maybe it was not a black person who came. Now they are taking advantage, because now they are seeing a black Lecturer , now they can teach in isiXhosa. And you'll find that now in the first crit it was not mentioned now you are going to mention it that the language of teaching and learning is not isiXhosa, it is English so you add now.

R: but would you be influenced by that decision. Let's say the first Assessor failed, would you be influenced by that decision?

TE 1: NO... I would not. If there are any improvements in what the first lecturer noted and I can see there is an improvement. It does not affect me.

5. How would you rate the following aspects in an assessed lesson on a scale of 1 -5 (1 being least important, 5 of the utmost importance – when absent will lead to a fail on a lesson.

Planning

- A planned lesson present at the assessment visit.

TE 1: if you are going to do a lesson it means you need to plan it. If it is not planned, how are you going to teach it. Because as lecturers too we do plan too before we go to that class even if we are not showing them our own plan. And as practising teachers, they are suppose to plan, but in term of that rubric now it makes

me so sad because it starts with a 1. What if it is not there. There is a difference between a 0 and a 1. A 0 it is not there, a 1 means it is there but poor so how can i give you a 1 if it is not there which is the same the one who is getting a the 0 .

R: so planning is of the utmost importance. What do you do if planning is not there?

I don't crit the student. Because it means where is the student going to start. If there is no planning because even in the rubric the 0 is not there, so it means i must go.

Teaching the lesson

- Subject/content knowledge
- The use of teaching aids
- Link between goals and assessment tasks.

TE 3: Ah that one is a difficult one, because sometimes I still remember one case where we went to a school and they are using those workbooks and the content knowledge in the workbook is incorrect and the student is following that. So it means if it is incorrect sometimes what I do is to say, 'where is your source, show me your source'. And if there is misinterpretation from the source, I say 'you go back and you teach it again and to the host teacher'.

R: So on one to five about three?

TE 3: I can give it three.

R: How about the use of teaching aids.

TE 3: You know with the intermediate phase one, it depends on the lesson again because if you check maths lessons there are cases where you are forced to have the resources. But there are ones where you do not need the resource. When you talk about resources I'm talk about the complete apparatus. You can go with a worksheet. To us for maths for that particular lesson, it is a resource.

R: so we can make it a three?

TE 3: we can make it a three.

R: How about the student says in his aim, this is what he is trying to do but the assessment tasks does not speak to those aims.

TE3: oh that one, the alignment. That one is a difficult one. But since they are still practising again, I am always explaining to them that, 'please align' them, because if I say that by the end of the day I am going to teach that, you go the lesson development, you go to the assessment. Its not there. It means the student did not

*understand it. I can't **fail** it especially if I am the first one to crit, I am always saying please read that, against that one and your activity.*

R: so also about a 3 hey?

TE 3: *I can give a 3 for that one.*

Professional skills

- The ability to pace the lesson
- Effective classroom control
- Adequate command over the medium of instruction

TE 3: *ehhh...Irene what do you mean to pace...*

R: *ahhh...he is aware how long things should take you know, like a short introduction and then we start.*

TE 3: *Irene that is the problem again, because sometimes you go there and you notice that they can't differentiate between the introduction, the lesson development, they just do something. And at the end of the day the student will tell you 'I am finished, I am done', within 10 minutes,' I am done.' But those the things we as lecturers we are failing them again, because maybe when we do the training, we are suppose to show them this is the introduction. How is the introduction different from the lesson development. And in terms of the time you've stated, I am going to take 15 minutes for the lesson development. At least you must be able to say fifteen minutes. But now I can't change the student if I am there to crit the student already. Those are the things as lecturers we are suppose to do, the time we are training them, to say this is the introduction, time, you said you will take 5 minutes. You've done your five minutes, so now move on. How is this different from that?*

R: Also about a 3.

TE 3: *A 3, shame man.*

R: Effective classroom control

TE 3: *Irene. That, one the classroom management again is a difficult one. You know sometimes when these student of us they go out to schools. It depends on a school how are they disciplining their kids. Because they like taking advantage of the practising teachers. Even the students every now and then they are laughing, every now and then...so our students become so confused man. Instead of concentrating on teaching they like to manage that classroom. Sometimes they even tell them' you do not make any noise when those lecturers come', what do young ones do, they keep quiet and don't even answer questions. So classroom management, wooh...it depends on a person's skills. Some people they've got management skills. I can give a three even there.*

R: Right, the last one you've touched on, whether the student is able to teach in the language of teaching and learning. How important is that to you?

TE 3: It is very important neh, but I am not saying if you are going there knowing that the language of teaching and learning is English, you can't explain some concepts in isiXhosa. What I don't want is a lesson which is done in pure isiXhosa from the introduction up to the end. Code-Switching, which is the problem with our students sometimes, because they think that by teaching in isiXhosa is what we call code-switching. You see...So sometimes you find they don't understand what we mean by code switching and then they'll end up teaching in isiXhosa the whole lesson.

R: but is it different when you are observing a lesson in the Foundation Phase classroom and in the Intermediate Phase classroom?

TE 3: Irene, you are touching another story now, because our students they go to the Foundation Phase knowing that the language of instruction is isiXhosa.

R: the mother tongue

TE 3: But they mix English in between because they do not know that isiXhosa purely. You see. But when it comes to mathematics now, they will tell you that there are concepts those kids don't know. Let's make an example in counting, even in our houses they talk about one, two, three, four, its counting in English, but when it comes to teaching and learning isiXhosa, those kids must count in isiXhosa. They find it so difficult. They mix there too.

R: OK. so about a 3 or 2,1?

TE1. A 2. Let's give that a 2

R: you've already said that there are other issues that impact on lesson success. And you mentioned the schooling environment. Is there any other thing you think that impacts on whether that lesson is successful or not apart from that?

Pause..

6. In your opinion, which other factors impact apart from what we have already discussed on lesson effectiveness/ineffectiveness and success/failure.

TE 1: You know Irene, there is another thing that always frustrating me, because if you check with us here in East London neh, we have foundation phases and Intermediate phase. But when you go out to schools you get grade 7 in the primary school. So when our students are placed now, sometimes they put them in Grade 7, which is the Senior Phase. So when we go there to crit, maybe as lecturers we do forget that those lessons are not going to be 100% now because we do not train them for Senior Phase here. We train them for Intermediate Phase even the content now.. Now they get lot of challenges when they go now to grade 7, which is the

senior phase, which is the age of the students there. How are they suppose to do the lesson, because they are in the higher level, than the ones we've got..

R: you know what you are saying now, it just clicked in my mind. Actually at Fort Hare, we don't have a program speaking to senior phase, because here we have foundation and intermediate phase, and in Alice, we have FET. So ..

TE 1: no, in Alice what they do, they combine senior phase and FET. So sometimes when they go to crit them, they look at senior phases and FET, looking at the structure of the schools that grade 8,9 is in the FET. So they cater for those ones. But now when it comes to our own lesson plans, it caters for foundation and intermediate phase. There is no senior phase. Do you still remember last year, CAPS was not introduced into the senior phase. They were still doing the NCS. But those years we were only doing one lesson plan catering for CAPS. So our students were taking that lesson plan to the senior phase. And it was not working. So I think those are the things that can disturb the thorough running of a lesson.

7. How do you structure your feedback to PGCE students.

TE 1: after the lesson?

R: you are observing and you are making your feedback.

TE 1: No with the... ohh I feel sorry for PGCE's Irene. Because now we are exposing them to our own policies for just a year. Not even a year. What I do with the PGCE's.... You write down whatever, because you've got two copies. So I am going to write whatever they are saying because after that you give them a copy of your comment.. But we discuss them, showing them, that I wrote it like that because you failed to do that. This one was very good, good luck with that one, that one. It is a one to one talk, but sometimes you find it so difficult to do it with our students, because whatever negative you are telling them, they become so sensitive. As a result sometimes you look at a student, you just tell this 'improve on this one, improve on that one'. You give them that. It is a difficult.... they do not take it positively that if this is negative, it is written down, it means I need to improve it. They become so sensitive about it. You know the problem I've got again Irene, we've got people who are training the PGCE's here at Fort Hare, training the PGCE on school experience, so when we go out to schools now, if you were not part of that training, they are always telling you straight, lecturer so and so said it is suppose to be like that..

R: so there is this mis-match?

TE 1: I think we don't talk the same language. Maybe it is for us as lecturers to sit down and somebody who is training the PGCE's must come and say we told the PGCE's a.b.c.d so that when we go out to schools we'll be able to say, I know

PGCE's you are doing it like that. At the same time intermediate phase and foundation phase, if I am teaching PGCE's intermediate phase, it is better not to go and crit PGCE foundation phase, because there is always this fight, 'our lecturers are saying that...'

R: so are you in fact saying that there is no kind of orientation for the teacher educators who go out?

TE 1: yes

R: that is missing?

TE 1: *yes that is missing, because we are always busy..*

8. Comment on the effectiveness of the assessment instrument used in the assessment of teaching competence at the SGCE.

TE 1: *ahhh, Irene, Irene, Irene, you know that rubric. I am trying to figure out this. Don't you have a rubric with you now?*

R: I don't have one now.

TE 1: *there are things that is not clear, clear in that rubric. Look if you take that first part. The first part is about planning. So with planning at the lesson, we are looking at resources. I think that first part is fine. The second..*

R: just hold on a moment... where is my book. (Researcher looking for copy of assessment rubric). Let's just put on the light... click of the light switch.

TE1: *if you look at the first one, the first one I think is fine. But even the planning they are talking about, the quality of resources or lesson plans, written in the lesson plan I assume. It is not the use of that. Then if you look at the second one I think it is now referring on the use of resources. So when they talk about the use of resources, so what are we looking at? Is this student writing properly on the board. Is the student using the material? What if there is no material.. the charts.. what if there's no charts... so..*

R: so it needs to be unpacked

TE 1: *yes, it needs to be unpacked, because you look at the resources. All our students, the majority of them, they use using the board. Shame!. Whether they write correctly or not correctly. Sometimes they come with no charts, no material. Which marks am I going to use a 3 or a 2? Because this one is good, but those two are missing.. so what am I going to do now.*

You go again, they talk about assessment, the evidence. What are they saying? What am I looking for under the teaching. Am I going back to the lesson plan to

check if the assessment is written or if the lesson is applying the assessment that is written in the lesson plan. You see, sometimes you find it is so difficult.

The innovation, what do they mean by innovation. You see. I so wish if all those things they are there. We need to sit down maybe with our students too because we do give a copy of this to the students now, to say when we talk about resources, the use of board, the use of charts. What do they mean. I am not going to give you marks now because you don't have charts you don't have charts, you don't have material. What do I mean by instructions must be clear. So we need to unpack them for us so that we can be in the same in the same understanding.

R: Thank you so much for talking to me. This is the end. Can I come back if there is anything else I want to ask you. I asked you all the question I wanted to ask you.

TE 1: Yes

R: Thank you..

Duration of Interview: 22 min 39

Teacher Educator # 2

Interviewer: Researcher

Interviewee: Teacher Educator 2 – Post Graduate Co-ordinator

Interview Setting: Office of the TE, 5th floor, Chris Hani Building, School for General and Continuing Education

Affiliation with the interviewee: Colleague; Interviewee is in a managerial position higher than the Researcher

Describe/Tell about your own journey from being a teacher of children to being a teacher of future teachers.

Start of the interview: 12 min 55 (interview was recorded over three sessions as the interviewee had a busy schedule.

TE 2: For today, maybe we can take 10 minutes.

R: Okay, No. that is fine. I am really interested in your journey, you know, your personal journey from where you started your training as a teacher to where you are now. Do you want share a little bit of that with me please?

TE 2: My own journey, my own journey? When I was trained.Jesus !. Ok? What exactly do you want to know.

R: you know where did you train, what did you teach, how long have you been a teacher before you actually started training teachers. That type of thing.

TE 2: I trained at the University of Fort Hare,

R: ok, really?

TE 2: I did the BPET. It was called the BPed then .It was still a four year programme then. Ahem... and it was quite a rich programme then.

R: and PET was, it meant you were going to work in particular phase or?

TE 2: No, it was just FET.

R: oh it was FET... high school.

*TE 2: I think part of the program **then** you know was the fact you know that in January when the schools opened, we went to school s you know just to observe. That's one.*

R: Allright....you say it was a four year programme. So in your first year..?

TE 2: I think it was in the second year, it was in the second year we went to school. And that was the time that we were exposed to other the administrative processes of the schools you know. Because at the time, during the January/February period was actually the time the schools were admitting new students you know.

R: so you were part of that...

TE 2: yes, we were just observing, and sometimes we would take part, you know, and what was also enriching was the fact that we had a fully fledged micro teaching programme. Okay, for instance, there was a room that was called media centre. That was actually the room that had, you know.... because at the time we were using blackboard. Blackboard as in..

R: Blackboard as the writing board..... laughter

TE 2: so...There would be particular afternoons we would go there to practice writing on the board, you know and our micro teaching lecturers were very strict about how we write. You know, the technicalities of writing on the board, where you start writing on the board, you get what I mean. Issues around dividing the board before you write, and you know the correct date and .. and you know ahem,,, there were also technological you know, gadgets that were available for us, for instance in groups we would teach you know and there would be it was Mr. Stali at the time who would be videorizing us,you know, and then we would go to the bigger class to where the lessons would be assessed. So for us ,assessment did not start in schools assessment started you know, in varsity, you know the so-called simulated school experience even though we did not call it that way, that is what we did

And with regards to my teaching, I taught just for a year, I taught for a year in one of the high schools around.

R: Ja. I think you have already answered my second question, because my second question is how did your own personal journey prepared you to be an assessor of school experience but i think you have answered that? Because you told me about how you were trained, and how this very rich program showed you what you would be looking for. Would you say that your training helps you now to see good practice in action when you see it?

