



Teacher Education in South Africa

Proposal for a research and development programme to be conducted by a consortium comprising:

Centre for Education Policy Development (CEPD)

**Centre for Evaluation and Assessment (CEA)
University of Pretoria**

Human Sciences Research Council (HSRC)

South African Institute for Distance Education (SAIDE)

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Teacher Education in South Africa: a Collaborative Programme

Overall Programme Goal, Themes and Outcomes

The proposed programme is planned at a critical juncture in the development of teacher education in post-apartheid South Africa. Ten years after the birth of our democracy, despite the huge strides made in dismantling centuries of colonialism and apartheid in the education system, much remains to be done. In particular, teacher education has not yet received the concerted attention that it warrants. However two key national initiatives are now underway to begin to address this challenge: the first is the development of a teacher education framework by the national department; and the second is the review of teacher education programmes initiated in October 2004 by the Council on Higher Education.

The proposed programme has as its **overall goal** to contribute to the knowledge and information base for policy formulation and implementation regarding organisation and practice of teacher education, with a particular emphasis on initial teacher education (both pre-service and upgrading), as well as the professional development of school leaders and managers through a blend of research and development projects.

The programme is designed by a consortium of agencies with considerable expertise and experience in the field. A profile of each member is given later in the document. Built into the design of the programme are structured opportunities for consortium members to interact with each other and, most importantly, with the unfolding developments in the two national initiatives identified above. In all cases the consortium members are committed to complementing research and development work undertaken elsewhere. This may mean that project design may shift as a result of interactions with other key players.

The programme is organised into six themes, each with its own outcome/s as set out with accompanying budgets in the following table:

	Themes and Outcomes
One	<p>Supply and Demand of Teachers, and Attraction of Teachers into the Profession</p> <ul style="list-style-type: none"> ▪ Increased understanding of the size and shape of teacher education and the demand for teachers. ▪ Increased understanding of how and why individuals decide to train for, enter, and leave the teaching profession.
Two	<p>Institutional Culture and Governance</p> <ul style="list-style-type: none"> ▪ Understanding of the impact of restructuring on shaping the organisational base for teacher education in distinct institutional contexts. ▪ Understanding of the ways in which emergent forms of institutional culture shape the

	nature of teacher education and student outcomes.
Three	<p>Design and Delivery of Initial Teacher Education Programmes</p> <ul style="list-style-type: none"> ▪ Appropriate models for the design and delivery of initial teacher education programmes for the South African context researched and advocated. ▪ Practice-based research into teacher education stimulated and ongoing in higher education institutions.
Four	<p>Quality Improvement of Teacher Education Programmes</p> <ul style="list-style-type: none"> ▪ Increased understanding of the quality of pre-service and upgrading teacher education programmes. ▪ Improved pre-service and upgrading teacher education programmes.
Five	<p>Improving the Management of the Impact of HIV and AIDS in Schools</p> <ul style="list-style-type: none"> ▪ Increased understanding of effective ways of leading and managing schools in the environment of HIV and AIDS and improved leadership of schools in selected school clusters. ▪ Appropriate professional development strategies for school leaders and managers in the environment of HIV and AIDS designed and ready for piloting.
Six	<p>Reading Literacy in Schools and Teacher Development</p> <ul style="list-style-type: none"> ▪ Increased understanding of the literacy levels of South African Grade 4 and 5 learners, the instructional practices within their classrooms, teacher preparation, and resources required for effective teacher education programmes in the languages of learning

Each theme contains one or more projects, which are discussed in detail in a later section. For each theme there is a narrative describing the various projects that make up the theme. Although the themes and projects are to some extent independent of each other, they all contribute to the overall goal of the programme, and are related to each other in a variety of ways.

Background to the Programme

The newly elected democratic government of South Africa inherited a highly fragmented and unresponsive education system. Through a sequence of commissions, white papers and legislation, it laid the basis for transcending this legacy and for transforming the tertiary sector to better serve the needs of the country.

The National Teacher Education Audit (1995) found 281 institutions offering in-service and pre-service teacher education to some 481 000 students. These institutions comprised universities, technikons, colleges of education, private colleges, and non-governmental organisations. The audit also concluded that the quality of teacher education was generally poor, inefficient, and cost-ineffective.