TE 2; I believe that you know teaching is teaching... okay I was trained at FET okay and now I'm here at Foundation Phase and intermediate phase you know and ..and teaching is just teaching... okay.

R: so the principles, the skills, the basics are the same.

TE 2: So it's basically the same even if I feel that with regard to micro-teaching we are not where we suppose to be. I mean if I could recall my student days, my

student days, you know, ahem, when we would be in those little groups, you know, even before you teach, you know, our lecturers would have prepared us, how you look like, you know, for instance I remember we use to have a joke about teacher walks, because we were taught that it a teacher does not walk anyhow in the classrooms, the confidence starts with how you dress as well as how you walk because the way you walk should give students confidence, you know, that this particular teacher knows what she is about to teach us even before you open your mouth. Okay. So I believe ,those are some of the ... little issues you know that I am saying currently, we not really there, we'll get there, but we not there yet, so yes, my training, you know,... ahem as a FET teacher, as well as a the one year experience that I had in schools you know as a teacher, you know, actually prepared me for...

R: for seeing good practice

TE 2: Yes. for seeing good practice.

R: Now in terms of the PGCE.. what kinds of lessons is difficult for you to assess and why... why is it difficult if you go out to see a PGCE student teacher. What kinds of lessons would you find difficult to assess.

TE 2: You know,ahem... I think before CAPS, one would 'nt really be, be very conversant, you know, of course you would know the general pedagogy of teaching, but with regards to the content, I think the issue is the content really, especially the content of mathematics you know and science or technology if you wish you know, but with CAPS, with CAPS document that actually unpacks each theme, you know the kinds of aims and all that and all that. It kinda make things easier, you know, but with regards to the, you know, to the actual, actual content, you know, you also have to negotiate your way, you know in a very ja, ahem ja, hmmm... what else Irene,

R: I get you, get you....I mean you explain why certain kinds of lessons and you've explained that it has to do with content, but CAPS makes it easier because CAPS unpacks what it is should be taught if...

TE 2: yes. and I think generally we also need to be able to workshop each other , you know, as staff, you know for instance, there is a conference I attended, neh, and it was in that conference where I learnt, how to teach a language using the BIG BOOK. You know, before that conference I did not actually know how to teach the BIG BOOK, but today I am confident because of that conference and I am saying as.... as staff, we need to be able to do that. We need to be able to plan for that. For instance with your language lecturer, you know, to say when you go out, because unlike FET, in FET you go to see the students, whose method or methods you teaching , you are responsible so here with us, you just go and see any student. You could be intermediate phase but you could go to foundation phase and whatever subject, do you get what I mean?

And I am saying ahem...where you language lecturer would say this is the kind of a lesson plan for language. Let me give you an example of a lesson , you know, teaching big book or whatever and the lecturer for mathematics would do the same. You know as a collective you know... So that when we go to assess the students as well, we could be speaking with one voice, we could be speaking from a position of knowing what to expect, do you get what I mean.

R: thank you... you making very good points. We are about half way through, and we've got three minutes. So let me ask you the question 4 and then we can stop there. If you are the second assessor, if you go in and you are the second person to see that PGCE student teacher would the comments made by assessor number 1 impact on the assessment decision you make?

TE 2: you know what I normally do when I go to assess a student. I sit and you know, ahem, without looking at what the previous lecturer has said so that his or her comments do not bias me. Okay. Then when we have that short meeting after the... you know, its then that I would look at the comments that were made , okay. And the comment that were made previously, you know for instance, would be the introductory remarks, you know, for our meeting and for instance to say that from the comments, for instance that Irene had made, what lessons, or what is that you are doing differently from the, you know, and sometimes I would say but do you think that you have responded to what Irene ,you know, had commented on. Yes and of course and looking at what you have done today, you know, ahem.. Ja, so I don't just look at what Irene as said before you start, yes, okay...

R: Okay. let's close the session there for today. Its 09:00 and I am sure you have to go to a meeting, and we can pick it up when you have time...thank you very much.

Session 2: 16:49 minutes

R: okay.....thank you, we are back and we just going to do the last few questions.

TE 2: I just want to check.

R: The last question I asked you this morning was about if you are the second assessor and you come in do you actually consider the first... and you actually answered that question. So now we are going to question 5. And question 5 is based on the assessment rubric that we have, that we are using at the moment . And I would like you to please rate on a scale of 1 – 5. One being least important, and 5 being of the utmost importance, some components of our assessment rubric. The first one is Planning. When you come to the class, and you are assessing a PGCE student in action and you look at the planning. How important is it? In other words if there is no evidence of planning will that lead you to make an assessment decision which means the student fails.

R: *Am I asking.....Is my question not clear?*

TE 2: *No it's clear. Ahem.... oh this is your thing. Irene. You talking about planning,*

R: How important is it for you?

TE 2: *I think, for me I would... I would first of all talk about the overall rubric... because if you look at the overall rubric, you know, we don't have all the criteria in that rubric... there is no weighing.. you know for instance if we saying, planning, if a student hasn't planned, we say planning is... we give planning the most points in terms of weight. You know. Understanding of content, we give it another, do you get what I mean, so at this point, I think one of the weaknesses of our rubric is that it does not actually categorize the different components. But I think coming back to the issue of planning if the student has proved you know that the student hasn't planned, I mean you don't expect much. Because your planning is the heart of your lesson when you plan, you know, you plan your aims and objectives, you plan your learning activities, you plan your assessment, you plan your... do you get what I mean. So I believe if there is not planning, there is not much really, you know, ahem...meaningful that you expect from that particular student, but having said that, you cannot just stand up and go, you know, if you discovered that the student has not done much planning. You still have to give that student the benefit of the doubt, you still need to give that student the opportunity to present what is not planned... on paper. Because whether the student....There is a saying if you fail to plan you plan to fail so even if the student has planned to fail, you still have to sit down with the student and say you know what this is what I was expecting, you know, of this particular lesson, okay. Under you planning you failed to do this, this, this and as you do that, you can also link up that particular aspect of you know inability to plan with the other aspects of the lesson, because definitely if the student has failed to plan, you know, that would also influence or affect the other aspects of the lesson.*

R: so would you give it a 5 or a 1?

TE 2: *What? for me planning is important, its 5. I would give it a 5.*

R: okay, now you see the PGCE student teacher in action, and I you to also rate it on scale of 1 – 5. How important is the student's subject or content knowledge?

TE: *Rienie, if you teaching mathematics, you know, your knowledge on how too... you know... you cannot know how too... without actually knowing what to teach. You know. So I mean even for planning, planning what? You plan the content, okay. You plan the activities, you plan everything. Okay. Without the content you do not have a lesson.*

TE 2: *absence of teaching aids?*

TE 2: *It's important, Rien it's important, it's important*

R: If it is not there will you fail the student?

TE 2: No.

R: would you give a 3 perhaps?

TE 2: *As much as it is it important, I do not think I would fail the student, though perhaps I could even ask the student to.... to... represent the lesson, you know, and bring the you know whatever are characters or whatever apparatus or whatever resource, you know. I would still ask the student to go back and strengthen the lesson.*

R: how about you have observed the lesson, and this is the student's aims or goal. And you can see that the assessment. There is no alignment between the goal and the assessment activities. How important is that to you?

TE 2: *(Clearing her throat.) You know the importance of planning, you know yes, is such that you see these are the aims okay, and this is the content, that talks to the aims, you know and these are the activities , that talks to the aims, you know, it's part of you planning and this is the assessment that also talks to the aims, so I would say ahem. I think your lesson is just like your research proposal. You know. When you say, when you are looking at your research proposal, the different components of your research proposal must talk to each other. Same , you know, applies with your lesson plan.*

R: Now remember the questions, I am asking, these components that we are highlighting. My question is about ... if these things are **not** there.... will it impact on your decision you are making about the student's teaching competence.

TE 2: *definetly... definetly... ja. They do, they do.... I mean especially if there are particular aim you know of the lesson, okay. And then the activities and the assessment, they are talking to something totally different to the aims. That would definetly , you know, affect how I assess the lesson.*

R: Now our assessment rubric also include a heading called Professional Skills. And some of the things there are the ability to pace the lesson; Effective classroom control; the student teacher's command over the medium of instruction or the language of learning. How important are those things in your assessment decision.

TE 2: *ooohhhh. They very important, you are talking about the language of the teaching and learning?*

R: the student's command over the language, the student's ability to teach in this language

TE 2: *its important, its important, its important Rienie. Ahem.... But sometimes, when a student does not have the language, the student does not have the language, and it is something you cannot remedy at PGCE level. It is something that had to be remedied , you know, during the first degree or whatever, okay. And I*

mean if we looking at our students, our students are struggling with the language, you know, and sometimes in cases they are suppose to teach in the medium of English sometimes they use both languages or sometimes they...how do we say they..ahem...

R: code-switch... are you talking about code-switching or they teach the whole lesson in the mother tongue.

TE 2: they code-swith. Yes and sometimes that is also affected by the context at which they are. You know, because sometimes their role models are actually teaching in the medium of isiXhosa, you know. Like content subjects for grade 6, you know, which they are suppose to teach in the medium of English, you know, so those are the kinds of role models they are exposed too and sometimes they take the cue from their role models.

R: Okay. Now my next question is about the other things you think which impacts on lesson success or failure apart from the things that we have already discovered or discussed. What other things do you think impact on lesson failure or lesson success

TE 2: I guess the student's confidence in the classroom, you know. And I think you know how confident the student teacher is with the learners, you know, and here I am not going to talk li am not going to come into the debate of the big classes, because when you have the confidence, you have the confidence whether it is ten students or hundred students, okay. So that confidence because once the teacher confident, the students themselves have confidence in the teacher and in what the teacher is teaching.

R: What about the ability of the school to nurture the success of the student teacher. Do you think that is a factor at all? Where our student teachers are being placing in schools that are not functioning properly. Do you think that will impact on wether that stuent has the ability to deliver a successful lesson.

TE 2: There are so many things and that is part of, you know, and I think if you are talking generally, you know, also the the ... the understanding of ... or the relationship between the mentoring that they received at the university and the mentoring that they received, you know, at the school is also very important, that the two are actually speaking the same language, that the two are actually speaking the same philosophies, you know. The two, when they are talking about a mathematics foundation phase lesson they more or less speaking the same languages, but I think generally that school based mentoring is very important , you know. And, and, and, I think as a school for instance, that is one thing that we need. We need to engage ourselves on, because there is a reality in this thing, that schools are under-staffed, for instance I was in one funeral over the weekend and two principles came to me. They approached me, 'Please, we need students next year. We need your student teachers to come to our school'. You know. I was like..

'oh are you going to mentor them?' and both of them at different times said, 'no, because we are under-staffed. '

R: Okay, so that is a reality for us...Yes

TE 2: You know and I was like, but what about the mentoring, so I think as a university, you know, so that we don't produce at the end of the day a deficient teacher...we need to respond to the issue of a school based, school based mentors, what do we do in cases when there is no mentoring that takes place.

R: Okay. Ahem....How do you structure your feed back to the students. You've seen the student teach, you are now....it is now after the lesson. How do you structure your feedback?

TE 2: Okay. Ahem.....There is the issue of the assessment rubric itself okay, where you also have your, your, your narrative at the end. There are those tick, tick, tick you know you tick and then your comment, but then you also have that narrative. Okay. But what I also do because I can't write everything. You know. That is what I start with. I start with the assessment rubric , you know, talking to it while everything is still fresh on my mind, you know. Thereafter you go to the file you know, you go to the different sections of the file, you know. Even though you've comment , you know, but you also take the student through the different sections of the file.

R: Now you have already pointed out some of the gaps. You've pointed one gap in our assessment rubric. You've spoken of the weighting. Is there any other thing that you think our current assessment rubric is lacking apart from that, apart from the weightinng. In other words do you think the current rubric we are using for 4th years and PGCE should be the same.

SOMEONE KNOCKING ON THE DOOR. INTERRUPTION.

Session 3: IN THE TE OFFICE: 06:56 minutes

R: Let's go, I don't understand Xhosa, but all I can make out is that someone is abusing someone. Let's start . We are talking about our assessment rubric that they are using.

TE 2: Are we not using the same rubric.

R: we using the same rubric for al student, regardless whether they are first years, second years, third years, fourth years, or PGCE's

TE 2: It is just the essay that it different. There is just that assignment that we give them

R: No, you are talking about the file now... when we go out to see them teach, we use the same rubric.

TE 2: *the rubric is the same?*

R: for the 4th years and the PGCE, we use the same rubric. Do you think it should be different and how should it be different?

TE 2: *You know, I believe the theory and everything else should be incremental, you know, as the student progresses. You know. It. It. Ja. I feel that especially if we talking, if we talking the different year groups, the assessment rubric shouldn't...cannot be the same. If we are saying we are focussed, you know, in what we are doing, we're focussed, okay and again, coming back to... to... to... to... the PGCE's, okay, we cannot talk about, assessment you know, without actually talking about the support that we give them, okay. For instance everything with regards to assessment for PGCE's is the same as the Bed 4's, okay, which is unfair. Okay. And if you come to the kind of support I believe that, with PGCE's we are suppose to be doing, we suppose to do something extraordinary with regards to supporting them, okay, because these are the students who instead of doing education in four years. They are doing everything in education in one year. So I believe that ahem... that the kind of assessment, you know, our expectations for the PGCE's, they don't actually match. The kind of preparation that we give.*

R: so you think that we need to maybe have a look at our assessment rubric for them?

TE 2: *No,*

R: you think it should be the same

TE 2: *the assessment rubric as it stands, I think its fine, okay. BUT but the kind of preparation that we give them, I think we need to do more. We need to do more, because remember if we saying the BeD 4, this is their final year, the PGCE's as well, it is their final year. They suppose to, you know, showing all those competencies, you know, but I'm saying with them we need to go a step further with regards to their preparation and their support.*

R; Okay, That brings me to the end of my questions. I was wondering if you just wanted to say something about the question you posed to me earlier on. 'What is a PGCE student?' You spoke about them being fragile and vulnerable and that you know, if we have an understanding of who they are, it would guide our philosophy. Is there anything that you want to say.

TE 2: *These are the student Rienie, some of them come to education waiting for .. for being appointed, you know, as a social worker. I am just making an example. So these are the students who are not really committed to education. Ahem. Okay. ..Coming... i will be with you now.*

R: we almost done.

TE 2: They are not really committed to education. Some of them they are here by accident, you know. And I think being in the management, also make me to understand them better because these are also the students that they... they regard themselves as the step-children of education until as managementuntil as lecturers you say hey, you belong to education so they, they that is why I am saying they are fragile, they are vulnerable because they still have those issues. You know this particular student has actually spent three or four year you know in the faculty of science and agriculture. So they identify more with the faculty of science and agriculture. There are very few of them who stay, you know what, I knew that I wanted to be a teacher. This is where I wanted to be. So there are also those complexities with PGCE students, unlike with the B.Ed students. It is at B.Ed 1 where we do ahem we do ahem... interact them particularly around 'why are you here?' And its good, particularly at school experience 1, where they actually say , you know I am a drop out from science and all that and as the students progress to Bed2, they know that they are in education, they know that there is no way out. Even those who did not love education , they become to embrace to education. But with these ones they only

R: have six months at the most.

TE 2: yes

R: thank you very much. Somebody is waiting for you outside.

Teacher Educator # 3

Interviewer: Researcher

Interviewee: Teacher Education 3 - Not any specific specialization

Interview Setting: Office of the R. 5th floor, Chris Hani Building, School for General and Continuing Education. East London

Affiliation with the interviewee: Colleague

Length of the Interview: 30 minutes

1. Describe/Tell about your own journey from being a teacher of children, to being a teacher of future teachers.

It would be junior secondary so our secondary starts from what is equivalent to grade 7 which is junior secondary school or JSS

R: ok

TE 3: 1 then you have 3 years which is JSS 2 and JSS 3. So the senior secondary don't want that...

R: ja ja

TE 3: So there are cases where you could be asked to teach at the senior secondary level but for me I really did not want to do that . I did not want to do that without a senior secondary school teaching qualification. So quickly I, soon after I joined teaching. I went back to the university on a part time, for my degree in education. That is where I started, I never wanted just to be a just a secondary school teacher. I belong to a family of teachers. My mom taught for about 6 years, my dad taught briefly before joining the second world war. And coming back he joined the Nigerian Railway. He retired as train-driver. Virtually every member of my family is a teacher or was a teacher, so for me I saw myself growing through the ranks. So as soon after I got my degree I left for England to obtain my Masters and a PhD.

R: So would you say that this is the first time that you involved in teacher training?

TE 3: Hmmm... not necessarily. Because immediately as a post doctoral fellow at the University of Nigeria I was teaching because you see by 2002 the Nigerian Teachers Council mandated every teacher whether in the university as a lecturer or tutor in the college to have at least a minimum teaching qualification, so there was post graduate diploma in education which I was teaching in 2003.

R: so as a post doctoral fellow you...

TE 3: So as a post doctoral fellow I taught, I taught, I taught teachers , teachers of a kind, because I saw myself teaching even vice chancellors who simply because they

came through the ranks as lecturers now, now find themselves coming to obtain qualified teacher status, you understand , so that was my first teacher training. Ja. Or I should say the status of a teacher trainer was in 2003 as a post doctoral person. It was a big challenge because I find a situation where some of the very old professors simply because they were forced to come and do PGDE were calling me 'my son' , 'listen I don't think I am happy with that', 'I think a 3 hour paper was too much because I want to obtain..' you know it was a challenge.

R: So it was quite difficult. So basically you taught in senior secondary, then moved on did your degree, then started working with teachers. How much time did you actually spent in time in a school as a school teacher.

TE 3: I spent from... normally, you like what I see similar to what we do here, school starts at 7:45 until 02:45.

R: No i mean in years. Have many years have you been a teacher yourself, a school teacher yourself.

TE 3: Ja I taught, because I had my part time degree so it allowed me to teach from 1988 until 1996 when I left for England.

R: So that is a long time almost ten years that you spent there.

2. How has your journey/ training prepared you for the role of assessor of teaching performance and to recognise models of good practice.

Of course, you will agree me that even before you left for your studies, I always talked about for instance about for instance micro teaching, I always talked about us not truly preparing our students well for the job of the classroom teacher. I always talked everything, about the issues we talk about the crises in education in Eastern Cape. We always touch the question how am I contributing to it. How are my practices contributing to it. Now, in Nigeria before, when you go through the Nigerian certificate of the education programme. It is a 3 year programme. The first year is a structured programme where you are exposed to all kinds of principles and practices of teaching plus some teaching subjects aligned to that. And then the second year is a one year, in one year teaching practice, what we call school experience, it's a one year programme. Your second year is out of..., to the field, and what do we do there, we have three terms in an academic year in a secondary school or primary school. The first term you do not do anything except observing what it is to be in school as a teacher. The second term you start to being introduced to what it is to be a teacher in a school with a minimal responsibility. Then the third term you are assigned to a class with a full function of a class teacher including being a form master. The form master takes attendance, takes role call, does the final attendance analysis and then also doing results, of the entire class, and so everything set by the school authority and finally you do what we call a

reflective essay, it is a comprehensive report which will be marked and assigned mark by the host teacher. Am I too fast,

R: no...

TE 3: by the host teacher, and then submitted to the training institution, that is what we do, but before that component you will be exposed to micro teaching which comes toward the end of your first year. It is a module, its a module, it's a module, which is part of you transcript, If I get my own ... you will see micro teaching, it starts from the first year, first semester as a diploma trainee teacher, into the final , then you write the first, you do the first practical which is teaching and being observed in your institution amongst you co-students. Then the second semester you repeat that again at a higher level. Because there are many skills that you want to expose the teacher you know including what we do not do here, the chalkboard skill, because it will disappear, simply because of technology. There are places in our society and there will be continue in our societies where technology will not be allowed or not be available.

R: You say Year 1 it was a structured course, year 2 you got into the school where you have this, and then in year year 3?

TE 3: Year 3 is back to advanced structured course work to prepare you now to own the certificate as a teacher.

R: Ok. So a lot of your skill you acquired during your own training

TE 3: Yes you acquire during your training.

R: The second part of that second question was ahem..., but i think you have explained it. You've said how your own training have enabled you to recognise to recognise good models of teaching when you go out..

R: What kind of lesson do you find difficult to assess? Why?

TE 3: You know we are used to back home and even at the University of Swaziland. You only assess your specialisation. That's what we do. And that specialization has to be taught in your language what language is the language of instruction which is English. So right now I find it extremely difficult assessing out of my field, you understand, because now how do I know that the content of what is being presented by the student teacher is well prepared when for instance observing isiXhosa language, observing mathematics which I have done, observing some of those areas pose a lot of challenge and impacts seriously on quality, on credibility and then quality,

3. If you are the second assessor, would the feedback by the first assessor influence your assessment decision? Why/Why not?

TE 3: *No, what I do, and I actually, you know this question has been asked at the staff meeting level at the university of Swaziland and the question was, the consensus was if you are interested in seeing what the first assessor has done do that after you have finished you own assessment. So for me I really do not ask any student, and as a matter of fact, I will suggest that students are instructed not to include the first assessor's comments on the file. But if you want to see it, to see if there could be between relation between your assessment and what went before then you be at liberty to request it from the student 'May I see what my colleague has said, after you have done yours.*

R: *Your assessment decision is not based on...*

TE 3: Completely independent of

4. What would you rate the following aspects in an assessed lesson on a scale of 1 – 5 (1-least important, 5 of the utmost importance/when absent will lead to a fail on the lesson.

R: Planning

Of course I think planning should be looked at from two angles. Now, the first level of planning is how have we planned for the student. That is a separate thing. Obviously when you go to a class and a student has no lesson plan there will be no basis for assessment because everything is based on the plan and remember the lesson plan, I used to teach my students here. A well written lesson plan is that which is able to be presented even in your absence by an assistant teacher, so once a lesson plan is not easily interpreted by someone else and used then that is not a lesson plan too. So lesson plan is the first level of teaching competence.

R: And if it is not there.

TE 3: *If it is not there, there is no teaching. It is like going to the field to farm without farming equipments.*

Teaching

R: What aspects in the teaching phase. I have a few there, subject/content knowledge; the use of teaching aids; link between goals and assessment tasks.

TE 3: *They are all, because you see, lesson plan is for... I wouldn't think that there would be a particular importance attached to any of the levels*

R: ok

TE 3: *but then in terms of emphasis, we want to think that after the presenting teacher, has successfully linked the new lesson to the previous, he/she should show*

mastery because even learners know when we are well prepared even though they may not have knowledge of the content. But they know through your display through the comfort, through , you know, your composure and your presentation, they are able to determine that this is the kind of teacher they want to see all the time, so presentation of the content because that is part of the lesson and that is the lesson, if you are teaching about driving skills you should be able to comprehensibly make someone understand what driving is and the skills that will enable you to drive, to move your car from one point to another.

R: Ok. So that is that is content knowledge. You say it is extremely important. It should be there.

TE 3: it is extremely important and linked to it is the objectives, how do we know that learning has taken place. How do we know that understanding has taken place. We know through the interaction now between the presenting teacher and the learners.

R: Ok, and then the following aspect the professional skills, of the student teacher, things like the ability to pace the lesson, effective classroom control. Let's talk about that last one separately...just those two, the ability to pace the lesson and effective classroom control.

TE 3: Yes of course, we can be an inclusive teacher, we want always want to claim to be, even in preparing the the... the... the... how do you say now, the post cards that we use, you know, the teaching aids, you have to first and foremost, I think it was Dr. Galloway who talked about in the micro teaching that your items, teaching aids, might actually constitute a serious hindrance to learning if a learner has sitting at the back or wherever is struggling to understand what you have displayed and then that learner is maybe hearing voice, but is paying attention to understanding what you have put up. In other words you have made it so difficult. So that is an important aspect. When you discuss and display something for someone to see, and understand, and then learning will take place, so that is an important aspect under professional item ??

Classroom control becomes a very serious one. Because I once had a Bed 3 student walked out on everyone of us in the class because she claimed, then I called her back and she said the class was so noisy that she lost control and that she was not blaming me, in fact she actually came to the HOS, she was not blaming because I've done everything possible to keep the class, actually some group of white students, were you now doing all kinds of things and then that student came here. But classroom control became a very important aspect of teaching and learning and I advise every intending teacher to try and obtain the skills to be able to effect good classroom control.

R: Ok. The other aspect I have there is command over the medium of instruction. Remember all, the majority of our student teachers are not English mother tongue speakers, ahem...how would you assess a student who clearly does not have

command over the medium of instruction. Does it weigh very heavily on your assessment of the lesson?

TE 3: It does, it does and it does even here on campus, because the University of Fort Hare like every other, most other universities around recognise English as a medium of instruction and I feel very very bad, in fact I did not assess a particular student last year because I went in for, for I went in for Mathematics and that was grade 6 and 85% of the language of instruction was isi Xhosa, and I did not find that funny. At the end of the day I told her "I will personally come back to you to assess you because I was assigned to you for assessment but I have to get you to go and learn how to teach effectively in English". I said remember 'it does not matter what the politicians are saying in parliament because at the end of the day you are graduating this persons to go and write matric in English', so what are we doing now. English is the language of instruction and once approved and once a student has not shown enough mastery which he or she at university level should be able to do.

R: So instead of just failing the student, you rather scheduled a second visit.

TE 3: Not always, that is when I saw potential. When I do not see potential, I simply score based on what I have seen.

5. In your opinion what other factors impact on lesson effectiveness and success from what we have already discussed.

TE 3: You see, I have three types of teachers, one is the born teacher, one is the made teacher, and the other category which is very dangerous, is the accidental teacher. So whenever and I believe personally I naturally enjoy what I'm doing as a teacher understand? And that makes me a born teacher, so one of the things I usually would like to see when I get into a class. is to see who is standing there, a born teacher, you know, a made teacher or an accidental teacher, and that impacts on how I deal with that particular individual.

And those who show that they enjoy being teachers, and you know the born teachers, I usually would be readily available to assist, to ensure that that person continues to enjoy being a teacher, because once you enjoy being a teacher, or anything you do, you strive for improvement, you understand, so I look out for that, gaps... we go out, we sit. I talk to the person nicely.

R: Ok ok. So that you think is the biggest other factor.

TE 3: for me...the passion... and how that passion resonates through your overall teaching activity in the classroom is important.

R: now Dr. O remember my focus is the PGCE student, and we all agree that they are a special group of students and we have to deal with them slightly different. How do you normally structure your feedback to them.

TE 3: You know I even find the the greater part of the crit assessment form very limited because I tried as far as possible to be very comprehensive. Unfortunately we do not keep copies of these things, we submit them. We should be keeping copies of these things. Take time. It should serve as document analysis for you. They should move them to you. I believe they are very rich. You may also go to Sharon and ask for some of these things from us, and see how you can draw from what we say you know. I take time. That is the first one.