Synchronous with international trends, **colleges of education were incorporated** into existing universities and technikons as faculties or schools, and from 120 colleges with some 80 000 student teachers in 1994, colleges were first rationalised to 50 institutions, and then incorporated into higher education institutions in 2001. Currently 26 institutions offer teacher education programmes. The incorporation was aimed at achieving more efficient utilisation of resources; improving the quality of teaching programmes and research outputs; infusing quality assurance mechanisms into the system; and addressing the gross differences in participation rates between blacks and whites. In aggregate, these measures were intended to transform an inefficient and an unresponsive system and make it relevant to the needs of a developing society.

From 2004 the rationalisation of teacher education provision is being overshadowed by yet another significant development – the **mergers in the HE sector**. This will reduce the number of institutions offering teacher education even further – to 20 institutions in 2005. All of these change has taken their toll. Lewin et al (2003:363), as part of their international study of teacher education, make the point that the capacity for change of the teacher education sector in South Africa may have been ‘tested beyond reasonable limits’ – institutions have been expected to respond to major policy changes while simultaneously going through extremely taxing processes of institutional mergers.

Policy on curricula for teacher education has not remained static in this period either. With the **revision of the Norms and Standards for Educators in 1997/8**, a process that was finalised in 2000 with regulation in a Government Gazette, teacher education programmes are required to shift from a content to a competence approach. In terms of this policy, teacher education curricula must ensure that theory and practice are integrated, and that teachers demonstrate not only foundational competence (knowledge of the subject/learning area and ways of teaching it) and practical teaching competence, but also reflexive competence. The *Norms and Standards*, informed by research such as that for the President’s Education Initiative in 1999, asserted the critical importance of subject/learning area competence – knowledge of the specialisation and ways of teaching it. In addition, the qualifications framework has changed, and the main qualification for the initial training of teachers is now an integrated **480 credit degree, the B Ed**. Parallel to this qualification, but at a lower level and catering for older under-qualified teachers, is the **National Professional Diploma in Education (NPDE)**. While on the one hand the curricula for teacher education have been revised for outcomes-based education, on the other, much has remained unspecified, and this has created difficulties both for sharing of scarce resources (such as materials) and for quality assurance – as the recommendations in the forthcoming publication on the NPDE will point out.

The Department of Education has not only regulated new teacher education qualifications, but also encouraged their **delivery through providing incentives such as bursaries** or contracts through tenders for targeted needs. The best example of this is the major national upgrading programme, the NPDE, a joint project of the ELRC, SACE and the Department of Education, which has been in operation since 2002, and will enter a new phase in 2005/6.

However, although there has been a financial incentive to offer certain kinds of programmes, at the same time, **the newly declared funding formula does not favour initial or in-service teacher education**, placing it in the lowest funding category – below commerce (Ministry of Education, 2004). This has already had the effect of making certain teacher education providers limit or entirely cease professional teacher education, and concentrate on Honours, Masters and Doctoral students in Education. It is also not encouraging for teacher educators who wish to do professional teacher education thoroughly (and by implication, at some expense) – with school-based teaching experience and on-site assessment of practical teaching competence.

At the same time, there have been various **attempts to tighten the quality assurance of programme delivery**, but these efforts have as yet to demonstrate results. Although individual programmes have responded to the challenges of the new curriculum with innovation and commitment, the quality of much teacher education (particularly large scale) is still problematic. Part of the problem is the low subsidy for professional teacher education programmes. But another part of the problem has been the dispersal of quality assurance functions among a variety of bodies in an as yet unstable quality assurance environment. As Ben Parker points out (2001) there have been efforts to create a single education system out of the former 19 departments of education, but at the same time no efforts to do this in ways that create opportunities for interaction and power-sharing regarded as desirable in a democracy. The result is a dispersed system, and a great deal of energy is absorbed in trying to work out the relationships and areas of authority of each part of the system. For example, authority for the development of qualifications for teacher education is contested at the moment – between the Department of Education with its *Norms and Standards for Educators*, the South African Council for Educators (SACE) with responsibility for the registration of qualified teachers, and the South African Qualifications Authority (SAQA) with its educator in schooling qualifications. Yet another player is the Council on Higher Education (CHE). The CHE, through its Higher Education Quality Committee, is responsible for the quality assurance of all higher education – part of which involves a qualifications framework. However, even within the Department, there are different positions on teacher education qualifications – from the Ministerial Committee and the Deans of Education, and from the Higher Education branch. In the quality assurance of delivery, there have also been difficulties – with the CHE being part of the initial programme approval process, but thereafter delegating authority for verifying learner achievement on the NPDE to the ETDP SETA. However, there are signs that this environment is becoming more focused – most notably in the intention of the HEQC to conduct a national quality review of professional and academic education programmes.