The second thing, once I am done, I bring you out and I ask you where you would like us to sit to talk. Most of them usually would prefer the staff room, but I also find the staff room psychologically damaging, I don't know about my colleagues. But that's how I see it. So usually I find anywhere that could offer privacy, that is when I am able to talk to the student, that is what I do, I will take him or her through those comments one by one, one by one, and I do that, with the PGCE it starts from my lectures, because I teach then, I've been teaching PGCE since 2007 and I know that they present special case, and I know it is really not true that one who has been in the university from B.Ed 1 to B.Ed 4 is the same as one who simply arrived on a February and by November they are teachers. And to tell the student that what the university education means to them is to what the experience mean to them. Because what the university has done for them is to expose them with because I teach them. and then the challenge becomes for them to improve especially those who are born teachers

R: do you see the assessment visit of the PGCE and the B.Ed 4 different. Do you use different criteria?

TE 3: I use my judgemental but ironically, for me it is judgemental, now here is a PGCE, especially this year at PGCE. They perform better. I find distinction among them as well because one possible explanation could be because they are graduates and most of them, more than 80% of them in PGCE, it will be wrong to think that every PGCE is a ???... rather very few of them are...the greater majority of them think they need qualified teacher status, and they are committed to it. I know those who are committed to it... remember they also have the language better than the Bed 1 to Bed 4. They do...

R: so they have things going for them

TE 3: they have things that are advantageous to them.

R: then my last question as to do with the assessment instrument that we use in the assessment of teaching competence. Any comments that you have on it, you have already said that you think it is very limited.

TE: I've been asking the University of Swaziland to forward copies, soft copies of the assessment they use. They refused. They thought I should have copies. The last option I have is to go through my files to see if I have one. I find wat we are

doing here as part of not having a professional unit for instance if we have departments of curriculum studies and teacher education. Within that department's assessment rubrics will be developed by professionals where certain issues we are talking about now, i would not be talking about now, would be seen as part of what we want to do. You know.

R: Do you think there are gaps in our assessment instrument.

TE 3 : there are gaps, and the gaps are there. Remember we are doing a book now on Teaching Practice, and I am quite sure if that book eventually sees the light of day, the book will address, will show the reason why there are gaps in what we do.

R: ok, anything else that you would like to add?

TE 3: No, but I am just happy that you are doing this study, even though I do not know to what extent, it would be nice that you pay attention to the content of what micro teaching is, and why is it so important for the trainee teacher. Because you see that is the first level of teaching competence. Micro teaching has two levels, the theoretical component and the practical component, all happening within the training institution for instance the university of fort hare. Again going through that micro teaching would lead to what we don't have. A teaching lab, we have all kinds of computer labs here, but we do not have a teaching lab. A teaching lab and that where are teaching training colleges are better because of their mandate. They have space, they have resources and they have personnel to run. And i know that training a teacher through qualification might be more, might be richer than training a teacher in the faculty of fort hare, mostly because we have other things we do than teachers in the colleges or tutors don't do like supervisiom, conferences, publication, you understand.

R: There is a big tension there.

TE 3: Because if micro teaching were structures, it would assist more with the PGCE considering the fact that they have limited time and therefore limited information,

R: and they need to spend a little more time in acquiring the goal.

TE 3: A structured programme.

Thank you. this was a really... it was enjoyable.

R: I will type it up and I will let you see what I have written so that you can see whether what you I represented you accurately.

TE 3: No it is okay.

R: Thank you

Duration of the interview:30:56

Teacher Educator # 4

Interviewer: Researcher

Interviewee: Teacher Education 4 - Math Specialist

Interview Setting: Office of the TE, 4rth floor, Chris Hani Building, School for General and Continuing Education

Affiliation with the interviewee: Colleague

Interview Duration: 31 minutes

START OF THE INTERVIEW

R: I am doing research into the assessment of PGCE lessons, crit lessons, so my questions are always framed against that background.

TE 4: Yes

So my first request to you is... would you be willing to participate.. you of course have the right to pull out of it at any point. If you don't want to answer, you don't have to answer. If you want us to stop the conversation, we stop it. So are you willing?

TE 4: *I understand and I am willing.*

R: Would you therefore be willing to sign this form saying that you are willing to be a part of it,

TE 4: Yes

R: you will stay anonymous, I will not use your name anywhere, you have access to the information afterwards and that you agree to me taping the conversation.

TE 4: *Yes to all of the above. I will take me about 25 minutes to read this document, so you can switch it off.*

R: don't worry about that P.

TE 4: *I don't intend...*

R: Here, at both those places and the date today is the 30th. I don't intend keeping you longer than half an hour.

TE 4: *I understand.*

R: Thank you so much.

TE 4: You note that I am signing in green, because it is a very positive, affirmative colour. I don't mean that in a political sense.

R: Thank you so much for being willing to speak to me about this.

TE 4: My pleasure.

R: Ok. It's a conversation and I would like to hear your opinion on a couple of things. But first things I am really interested to find out what has been your journey from training as a teacher, then teaching children and now being involved in this whole game of training teachers. So if you can you tell me a little bit about that? What type of training you've had, how long you've been teaching.

TE 4: I'm with you. I'm with you.

R: Ok. Thank you.

TE 4: Ok. My starting points are I went into Engineering. Because I was studying Engineering subjects, because I enjoyed studying and supporting other students, I started more formally helping students in my own classes, and was eventually offered a teaching post, a part time teaching post at the East London Technical College. I accepted that, however immediately after being given the part teaching post I was offered a full time teaching post and so with no teaching background, no formal teaching background, whatsoever I pondered it and accepted it.

So I went into teaching with an Engineering background and no formal education theory to inform anything I did. Those were my starting points, I worked in a technical college for 10 years and then was approached by the principal of the technical college to assist in a partnership with a NGO which was tasked with,... the NGO was tasked with teaching qualified teachers ahhh technology education mathematics and science. So I did a lot of background work for these people and low and behold was offered a post with them, this would require me however to leave my full time position as lecturer at the East London Technical college, so that had to be pondered and I duelly accepted. I then ran an NGO for 6 years before moving from the NGO to Rhodes University. I then moved from Rhodes University to Fort Hare. I don't want to talk about the reasons for the moves. It is too much pain. Really it is a very distressful thing for me. However because I had moved into this academic world I did then begin to study the types of subjects and the types of degrees which would make me suitable as a teacher. So I have technical qualifications and super-imposed upon them I have an FDE, a B.Ed (Hon) oh some other bloody thing as well a B.Ed Hon and a M.Ed.

R: What is a FDE?

TE 4: You know our ACE diploma?

R: Yes?

TE 4: It is exactly the same thing. What happened is that over the year these subjects and these titles change. The FDE was a Further Diploma in Education with the endorsement Maths or Science or Technology or whatever.

R: ohh...That is really interesting.

TE 4: Thank you!

R: Ok. Now you giving me the back ground. How do think all those things have prepared you to going to a classroom and recognise good practice when it comes to teaching ...??

TE: I must say I think and this is a prejudiced view, I think some of the most skilful teachers I have ever met have never received a formal qualification in teaching and learning, so my starting point is prejudiced. Ahem...Your question is more direct... what do I think contributes to good teaching and learning.

R: my question has to do with all these things you have done since you have been in this field. What of those things are helping you when you have to assess a lesson when you have to decide if this person can teach, no this person cannot teach, what elements of it is missing.

TE 4: oh that is a difficult question I. (Laughter). I think first of all the experience. I do believe in experience and I am not fact driven I believe deeply in emotions and gut feelings.

R: hmm hmm

TE 4: So when I do go into a classroom honestly without a putting a rubric in front of myself I often have a sense of what I think is good practice.

R: ok

TE 4 : and not so good and not so good

TE 4: So you asking me to explain that. What do I see as being good practice. I think I am drawn to students who demonstrate that they have prepared deeply for their lessons. I see this in the way they present themselves. I see it in their lesson plans. I am drawn to students, we talk about talking about students in the crit visits.

R: hmmm PGCE students

TE 4: I am drawn to students who seems to have a warmth a personality which I think contributes to teaching and learning.

R: hmm

I do believe teachers must be vibrant, must be empathetic, but be warm, must go beyond the idea that its a job, I think it is very much a calling.

R: hmmm hmmm

TE 4: So I'm not necessarily driven by distinction. I am not necessarily driven by students who get A+ for everything, I am drawn byto students who seem to too warm to the children and the classroom environment.

R: Ok, thank very much for that. When you go in to assess a lesson,

TE 4: yes

R: and the candidate is a PGCE what kinds of lessons do you find difficult to assess and why would you find it difficult to make an assessment decision about that lesson.

TE 4: I actually have no problems assessing students. None whatsoever, ahem we have a rubric which drives the assessment regime and I do follow it. I am guided more than driven by it. Ok.. Hmm but whether the subject is language or math whether the grade is grade naught or grade 7 or whatever it might be, I really think it is actually.. with experience, it is relatively easy to watch good work being done and know it is being done.

R: So a Xhosa lesson or a lesson presented in Xhosa would not..

TE 4: A lesson presented in Xhosa would not intimidate me at all. In fact I sometimes think it is quite useful because then you watch the animated actions. You watch the life of the.... The....the...the lesson without being drawn to the little factoid which may or may not be present or missing in the lesson. Naturally I want content to be good. All of us do, but I think there is a lot more to it than just 'he hit that on the button', he asked three question or whatever it might be. So that does not intimidate me at all.

R: When you go in as the second assessor,

TE 4: yes

R: hmmm ...are you in any way swayed or do you use the feedback by the first assessor to inform you own assessment decision?

TE 4: No. I pointedly try to avoid looking at the first assessors' marks and comments until very late in the lesson. I will eventually look at it and I will sign it off, but I think that that could, you know, if somebody has previously awarded a 50 for example out of 80, you would, I think, tend to operate on that basis, you know, it... it...it..it... affects my positions. It has the potential to affect my position, so I'd rather form my own conclusions.

R: Ok. Ahem... Now we coming to the assessment rubric that we use.

TE 4: yes

R: I have a couple of elements here and I am asking you to rate them ahhh on a scale of one to five. With a five being of the utmost importance and a one being least important...

TE 4: I'm with you..

R: and I'm asking you if these elements are absent when would you actually fail a student. The first element has to do with is planning, when you get there, how important is planning..

TE 4: for me..

R: for you....to the assessment decision on a scale of one to five.

TE 4: in the planning I would note in two ways, I would note in terms of the lesson plan itself and how thoroughly that has been put together and I would note that in terms of the presentation. Because I think one influences the other.

R: ok

TE: and I would put the planning at a four.

R: just below

R: and how about when you observe the student teaching the lesson, you know and there many things, like the subject, the content, the teaching aids and so on

TE 4: the personality

R: how would you rate that

TE 4: I think the teaching ... You talking about the teacher presentation of herself?

R: alright....

TE 4: I am asking the question.

R: That would be one of the elements, but I am using/ I'm looking at what is in our assessment rubric and under teaching some of the things listed there would be things like subject, content knowledge, the use of teaching aids, the link between goals and assessment tasks.

TE 4: can I go to each one separately?

R: you can

TE 4: give me the first one?

R: ahem the first one is subject/content knowledge.

TE 4: I think it is of critical importance that subject knowledge is of the highest highest order. So I am putting that as a five.

R: the use of teaching aids

TE 4: a five

R: the links between the goals the student teacher identified and the assessment tasks?

TE 4: I am going to find it difficult to answer that? I tell you why. I have very little time for assessment.

R: Why?

TE 4: I believe that the country is over assessing students and putting too much energy and effort into measuring children. I think if we spent far more time teaching and learning with children and far less time worrying about numbers. I think we will get a better output. So first of all there's obviously is a prejudice in my views but you were saying ...

R: hmmm hmmm...the alignment

TE 4: but you are saying the alignment. I think the alignment is important, I put it as a 3, which is neutral.

R: but you would not fail a student if the alignment is out

TE 4: there is nothing yet singularly would cause me to fail a student. If the student for example had absolutely no... well I told you what I think is important. So if a student had no content knowledge, I'd fail him outright.

R: ok. The third aspect speaks to professional skills,

TE 4: yes.. the methodology

R: Things like the ability to pace the lesson, effective classroom control, adequate command over the medium of instruction. How would you rate those things.

TE 4: Those are 3 and 4's as well.

TE 4: I think all our students are all developing. I think all these criteria are important.

R: So ability to pace, you will give that a 3?

TE 4: a 3 or 4. I tell you why. I've never ever believed in this blocking off of time, 3 minutes for the introduction. 7 minutes for the ice-breaker. I think things have to be more fluid.

R: ok. Effective classroom control

TE: that is also a difficult one I. I am not trying to be obtuse ok? I personally,

R: be as difficult as you like

TE 4: I personally, I have no problem with a noisy class. I am an activities-driven, multimedia, multiple intelligences, activities based social constructivist, enactivist teacher, having said all that nonsense, can you imagine if I ran a class which is absolutely dead still? Because I think some of us believe that the measurement of discipline is how quietly the classes run. I don't believe in it.

R: so..ahhh and then how about this one of adequate command over the medium of instruction. How important is that to you?

TE 4: would you explain that in simple language...

R: right ... You go in you observe a lesson, and half of the lesson is being taught in..... The medium of instruction is English,

TE 4: oh the language. It is of no consequence to me. To me. Are you saying that the student is struggling..

R: If the student teacher is struggling with with the language of instruction

TE 4: Now....can I mention before I give a number

R: fine

TE 4: that it is not an issue to me because with my English speaking students, I know there is English first language, I am not anticipating any problems and with my isiXhosa speaking students, I then encourage to do one of two things, one - I encourage them to speak in the vernacular, or two to code-switch. I do not want them feeling hemmed in by the English language for example. So it doesn't bother me. You know what I have not told you and maybe it is not a question you were going to ask but, Before I saw my students ,for example we saw the student in July of this year whatever, before I saw the students, I called them all to a meeting with me and I explained to them what I looked for in a lesson and I indicated to them that I wanted to take questions from them in which we addressed all the potential threats they felt might be imposed by my presence, and we worked through every single one of these issues for example speaking English in an isiXhosa classroom explaining , so I mention all these things to them, I fielded their questions, and I think the twenty or thirty student who I saw knew very well what I was expecting and you know what they generally they delivered.

R: now did you call the PGCE candidates this year to such a meeting?

TE 4: yes I did.

R: oh they were part of it. so they knew

TE 4: yes

R: In your opinion what other things what other factors, apart from the stuff we already spoken about, impacts on the success or non-success of a lesson. Success or failure. Things outside .

TE 4: *Say that again. In my opinion..*

R: In your opinion which other factors apart from what we have already discussed impacts on lesson effectiveness or lesson ineffectiveness, or lesson success or lesson failure. What other things do you think has a bearing on whether that student will pass the crit or fail the crit. Other things, things. Things outside your control

Silence

TE 4: *You know I can't think of anything.*

R: Ok

TE 4: *I want to explain it. My personal view is if the student has dutifully applied themselves to his task, her task and if the student has meticulously prepared and done all the right things. In spite of this, things can go wrong.*

R: yes

TE 4: *and that does not in any way influence me.*

R: ok

In fact I think that is part of the real world. The student has no control over the door which will open and suddenly impacts on what is going on in the classroom. The student cannot anticipate that one child is going to smack another child. He cannot anticipate many many things. What is nice to watch when these things do happen is how they react.

R: how the student handles the situation

TE 4: *Generally they do pretty well, so I would, pause I'd find it difficult for example to fail a student because I don't like his hair or I don't like his clothing. Is that you are asking me?*

R: my question is more directed to the specific school where the student is placed because some schools function very well, and some schools don't.

TE 4: *yes. Absolutely. Ja. And he has no control over it either. I gave a student and I think it was a PGCE by the way, in fact I might even have it here. I gave a PGCE student,pause... ok it was not quite a distinction, but I was prepared to give her a distinction. When the marks were added up she did not get a distinction. I*

gave her a distinction. Yes i did. I physically gave her distinction. There we go. I physically gave her a distinction for a crit.

R: yes

TE 4: Or be it that her lesson was very traditional and almost almost ..trad ..very very stereotyped traditional lesson, coming out of the 80's, but I took into account the fact that at this child was working in a classroom not bigger than 6m x 6m with something like 85 children in her class. Wow. You can throw away social constructivism, you can throw away activities based theory, you can throw away group work. Laugh... So this child managed brilliantly to cope with 85 children. We were complaining as adults with years of experience.

R: so you were considering these other factors.

TE 4: Have to, have to.

R: alright. Ok. let's go to our next question. When you have too, and I have to tell you that I've have had a look at your feedback and you have a very interesting way of structuring your feedback, but I want you to just give me little bit of background as to how you structure your feedback. What are the elements in your feedback?

TE 4: very easy. I have a formulae.

R: laughter....what is that formulae?

TE 4: ok.

TE 4: first of all before I ever go into the classroom, I try to meet with the student to put her at ease. I indicate to her that I'm going to come into the classroom. I am not going to interfere. I want to quietly sit in the corner and be allowed to do my own thing. I ask for a copy of the lesson plan and I ask for her file. We all do that. I do this to put the student at ease.

Once I move into the classroom what I then do is I typically have a quick squizz through the lesson plan just to get a sense of what is going on and then I sit back and I watch. That is all I do, I relax and I watch, and typically I enjoy the performance because teaching is a performance and at salient times I tend to jot down important features, characteristics, opportunities, moments in the lesson, aha moments and I tend to jot those down, and then I would turn for example to the rubric and I might fill in one or two criteria. Then I watch again, I simply watch, I often have sweets with me. I sit and I watch and then I might go to the file and slowly but surely I will on occassion be watching the child at work, I'll be engaged with the lesson plan, I will be engaged with the file, picking up snapshots of the student.

I try to watch all the transfers for example from mat-work to table work. I try to watch all the activities which go on in the lessons, I try to note the student's use of the chalkboard, of a data projector, I try to note highlights and problems and how the

students react to them , and I try to work through the entire file and when you look at the file I signed off on just about every single page and I comment and as a consequence I am a very long time in the lesson with the student so during the lesson I am constantly observing in a very relaxed mode and I am constantly jotting down notes, that is how I do it

R: Ok. Right. My last and final question is.. can you give me some feedback on the effectiveness of the assessment rubric that we are using this year, well that we are using in the SGCE. do you think there are gaps in the instrument, do you think it's adequate, do you think it serves the purpose it was designed for.... keeping in mind that we are going in to observe PGCE students and they are regarded as final year students so I mean they pass or fail based on our assessment.

TE 4: I think the rubric is fine. I don't like rubrics, I prefer writing essays or drawing a mind-map. I understand why we use rubrics. I think its fine. I do think it needs tweaking, I think there should be, you know at the moment it goes from 1, 2, 3 and 4. Maybe it should go to 5 and maybe there should be a 0 (naught) as well, because for incredibly poor work we are awarding a one where in fact we should be awarding a 0 (zero). So in the absence of something there should be a naught. So I have taken it upon myself on occassion. I think the rubric is fine. I would give a bigger range. I would go 0,1,2,3,4, 5 for example ok and I think sometimes too many marks are potentially available for too little work, on the rubric.

R: alright

TE 4: For example, I am making this up. For example cover page, and you can award 5 marks for a cover page and then also 5 marks for a lesson plan,

R: its not the same thing

TE 4: its not weighted correctly. so sometimes I think on the rubric we can change the rubric so that for example if this is the rubric, we just put those s the columns and there is naught, one, two three, four and five and say its cover page for example we just those as the columns and there is 1 counting and 5. And say its coverpage, it maybe we just shade it out that it is not available to you. You can get a nought, a one , a two or a three. Because to award a five. Etc..

R: Do you think that the rubric we use for the PGCE candidates should be the same rubric as for the fourth year candidates.

TE 4: This is a difficult one for me. You notice I did not speak to that. I think some of my colleagues, you might be one of them, some of my colleagues are measuring students in different ways to me. I measure a standard eight child against standard eight criteria. A standard nine child against standard nine criteria, in the same way although the rubric may be identical between Bed 4's and Bed 3's and PGCE's, although it may be identical, within my central framework of thinking i am measuring that person against a different standard, my year three I measure against. My year

3's i measure against my interpretation of what a year 3 should be able to do although it is the same rubric. Ditto with the PGCE, although the rubric is identical to the rubric for the same as for the Bed 4. My local of internal locus is different, I do not believe that they can compete equally with Bed 4, I really don't, but I would equally give a distinction to a Bed4 and a PGCE for example for what I perceive to be. That is the subjectiveness of how I think of what being really good for you for PGCE

R: Can I just ask a follow up questions, this is not part of what I have here. You are making very interesting comments. You are mentioning how you measuring. Where have you been alerted to te fact that this these would be what we expect for a second year or for a third year or fourth year or a PGCE. How did you gather the information which allows you to measure a PGCE student against a set of...

TE 4: That is a big question. Let me tell you? I thumbsuck everything. But more that that, I have been at pains over many years to say let's find examples of best practice for a year 2 and use that to measure other students, let's do the same for year 3, lets do the same for year 4. Now, if you allow me some little distraction.

R: its fine, please go ahead.

TE 4: I am busy marking 2014 portfolios

R: yes yes

TE 4: but what is the measurement. It can't be something that you thumbsuck. So I have drawn to this portfolio from last year. This represents the highest achievement that my students have achieved in my classes. This is my marking reference for highest level and I've got the same for lowest level. In my own teaching practice because I do a lot of methodology. I demonstrate to students what I perceive to be good practice, outstanding practice and unacceptable. So I actually do that. It is not just thumb sucked in a navieve sort of way. Its measured against again years of experience. So this is out. I'm telling you this now, literally so that I can assess if I give a distinction here, how does it marry to a distinction here. I got two or three other files there for what's a failure. That's how I do it.

R: Ok. That brings me to the end of the questions I wanted to ask you. Is there anything you think I should be including which I have not asked which you think is of the utmost importance.

TE 4: I think, my comment is halfway through I lost focus.

R: no you did not

TE 4: no, i did. I stopped thinking about PGCE s only. I think what I should have done before you came in I should have looked at my PGCE work, PGCE comments, my PGCE crit lessons, my PGCE lesson plans just to get me back into

the frame. I have not looked at PGCE for four or five months other than the crit visits of course... I was not thinking about PGCE. I am telling this honestly. I was talking about students. I am sorry man.

R: Your feedback has been very good. Thank you so much. Can I put all these recorders off? 31 minutes

TE 4: I do this again if you want. Maybe it will be more coherent.

R: This is fine. Thank you P.

End of interview: 31 minutes

Teacher Educator # 5

Interviewer: Researcher

Interviewee: Teacher Educator 5 –PGCE co-ordinator

Interview Setting: Office of the TE, 5th floor, Chris Hani Building, School for General and Continuing Education

Affiliation with the interviewee: Colleague;

Length of interview: 22min 02 sec.

R: All the questions I am asking you is against the background of the PGCE you know, keeping them in mind. I want to find out a little bit about your own journey, where've you come from in terms of your training and of your your working with teaching children until you've landed in teacher training. A little bit of that.

TE 5: *I started as a teacher in a primary school. For that I went to the teacher's college and I was trained to to teach in a secondary school because I did agricultural sciences and maths, so I was suppose to teach grades 5, 6, 7, grade 7, 8 and 9.*

INTERRUPTION

TE 5: *but I did not get a post which was closer home. I was not ready to go away and live all by myself, so I got a post in a primary school. And I found myself teaching Grades 1 to Grade 3. So I had to teach and myself to work with children but fortunately after that I got a position in a teachers college which was preparing students who was suppose to teach in a primary school from Grade 1 to Grade 5*

R: Ja. So you own training was in...was training

TE 5: *a senior primary teacher's diploma but I ended up in a primary school.*

R: Okay. The college here in the Eastern Cape?

TE 5: *It was in the Eastern Cape . It was at Clarkesbury, at Engcobo. So we were training teachers, we were doing junior primary and senior primary teacher's diploma.*

R: So you started working in the same college where you were trained?

TE 5: *yes I was. Ja. I was invited to an interview.*

R: Okay... okay...how long more or less were you actually in the school teaching?

TE 5: *In the school...I started, I don't know..... maybe 5 years, before I went to the teachers college.. I've been in teacher training as from 1995.*

R: okay... ja. That is a long time. How do you think has all of this prepared you for the assessment that we do for school experience with the PGCE candidates.

TE 5: I think for me it has put me in a position where I understand what it means to be a teacher in a primary school ,and at the same time I've got insight on how to train a teacher who is suppose to teach in a primary school. So as a teacher in a primary school ,I was able to assess and give feedback to learners then as a lecturer in a college, preparing teachers I think I was also positioned very well to be able to understand how to assess teachers who are suppose to go and teach in the classrooms in which I taught.

R: would you say that the PGCE's is a special group?

TE 5: Yes they are a special group and I believe that... talking about us... they are a special group of students. They need to be given special lecturers. Not anyone can teach PGCE according to my own understanding. Not anyone can teach PGCE. And I believe also if you do not understand the South African education system, you are not better positioned to teach PGCE. Because it is it's about a seven years course, a seven month course. So they need to understand the education system of South Africa but at the same time being in the classrooms.

R: Yes.....Okay... that is a very interesting comment. What kinds of lessons do you find difficult to assess and why do you find it difficult when you go out to see them teaching.

TE 5: PGCE ?.... Okay... They struggle with mathematics... and it is very difficult to assess them when they teach mathematic, because as you assessing them you realise they have not been given content to base their teaching on. Even.... even with languages, you find it very difficult because you go there assuming that they might have the terminology that is needed in a language classroom. You go there assuming that they might understand how to teach language in context. But when you get to their classrooms there are a lot of gaps, which a 6 months course cannot really (?)

R: So your difficulties are around the content... their own content.

TE 5: Their own content. And their understanding of working with children.

R: Okay.

TE 5: Because I believe for example most of them would be coming from Social Sciences and Humanities. So some might come from a human resource management course. So they've prepared themselves to work with adults. So they have never in their mind imagined that they will be working with children . So they come here, they find themselves working with children. So it is difficult for them to translate from.... I mean to move from working with adults in their minds then to

working with children. Because their courses prepared theminitially for working with adults not children.

R: So you would say that they have not made that mind switch by the time they have to go out and teach in a classroom.

TE 5: No, not at all...A few of them...

R: If we come to the actual assesment event. If you go in as the second assessor are you influenced in anyway by what the first assessor has said.

TE 5: No, I even ask them not to show me what the first assessor has written before I assess them. Then what I do, after assessing a student I will then ask for the copy of the comments from the first assessor just to compare and maybe to identify issues that were talked about in the first assessment which I might also have raised in my second assessment. Otherwise I don't want the first assessment to influence how I see things in the classroom.

R: So when you go in, you never look for development... in other wordsbetween the first assessment visit and your coming. You never look for, you will never penalize a student.

TE 5: what I do is I just tell myself that okay I'm seeing the student for the first time, I do not know what happened in the first assessment. But when I give feedback I take both assessments so that I can identify for the students gaps... to say... this was said to you in the first assessment visit but even in the second assessment you have not paid attention to it. I do not want the student to say I'm talking about things that were talked about in the first assessment.

R: Okay. So you are using the first assessor's assessment, but not to make a decision on the student's competence. You are using it when you identify gaps?

TE 5: Not at all. Just to show the student that there is no progression, or if there is progression, I would say look what assessor 1 said, look what I found. Seemingly you paid attention to what the first assessor had advised you..

R: Okay. You are using it in a developmental way. Now there are some aspects here... ahem and I am asking you, we are now looking at the rubric that we use when we look....go to see our students teach. I am asking you to please rate theme ... on a scale of one to five. One being least important, five being of the outmost importance. So If it is absent you will fail that lesson. Planning. How important is that to you if it is absent, if there is no planned lesson.

TE 5: If there is no planning you'll fail that lesson to me. Hmmm..... It is very important to me.

R: Would you still sit and... and... watch the lesson?

TE 5: *Without a lesson plan? No, I don't sit and watch the lesson without a lesson plan. But what is funny, I would assess a lesson based on the lesson plan even if the teacher is not there. For instance I even tell my students that if I were to go to their classrooms and someone would fall sick within the first ten minutes of that lesson, the lesson plan then would guide me of what would have happened in the... during the lesson in the absence of the teacher. So without the lesson plan to me, I do not sit in that particular classroom.*

R: Okay. Then teaching the lesson. You've already indicated that subject or content knowledge is absent. So if you sit there and you see that this student is really giving wrong kinds of information. Would you fail the student?

TE 5: *Yes I do.....,yes because one, it shows that student really didn't conduct research on that topic.*

R: How about the use teaching aids? How important is that to you?

TE 5: *The use of teaching aids....It depends on the type of a lesson. . There are lesson you can teach without the use of teaching aids, without actually designed teaching aids. There are lesson that maybe because of the terminology that you are using as the teacher that you might have to come up with teaching aids to clarify the concepts to get r the learners to understand the concepts.*

R: so it is fairly important..probably a 3 depends on the lesson or even a 2. So how about the link between what the student said he would be teaching and the assessment tasks they give the learners

TE: *those are very important. Because you find that most of the time students who teach lesson contrary to what they've planned and even the assessment tasks. They don't link those two. They don't link the assessment tasks with what as used to be called assessment criteria. They don't link the assessment tasks with the objectives. Because in our template they are objectives of the lesson.*

R: are they now called objectives?.

TE 5: *Ja. In our template they are called objectives. But from....Their objectives they have to get from the CAPS documents okay.. so they don't link the milestones with the assessment tasks. Most of the time their assessment tasks are not reliable. They are just there for the learners to do something at the end of the lesson but they are not necessarily assessing what was taught and what was planned. They plan something else , they plan and they teach something different, and then they assess something very different. don't link the they don't necessarily assess what was taught or what was planned.*

R; Okay....how about these professional skills, the ability to pace the lessons.

TE 5: Oh shame. That is also very important. I think because they are not confident in themselves. they sort of rush the learners, one they are not confident so they rush the learners . And because they don't have the content knowledge required to teach that particular topic , they rush the learners...so they cannot pace the lesson effectively.

R: But would you fail somebody for a ten minute lesson which should have taken...

TE 5: shoo.. i do.. I do... because the pace of the lesson depends on a lot of things. If you really know what you going to teach, you cannot really teach it in less than n ten minutes.

R: How about effective classroom control.

TE 5: Hey with me...I don't really pay attention to that one. Because what I do when I go out for teaching practice, I ask the host teacher to sit in the classroom, so that the host teacher could manage discipline . Because for me with PGCE student, we've got a student who does not have the content knowledge, a student who is not confident then I think for me you putting too much pressure when f you expect the same student to look after learners who most of the time are not disciplined. So when I get into a classroom and I find that the learners are not disciplined I go and call the host teacher to d sit in the classroom.

R: Okay. So if you see the lesson is not going well.

TE 5: I call the host teacher to take care of the discipline.

R: What about adequate command over the medium of instruction.

TE 5: Wow...That is very important...Foundation Phase and Intermediate Phase..Foundation Phase for example in the isiXhosa medium schools they are suppose to teach in isiXhosa, but they don't have the terminology to teach in isiXhosa, the PGCE students . Because we don't have time really to prepare them for such. Intermediate Phase, instead of teaching in English they resort to teaching in isiXhosa. So for me the medium of instruction is very important because If you using an incorrect medium of instruction, you are confusing the learners, if you are teach them in isiXhosa then they will be assessed in English.

R: Now since we are talking about the assessment rubric that we are using... let me just go to question 8. You've given me very good feedback here on these elements. These are all the elements that we have in our rubric at the moment. How effective do you think is that instrument to you. How helpful is it to you when you have to assess that PGCE candidate. Do you think there are things missing, do you think there are things we ought to put into it or take out of it.

TE 5: I think for me there are things missing. For example....I think we need time to look at our assessment rubric. Much as we say 3... neh...we say adequate, not

adequate, I don't know, it's adequate, best practice, whatever but we not necessarily define what is best practice. So there are no level descriptors. Its like 1,2,3,4. Its only numbers, there is a focus then numbers. There are no level descriptors. And we might differ on the interpretation of what a three means.

R; Now... if you look at question 6. In your opinion what are the other things which you think that impacts on lesson effectiveness... things we have not spoken about...things which we have not looked at.... the success of that lesson.

TE 5: I think for me linking that lesson the new lesson with previous lessons, because our students they also struggle with that. For example where they are suppose to talk about the introduction of the lesson, where they are suppose to talk about prior knowledge. They don't link the prior knowledge with what they are going to teach. So they will just say, let's say one is going to teach storytelling they just say, students know English, and you what.....and what is the link between prior knowledge and the new lesson. For me the link between prior knowledge and the new lesson, students have to pay attention to that.

R: what about things like the school in which they are teaching. If the student is teaching at St. Johns, or Hudson.

TE 5: these are things we also need to consider, the school environment, even the classroom environment...how does it impact on how the student teaches... and also I think much as we .. with us there is no time... even if us there is no time where the host teacher, there is no time ,, where we ask the host teacher for lessons to be taught. So that we can sit with our students and say if you are suppose to teach A,B,C. I don't know at what stage are they given lesson, over this period when they will be doing school experience. And us, we also do not pay attention to that.

R: you know I remember i used to work at a college in Worcester and we would sent our students out before the start of school experience to go and get their lessons from the teachers, but I cannot remember that we do it here.

TE 5: we don't... Even in the college where I used to work, we used to do that, and also lesson effectiveness also, especially the PGCE's they are new students when it comes to Education, but we allow them to go into schools where there are no mentor teachers, and we get them to plan lessons, without us seeing those lessons, and when we go out for assessment, we are surprised. And I believe that for PGCE's maybe we need to get the students to go to the schools, get the topic that are going to be taught, get them to plan lessons, we look at those lessons. So that when they go out, for instance with us ,when I was in the teachers college, you would not go out and teach a lesson that did not have a stamp from your subject teacher, subject lecturer.

R: Now, I must confess that I have seen your feedback to PGCE students, but I still would like to hear from you how you structure it in terms of what are the things you

point out to them when you either write your feedback to them or when you talk to them.

TE 5: One that is not here, we never talked about chalkboard work.

R: About..?

TE 5: chalkboard work. Because the teaching part of it not only teaching aid but how to write on the board.

R: Okay.

TE 5: So for me I look at the student, confident or not confident, because there are some students where would find themselves, I always say found wanting in front of the children. There would be just silence, what is going to happen. So I look at the student how prepared in the student first. Even if the student is not good when it comes to subject knowledge, the fact that one is confident and learners believe in him/her, that is something that I look for, how confident are you in front of grade 5 learners. Then after that I look for how do you manage then your lesson, how do you pace your lesson. As you are teaching, I also look at how do you write on the board. For me the chalkboard work is very important. Because as you teach it also helps you to teach the learners. So if it is not structured, it will confuse the learners. I always say to students there are learners in the classroom who might not understand what you are saying maybe in the first ten minutes, but once they look at the chalkboard work they will begin to understand and understand the structure of the lesson. As a result you find when you give them assessment tasks, those who seem not to understand what you were saying at the beginning of the lesson might be the ones who get the assessment tasks correctly, because they depended on the chalkboard work. Because it tells a journey of the lesson.

R: So you look at the student, then you look at how they pace the lesson, and the chalkboard work and then...

TE 5: the content knowledge. Whatever you are teaching, as a teacher do you understand what you are talking about. Because with the PGCE student what they do now, they using the textbook method. They just say turn to page 21... then they will begin to talk about what is on page 21. So to me that is not teaching. What if you were to go to the classroom and not find the textbook?

R: and where do you think does that come from.

TE 5: It's because... they don't have...one of the things, when they go to the the school, they are given a text book. The teacher will say we are on page 21. So they will think they have to look on page 21, to teach a lesson. And also maybe..Ja, the problem might with us preparing them for school experience. We do not necessarily showcase the different ways in which teachers teach in the real

classroom so that they can have a pool of ideas from which they can draw and then come up with what can work for them in the classroom

R: can I take you a step back. You talking about the textbook method. I have found that powerpoint has replaced the textbook in some other environments. How do you feel about that.

TE 5: Yes it is. It has...It has replaced the textbook. That is why I saying even..We are lecturers to them, maybe we are allowed to use power point to a certain extent. But when we prepare them for school experience we have to show them .. now we are moving from teaching adults to teaching learners. What is the difference between teaching adults and teaching learners, and I don't know in which course they are suppose to do that where they look at the different ways of teaching. What are the different methodologies of teaching. There is the lecture method... there is the question and answer method...And for me I think the fact we also do not do demonstration lessons, no matter how bad they are...they might be... the fact that we don't do demonstration lesson, especially for PGCE. They only have 6 months with us.. if we lucky.

R: Thank you for this. Thank for the information. Thank you so much that brings us to the end. I hope I can ask you again if there is something I want to clarify. But that I will do via the email.

2012, 2013

Lecturer / Host Teacher Report on Lesson

STUDENTNAME:

SCHOOL:

GRADE: CLASSSIZE: TOPIC:	Best practice	Adequate	Needs attention	Not observed	Comments and Evidence
1. PLANNING					
Lesson Plan: Complete & detailed					
Assessment strategies (method & tools)					
Resource(s): Organisation, quality & relevance					
2. TEACHING					
2.1 The Lesson					
Introduction					
Lesson Development (teaching strategies & methods)					
Content knowledge					
Explanations (presentation of content)					
Instructions (guide learner activities)					
Use of resources					
Use of questioning					
Assessment (aligned with lesson plan)					
Flexibility & initiative (context related)					
Conclusion of lesson (plenary)					
Attainment of Lesson Outcomes / Learning Context					
2.2 Professional Skills					
Time management					
Classroom Management (transition of activities)					
Discipline strategies (behavioural issues)					
Voice: Tone, volume & pitch					
Rapport with learners					
3. Assessment					
File (complete/incomplete)					
Self-reflective essay (work in progress)					

Additional Comments:

PASS

DID NOT MEET REQUIREMENTS

330

Assessed by:

Date:

STUDENT NAME:

YEAR GROUP:

SCHOOL:

GRADE: CLASS SIZE: SUBJECT/ TOPIC:	Needs attention	Adequate	Good	Best practice	Comments and Evidence
	1	2	3	4	
1. PLANNING					
Lesson Plan: Sufficiently detailed					
Alignment: Aims, Development , Assessment Methods					
Quality of Resource(s), Assessment Tool(s)					
2. TEACHING					
2.1 The Lesson					
Introduction					
Lesson development (building on prior knowledge)					
Presentation of new knowledge					
Learning activities, appropriate activities					
Instructions: clear					
Use of questions: closed and open					
Resources: use of board, charts, materials, etc.					
Assessment: evidence					
Innovation					
Conclusion of Lesson					
Attainment of Lesson Aims/Outcomes					
2.2 Professional Skills					
Rapport with learners					
Classroom Management: transitions - activities, stages					
Discipline strategies: learner behaviour, attention					
Voice: volume, tone					
Time management					
3. Assessment					
File: up-to-date at time of lesson assessment					
TOTAL					= (out of 80)

Additional Comments:

DID NOT MEET REQUIREMENTS (0 - 39 points)	
PASS (40 - 59 points)	
DISTINCTION (60 - 80 points)	

Assessed by:

Date:

APPENDIX E

Together in Excellence

FACULTY OF EDUCATION

EAST LONDON CAMPUS

HOST TEACHERS' HANDBOOK

2012

Bachelor of Education BED 2, 3, and 4 (GET band)
Post Graduate Certificate in Education (GET band)

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MISSION STATEMENT

VISION

We seek to be a world-class Southern African centre which prepares educational leaders for the 21st Century who are critical, creative and dynamic change agents.

MISSION

We are committed to:

- * learning and teaching excellence
- * offering courses which are flexible, relevant, innovative and future orientated
- * conducting and publishing internationally recognised research projects grounded in Southern African experience
- * interaction with and commitment to our community
- * partnerships that promote educational development and excellence
- * upholding the values of diversity and inclusivity.

EMPOWERING STUDENTS

Our students are passionate about their chosen career, namely teaching. Please encourage your staff to motivate students and empower them to be the best the professional can wish for. We know that teaching requires so much from our teachers, but yet it is a chosen career of service to the children of the future.

HOST TEACHERS' HANDBOOK

The purpose of this handbook is to introduce you to the School Experience course for the BEd and PGCE GET band. All students are to adhere to the UFH policy, procedures and expectations we at Fort Hare have of our students in the respective year groups, namely BEd 2, 3, 4 and PGCE (GET Band).

1. THE PURPOSE OF SCHOOL EXPERIENCE (SE)

The purpose of School Experience is to afford students “*hands on*” experience, and a “*real life*” attempt to apply their theoretical knowledge under the experienced and empathetic eye of the professional class (host) teacher.

The main opportunity afforded to students through the School Experience is linking theory to practice. We believe that if students are to become reflective and critical teachers, it is vital that these links are made.

We at Fort Hare see the preparation of teachers as a joint endeavour between ourselves and the teaching profession – a partnership of professionals whose main aim is to strive for excellence in education.

2. HOST TEACHERS' MEETING

Each year, we host a School Experience meeting where the school Principal, School co-ordinator and host/mentor teachers are invited. The main purpose of the meeting is, a) to welcome all schools as partners in education, b) to note changes that have been made to the School Experience programme, c) for teacher's to raise issues of concern and d) to thank teachers in advance for hosting UFH students.

3. THE HOST TEACHER / MENTOR REQUIREMENTS

Our students are reminded that they are guests in your classroom. You are the mentor and therefore you take on the responsibility of supporting, guiding and introducing students to the “real world” of a teacher as a professional person.

Please ensure that students conduct themselves in a professional manner, developing a mutually respectful relationship with you over the six week period in your classroom. Conflict at all cost is to be avoided or reported to the School co-ordinator and University SE co-ordinator.

We see the role of the host teacher/mentor as follows:

- to support and guide the student to become a competent and confident teacher- in-training over the six week period
- to observe the student, teaching a variety of lessons
- to provide the student with constructive feedback about their teaching and to suggest developments or improvements to enhance their practical teaching experience
- to advise the student about the use of resources and materials that will stimulate and develop the knowledge required for a particular lesson(s)
- to inform students about classroom displays and to let them help the mentor to change classroom displays aligned with the respective themes for the term.

- to peruse through the student's file (weekly) to ensure that their preparation and record-keeping is up-to-date and appropriate and that the student is assessing according to the NCS/CAPS policy document, as well as, evaluating their lesson plans, critically.
- host teachers are requested to sign and comment on each lesson taught by a student, in so doing the student will develop an understanding of their successes and shortfalls and keep their files updated.
- to advise and help the student to manage and maintain order and discipline in the classroom – developing effective discipline strategies
- to peruse through and sign the file to ensure that the student is on track, presenting the allocated lessons per day, as well as assessing learners aligned to the NCS/CAPS document requirements.
- We advise students to follow your classroom procedure but if they would like to experiment with varied ideas or methods, then they must consult with you, the host teacher for approval.

Host teachers are **not expected to prepare the “crit” lessons or plan daily lessons for the student**. Students are to use their initiative accompanied by the theory and methods learnt during lectures.

The purpose of School Experience is to provide an opportunity for students to make significant links between theory and practice. Students must take the initiative and responsibility for preparing their own crit and daily lessons. If the student is responsible for teaching a lesson it means that they must plan, implement and conclude the lesson appropriately. In other words, they are accountable for the section of work that they are undertaking to teach.

Students may seek advice and guidance from you the host teacher, but you are not expected to do the work for the students. We want our students to experience teaching as many lessons in many different situations as possible over the six week period.

The principal and the contact teachers have been asked to limit the use of students as baby-sitters, secretaries, telephonists etc. Please monitor and intervene if you feel that your student is being used to often in this way.

4. CO – CURRICULAR/EXTRA - MURAL INVOLVEMENT

We expect students to contribute to the schools co-curricular/ extra-mural programme, such as cultural activities, library duties and sport(s) coaching. As a guide we suggest a minimum of two afternoons a week. However, there are students who are keen on this aspect of school life and wish to be more involved.

Please involve students in this aspect of school life, as teaching is not only classroom based. If there is a concert, sports day, and/or teacher development programme (and so on). We encourage students to get involved as this forms an integral part of experiencing life in a school.

5. TEACHING AND TEACHING TIME

We expect students to be *in* and *with* the class throughout the formal teaching day. They are there to assist the class teacher, teach learners, observe good practice, but most importantly they are in a school to teach.

SECOND YEAR STUDENTS have *minimal classroom-based* experience.

We request 2nd year students to ***observe for a day or two***.

To date most of their time at university has been spent on academic subjects required for their degree. Second year students are gradually being introduced to phase study (Foundation and Intermediate) methodology throughout the year.

Please support the students as they are developing an understanding of the content required for each subject as well as the techniques and strategies required for “best practice” at classroom-based level. Once they begin to teach, please allow 2nd year students to teach, **one formal lesson, minimum of 30 minutes per lesson per day**.

THIRD YEAR STUDENTS

We request 3rd year students to ***observe for a day or two***.

Third year students are more prepared and capable to cover a broad array of subjects. Thereafter third year students need to teach, **two formal lessons per day or two subjects, minimum of 30 minutes per lesson per day**.

We would appreciate it, if students are encouraged to plan and implement a unit of work, rather than isolated lessons for each subject. In other words, 3rd year students are **required to embark on modular/cyclical planning for MATHEMATICS for 1 full week and LANGUAGE for 1 full week**.

FOURTH YEAR STUDENTS

We request 4th year students to ***observe for a day or two***, thereafter they are required to teach, **two formal lessons per day or two subjects, minimum of 30 minutes per lesson per day**.

Fourth year students are to **embark on modular/cyclical planning for MATHEMATICS, LANGUAGE and 1 other subject (3 modules over a 3 week period)** This means that they are required to teach the full module for 1 full week.

In the **final week** (6th week) of School Experience, we ask that the students be allowed to **take on as much responsibility** for teaching and managing the class as possible. This means that they will plan and teach most of the subjects during the final week. However, mentoring and co-ordinating the schedule of work for the final week is the host teachers responsibility as students are required to continue with the curriculum as planned for a particular grade.

POST-GRADUATE CERTIFICATE IN EDUCATION STUDENTS (PGCE)

We request PGCE students to ***observe for a day or two***.

The same rules and regulations apply to the PGCE students. Please note that for the School Experience, crit lessons students will have to present their updated file and journal to the lecturer concerned.

PGCE students are required to teach one formal lesson per day, minimum of 30 minutes per lesson per day with the host/mentor teacher supporting you if need

be. All lessons taught for the host/mentor teacher must be signed and comments made if required.

6. VISITS BY LECTURERS

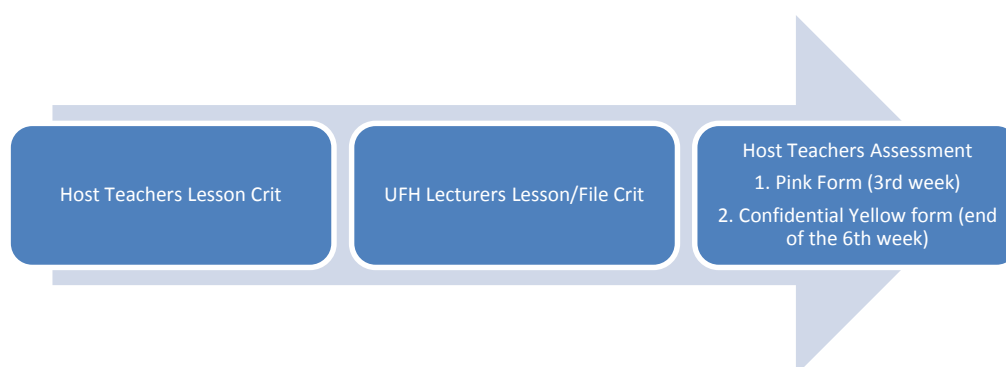
It is the UFH lecturer's task to help the student develop professionally. We would like to maximize visits to schools by discussing pertinent classroom-based issues with students and host teachers.

Each host teacher will receive a list of scheduled visits by UFH lecturers. Briefly, on arrival at the school, the lecturer will collect a personal timetable from the head student co-ordinator for the school. After receiving the visitation schedule the lecturer will inform the principal's office of his / her arrival and discuss any issues pertaining to School Experience which need attention.

Please note: The visiting schedule, drawn up by the head student co-ordinator, details the student and lessons that the lecturer will be seeing, as well as the times set aside for discussion with the host teacher and the UFH student teacher.

7. THE ASSESSMENT PROCESS

The student is required to pass the following:



- A School Experience Self-Reflective Essay
- The School Experience Students Self-Summative Assessment – Blue Form
- The School Experience File Submission
- A lecturer-student interview (if necessary)

7.1 Host Teachers Reports

The university places a great deal of importance on the host teachers comments and evaluations. The UFH lecturers will see the student for a *crit lesson*, depending on the year group of the student.

We request that the host teacher *signs and comments on the daily lesson(s)* prepared and presented. This will contribute greatly to the feedback that the student needs in order for them to be aware of the success or pitfalls in a lesson.

The school in consultation with the host teacher is asked to **complete two reports**. During the *third week* of School Experience we ask you to complete the **pink evaluation form**. This is a mid-term report, completed in consultation with the student. This evaluation needs to be discussed with your student and any areas of concern noted. The pink evaluation form remains in the students file.

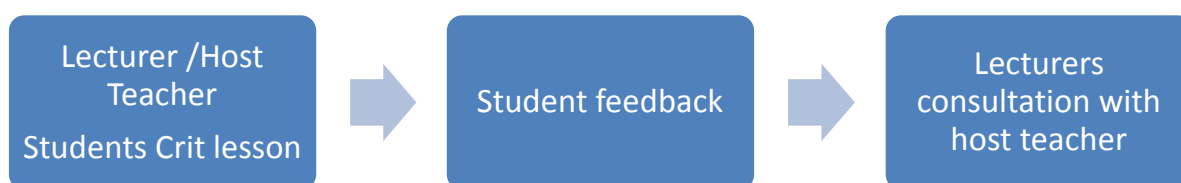
Towards the end of the School Experience period you are required to complete the **yellow confidential evaluation form**. This report is based on the students overall performance and is compiled by the host teacher once the student has completed their School Experience. This is forwarded (posted), in a sealed envelope (marked confidential) sent to the university. **Both forms will be included in the SE envelope for hosting schools.**

N.B. The host teachers report is invaluable to us as it reflects the student's performance over the six week period. Please ensure that your assessment is an accurate and true reflection of the students capabilities as these assessments will impact on their overall assessment.

7.2 Lesson assessment by lecturers (crit lesson)

Note that the lecturer's visits are intermittent and so cannot be considered as sufficient to determine whether the student passes or does not meet the minimum requirement. *The school's assessment* as well as the *file* is thus crucial to the overall assessment.

However, in most instances, lecturers will be at your school for the whole morning on the day of their visits. The procedure is as follows:



In general the lecturer will gain valuable feedback about the student and how he/she is progressing and contributing to the daily life of the school.

7.3 The School Experience file

By the end of the School Experience the student is expected to have produced a *blue summative self-evaluation as a teacher-in-training*. A comprehensive *file* containing all the lesson plans, evaluations, resources and ideas collected while in your class. Furthermore, the student is required to submit a self-reflective essay!

The information provides the University with a comprehensive evaluation of each student's commitment, involvement and potential as a teacher, together with the school report this forms a comprehensive assessment of our students.

8. EXTRACT FROM THE STUDENTS HANDBOOK

8.1 "Diplomacy and professional conduct

- The school sees you as a product of the University of Fort Hare. You are our front-line *ambassadors*. *Professionalism* is expected at all times. Unprofessional behaviour of any kind can result in your immediate withdrawal from the school and ultimately failure for this particular module.
- Schools may have many students during the year. Sometimes staff perceive students as a nuisance; however, students can also be *helpful* and contribute informatively towards the learning process. Please be positive, helpful and understanding with the student.

- Thank your host teacher/s personally, as well as the principal, followed by a letter or card of thanks.
- Please remember to leave the classroom in the same way as you would expect to find it. It is **not** your host teacher's responsibility to clean and tidy up your mess. It is part of your professional attitude, showing respect for the teacher as well as the students.
- If you have professional problems, please *talk* to your host teacher or the principal.
- Watch a 'loose' tongue. A school is a closed community. If you do not have anything pleasant to say *don't say it*.
- If you disagree with your host teacher, keep it to yourself. They have the experience - you do not.
- Make a point of seeing the principal on the last day to notify him/her that it is your last day and to thank him/her for the privilege of the visit.
- Throughout your time at the school, remember that **a smile** and these two words go a long way : **'please' and 'thank you'**

REMINDERS TO HOST TEACHERS/MENTORS

Please consider the following when committing to being a host teacher/mentor.

The mentor

- The role of the mentor is quite a demanding one. Please take the role seriously providing as much supportive guidance as possible.
- Please inform your students as to what lessons you require them to teach.
- Please sign every lesson that the student has prepared and taught, as well as relevant comments if need be, in order to provide feedback to students concerning their lesson plan and lessons taught.

Crits and File

- If at all possible, please ensure that there are no long breaks between crits
- If at all possible, could interruptions to the crit lesson be minimal
- Could host teachers verbal feedback to lecturers please match the feedback on the *pink* and *yellow* forms
- Students will require specific information on a learner they are observing. We ask that you enlighten them by referring to the information but we do not insist that students have access to confidential Ed Lab cards or Learner profile information.
- Students are required to be holistically involved in the daily life of the school – a minimum of two afternoons engaged in co-curricular activities, either physical or cultural.

Absenteeism from school

Students are required to be at school for the duration of the day for the full six week period. The student is to adhere to your school policy at all times. Please clarify this with the students from day one!

- **N.B.** We do not encourage students to make doctors, dentist, learners licence and a host of other appointments during lecture time and trust that the same rules will apply when students are at your school.
- From this year, we require our students to sign a school register when arriving and when leaving the school. (Schools verification register)
- Students know that they must inform the school and the university if they are ill and will not be attending school. *An original doctor's certificate is to be submitted to the university with a copy to the school by the **3rd day** of school absenteeism.*

Photocopying

- Please be clear about your schools photocopying policy.

CONCLUDING COMMENT

As fellow teachers we are extremely grateful for the vital part the host teacher, school co-ordinator, and principal play in the professional development of our students. We do hope that together we can strive to encourage the future generation of teachers to become the professional educators that we sorely need in our province and country.

Contact Details:

[REDACTED]

[REDACTED]

[REDACTED] scollins@ufh.ac.za

[REDACTED]

[REDACTED] zmbane@ufh.ac.za

[REDACTED]

[REDACTED]

[REDACTED] ggalloway@ufh.ac.za

Minutes of the School Experience Meeting held on Tuesday 12th June 2012

08h30 in the EL Boardroom on the 5th Floor

1. Welcome: [REDACTED]

Present: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Apologies: [REDACTED]

2. **Supplementary items:**

- 5.1 Reflection
- 5.2 External Exams
- 5.3 Blackboard

3. **Adoption of the agenda**

Proposed: [REDACTED]

Seconded: [REDACTED]

4. **Adoption of Minutes**

Proposed: [REDACTED]

Seconded: [REDACTED]

5. **Matters arising**

5.1 Reflection – The reflection session was held on 28th March. A register was taken. Students were given the opportunity to pose questions.

5.2 External Examination of SE for B.Ed year 4 – It was noted that the rule is that external examinations apply for all modules unless otherwise stated in the prospectus. Ms. van der Walt will take this matter to the next QMA meeting.

5.3 Blackboard – The Blackboard system is being used successfully 1st, 2nd and 3rd year students as well as PGCE's. 4th year students are a little resistant.

6. Car Hire

██████████ will be meeting with the Dean on 18th June to discuss the matter of car hire for the SE period.

7. Crit/Assessment form

A copy of the current assessment form will be emailed to the lecturers and discussed at the next meeting.

8. Length of time for Student visit

HOS stated that we need to provide the best possible teacher/lecturer support for each student and forge a good working relationship with the schools. Lecturers need to work smarter considering the large volume of students. A request was made that lecturer workloads be taken into account when planning visits.

Present model:

8.1 B.Ed 2 – 30 minutes

8.2 B.Ed 3 – 45 minutes

8.3. B.Ed 4 – 60 to 90 minutes

8.4 PGCE - 45 minutes

After much discussion ██████████ proposed a minimum of 30 minutes for all students. Lecturers were in agreement.

9. Criteria for Pass/Fail

The old model included:

Two University crits plus a 3rd crit if student does not meet the requirements

One Host Teacher crit

Student/Teacher Evaluation form (pink)

Final Evaluation (Confidential form – yellow)

File and journal

Due to the large numbers it was agreed that there would be no 3rd visit in the new model. At each visit the lecturer assesses the students file. It was suggested that by marking the file at the end of School Experience work was being duplicated. There was a mixed reaction to this suggestion as some lecturers felt that students may take advantage of the situation by stop working on their files as soon as they have had their second crit.

██████████ suggested a weighting system with regard to the criteria for a pass/fail.

It was agreed that the following criteria would form part of weighting:

Two University crits

One Host teacher crit

Pink/Yellow forms

File

██████████ suggested that 2-3 persons develop the weighting and bring it to the next meeting for discussion. HOS preferred for all staff to discuss at the next meeting.

Closure: The meeting adjourned at 10h10 and will re-convene on Wednesday, 20th June 2012 at 08h30.

Minutes of the School Experience Continuation Meeting held on Wednesday 20th June 2012

08h30 in the EL Boardroom on the 5th Floor

1. **Welcome:** [REDACTED] (HOS) opened the meeting which was a continuation of the meeting on 12th June 2012. Decisions need to be made and students allocated lecturer visits. Even though not all staff are represented, the meeting will proceed. The outcome and decisions made will be binding.

2.

Present: [REDACTED]
[REDACTED]
[REDACTED]

Apologies: [REDACTED]
[REDACTED]

3. Crit Visits

Only the B.Ed 4 and PGCE students have 2 UFH crits plus one host teacher crit. 2nd and 3rd year students have one UFH crit, one host teacher crit and one peer assessment within the school. The peer assessment would be collaborative learning from each other. SE period. Year group co-ordinators will use the 4 weeks prior to SE to prepare students regarding the expectations of UFH.

4. Car Hire

The Dean was not available for a meeting regarding car hire. HOS will forward a proposal to the Dean who in turn will liaise with Finance.

5. Criteria for Pass/Fail

6. Weighting

7. Teachers Meeting

Staff reminded of the Teachers meeting on 18th July 2012 at 3:30 in the ABC venue.

The meeting is to prepare teachers and mentor them regarding our requirements and expectations.

8. Submission of Files

Lecturers peruse the student file and journal when visiting the student. It was therefore felt that we are creating extra work by re-assessing the files at the end of SE. A suggestion from the floor was that a reflective essay be submitted in place of the file and journal. HOS advised that the files will be submitted as usual until an agreement is reached on the content of the reflective essay.

Files are to be submitted during the week of 25th September. A 10% penalty to be applied for the late submission of files. Students who do not submit their files will be liable for a supplementary.

HOS to meet with the Dean to give directive as to how the files are to be assessed.

9. Crit/Assessment Forms

The 2011 crit form was discussed and several changes/additions made. [REDACTED] to obtain a quotation for self-carbon books.

10. AOB

Minutes of the School Experience Meeting held on Wednesday, 4th September 2012

14h00 in the Education Boardroom

ATTENDANCE:

PRESENT: [REDACTED]
[REDACTED]

APOLOGIES: [REDACTED]

ABSENT: [REDACTED]

1. OPENING & WELCOME:

[REDACTED] opened the meeting and welcomed all present.

1.1 APOLOGIES:

Apologies received were noted. There was a concern that there seldom seemed to be a full staff complement for meetings. Staff members requested that the HOS communicate with the absentees and request written and legitimate reasons for being absent.

2. STUDENTS NOT MEETING MINIMUM REQUIREMENTS FOR CRIT VISITS:

A document reflecting students who had not met the minimum requirements was circulated and it was emphasised that lecturers need to make arrangements for additional crits where required and advise the SE administrator who will in turn make the necessary travel arrangements and communicate with the students concerned.

3. MEDICAL CERTIFICATES PRESENTED DURING SE:

After discussion around absence from school due to illness it was proposed that 5 days with a medical certificate is acceptable. If absent for more than 5 days an automatic supplementary will apply. Seconded by [REDACTED]

4. PREGNANT STUDENTS:

The Faculty does not have a policy regarding pregnant students. HOS to liaise with the Registrar's office to guide the school in the development of such a policy.

5. ABSENT WITHOUT MEDICAL CERTIFICATE:

Proposed that up to two days without a medical certificate is acceptable. The past history of the student's absenteeism would be taken into account. Seconded by [REDACTED]

6. SE SUPPLEMENTARY DATES FOR 2013:

[REDACTED] and [REDACTED] to look at dates for SE supplementaries. Supps will be three weeks instead of two weeks as in previous years. UFH to select schools for the students who will require supplementaries.

7. SE FILE SUBMISSION:

Files to be submitted during the 1st week of the new term, i.e. from 25th – 28th September. Notices advising dates and times will be placed on blackboard.

8. FILE AND ESSAY ASSESSMENT/MARKING:

A ToT person will assist with marking the files and essays. [REDACTED] suggested that [REDACTED] be used for this purpose. Noted. [REDACTED] to submit a strategy and rubric to the Dean for the marking. The ToT person/s will be given clear criteria.

9. FINAL RESULTS OF ALL SE COMPONENTS:

Once the files are marked, the SE committee will meet to discuss the final results.

9.1 WEIGHTING:

Weighting was discussed in length. It was decided to remove weighting and apply the following: ***Fail 1-2 sections equals a supplement. Fail all 3 sections equals and outright fail.***

[REDACTED]
These students are at [REDACTED] Primary in the same class. They are copying each other's lessons. [REDACTED] advises that an automatic supp be applied to both students as it is outright plagiarism. The matter will be further discussed at the SE committee meeting.

11. SE REFLECTION:

Staff requested a meeting after SE to reflect on the SE experience. Noted.

11.1 SE COMMITTEE:

The following were elected onto the newly formed SE Committee:

[REDACTED]
The committee will meet to discuss and develop a new SE model which will consider the ever increasing volume of students each year. Issues need to be discussed and guidelines deliberated on and debated. Students, schools and staff need to be protected especially regarding policies that need to be developed.

11.2 RESEARCH & RESEARCH DEVELOPMENT:

Proposal presentations to be submitted to [REDACTED] by 14th September. It was noted that the Faculty has done away with dry runs and it is in these dry runs that growth happens. We need to work together to improve research and influence the thinking of the Faculty and School. There is a need to brand our profile. [REDACTED] proposed that the students who have not yet presented be given an opportunity to present. The idea of Community for Research Development should not only be focussed on proposals but to generate debates on how to improve research within the school. A committee was elected to develop strategies to support staff and students: [REDACTED]
[REDACTED]

12. CLOSURE:

The Head of School thanked all staff for attending the meeting. The meeting ended at 16h00.

Irene J. Roy
201308674

Ethics Human 2011

OFFICE USE ONLY

Ref:

Date:



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

The University of Fort Hare is requesting lecturing staff in the School for General and Continuing Education to answer some questions, which we hope will benefit Institutions of Higher Learning involved in Teacher Training in the future.

The University of Fort Hare is conducting research regarding the **Professional Identity of Teacher Educators in their role as assessors of teaching practice**. We are interested in finding out more about what Teacher Educators consider when assessing student teachers in the practical component of the teacher training qualification. We are carrying out this research to inform teacher training in general and the training of students enrolled on the one year teacher training course, the Post Graduate Certificate in Education in particular.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the research report and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around **45 minutes**. I will be asking you questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen.

Irene J. Roy
201308674

Ethics Human 2011

OFFICE USE ONLY

Ref:

Date:

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If possible, our organisation once we have completed our study would like to inform you of what the results are and discuss our findings and proposals around the research and what this means for teacher education.

INFORMED CONSENT

I hereby agree to participate in research regarding **The professional identity of Teacher Educators as assessors of Teaching Practice**. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....
Signature of participant

Date: 20/11/2014

I hereby agree to the tape recording of my participation in the study

.....
Signature of participant

Date: 10/11/2014

OFFICE USE ONLY

Ref:	Date:
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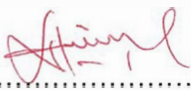
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I understand that if at all possible, feedback will be given to my community on the results of the completed research.


.....
Signature of participant

Date: 28/10/14
.....

I hereby agree to the tape recording of my participation in the study


.....
Signature of participant

Date: 28/10/14
.....

Irene J. Roy
201308674

Ethics Human 2011

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.....

Signature of participant

Date: 30/10/14

I hereby agree to the tape recording of my participation in the study

.....
Signature of participant

Date:

OFFICE USE ONLY

Ref:

Date:

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Signature of participant

Date: 30 October 2014

I hereby agree to the tape recording of my participation in the study


Signature of participant

Date: 30 October 2014

OFFICE USE ONLY

Ref:

Date:

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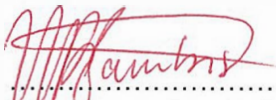
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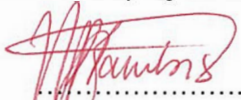
I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.


.....
Signature of participant

Date: 04/11/14
.....

I hereby agree to the tape recording of my participation in the study


.....
Signature of participant

Date: 04/11/14
.....

Interview Data 04082015 - ATLAS.ti

APPENDIX H

Project Edit Documents Quotations Codes Memos Networks Analysis Tools Views Windows Help

P-Docs

P 1: Interview tran

Quotes

Codes

Administrative Issu

Memos

1st Assessors comments {2-0 Commentary} - Super

P 1:

01 Interview transcript: Teacher Educator # 5

02 Interviewer: Researcher

03 Interviewee: Teacher Educator 5--PGCE co-ordinator

04 Interview Setting: Office of the TE, 5th floor, Chris Hani Building, School for General and Continuing Education

05 Affiliation with the interviewee: Colleague;

06 Length of interview: 22min 02 sec.

07 R: All the questions I am asking you is against the background of the PGCE you know, keeping them in mind. I want to find out a little bit about your own journey, where've you come from in terms of your training and of your your working with teaching children until you've landed in teacher training. A little bit of that.

08 TE 5: I started as a teacher in a primary school. For that I went to the teacher's college and I was trained to to teach in a secondary school because I did agricultural sciences and maths, so I was suppose to teach grades 5, 6, 7, grade 7, 8 and 9.

09 INTERRUPTION

10 TE 5: but I did not get a post which was closer home. I was not ready to go away and live all by myself, so I got a post in a primary school. And I found myself teaching Grades 1 to Grade 3. So I had to teach and myself to work with children but fortunately after that I got a position in a teachers college which was preparing students who was suppose to teach in a primary school from Grade 1 to Grade 5

11 R: Ja. so you own training was in...was training

12 TE 5: a senior primary teacher's diploma but I ended up in a primary school.

13 R: Okay. The college here in the Eastern Cape?

14 TE 5: It was in the Eastern Cape . It was at Clarksbury, at Engcobo. So we were training teachers, we were doing junior primary and senior primary teacher's diploma.

TE: Own experience schooling system

TE: Own Teacher Training

TE: Preparation for role of assessing teachers

Teacher Educator - Own Training as Teacher

TE: Own Teacher Tr

TE: Preparation for

TE: Own experience schooling system

how own training has prepared TE for the Assessment of Performance

Teacher Educator - Own Training as Teacher

TE: Own Teacher Training

TE: Own Teacher Training

P 1: Interview transcript

357

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07:21 PM

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Chapter 1

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5241

14 May 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have edited the following doctoral thesis using the Windows "Tracking" system to reflect my comments and suggested corrections for the student to action:

Professional identity of teacher educators as assessors of teaching practice: a case study of Post Graduate Certificate in Education student teachers at one institution of higher learning by Irene J. Sass Roy, a thesis submitted in fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY in the Faculty of Education at the University of Fort Hare.

BKCarlson

Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services