All this change is happening in a social environment increasingly affected by **the HIV and AIDS pandemic**. The Nelson Mandela Foundation/HSRC 2002 Household Survey reported that HIV prevalence in the South African population is 11.4% and as high as 15.2% in persons of the 15-19 age group. A news report in 2004 stated that 12% of the country's teachers are infected with HIV (Women's E News, Peroshni Govender). The report, entitled *National Household HIV/AIDs Prevalence and Risk Survey of South African Children*, indicated that the orphan rate for children 2 to 18 years of age is 3.3%,

and that 3% of children 12 to 18 years of age reported that they were the head of the household.

Schools, particularly in rural or poorer communities, are dealing with the impact of the pandemic with varying success – staff illness and loss, trauma amongst learners, and loss of morale as a result of the economic and emotional demands of the pandemic. The problems created by HIV and AIDS profoundly challenge traditional ways of leading and managing schools.

In one way it is unsurprising that, in the past decade, faculties and schools of education have experienced significant declines in enrolments, which has raised **serious concerns about an impending shortfall in teacher supply**. In terms of the latest projections in a book chapter by Luis Crouch and Helen Perry (HSRC, 2003:477):

Forecasts of educator demand and supply suggest a looming imbalance.

Crouch and Perry suggest that between 11 000 and 19 000 teachers should be graduating in 2006, in order to meet the current needs of the system. However, rough estimates by the Ministerial Committee on Education (2004) show that the 26 institutions will produce between 6 000 and 9 000 graduates in 2004.

But it is important to understand this shortage correctly. It is not a shortage in absolute terms, assuming that the shortage is evenly spread across phases and learning areas. The rough figures from the Ministerial Committee (2004) suggest that although the integrated 480 credit B Ed is intended for the training of teachers for all phases, there are remarkably few foundation and intermediate phase teachers in training. The majority of current programmes are directed towards senior and FET phase teachers. Similarly a number of the provinces report shortages of teachers in particular subjects¹. Finally, there is a particular problem with the supply of teachers in rural areas. Of the nine provincial departments of education visited by the Ministerial Committee on Teacher Education between 30 July and 14 August 2003, seven cited supply of teachers as a problem in rural areas.

Emerging needs

- To understand this situation fully, there is a need for much more accurate information – on employed teachers, and unemployed qualified teachers; on posts and learner-teacher ratios in the provinces; on teacher attrition rates and the reasons for attrition; on numbers of teachers-in-training and specialisations they are taking; and on the impact of HIV and AIDS. There is also a need to understand more precisely the reasons for the lack of interest in teaching as a profession, and what kinds of affordable incentives there might be to attract new entrants to the profession.

¹ Visit of the Ministerial Committee on Teacher Education to the provincial departments of education, 30 July to 14 August 2003.

- There is a need to understand the impact of the mergers and of government steering of higher education on the ways in which teacher education curricula are being developed and offered, and on teacher educator capacity.
- There is a need to investigate the nature of the programmes on offer and the impact on the accessibility of how they are constructed and delivered.
- There is a need to investigate the impact of the quality of teacher provision on the schooling sector directly and to build up a profile of teachers, their experience, expertise, attitudes towards education and distribution between the urban and rural areas.
- There is a dire need to improve the quality of teacher education programmes.
- And there is a need to understand better how to lead and manage schools in a time of enormous change, not only in policy and curricula, but also as a result of HIV and AIDS.

Given the turbulence to which teacher education has been exposed and the resulting state in which it finds itself, it is important to mount a focused research and development programme, the outcomes of which will inform policy formulation and implementation and contribute towards bringing much-needed coherence to the teacher education system. It may also be helpful to undertake this work as a consortium of organisations with different skills and backgrounds – so that the results of quantitative research can speak to the results of qualitative research and vice versa; so that capacity building can be informed by research; and so that the networks of a variety of organisations can be involved in the dissemination of research findings and insights from developmental processes for the influence of policy and practice. Each of the themes and projects are described in the following section.

Themes and Projects

Theme One: Supply and Demand of Teachers, and Attraction into the Teaching Profession

Too few teachers are entering the teaching profession, too many teachers are leaving the profession, and too many teachers are inappropriately deployed in the teaching profession to meet the human resources needs of the country. This much emerges from the HSRC's recent inclusion of a chapter on "Educators" under the "Scarce Skills" section of its triennial review of human resources development (HRD). The abstract of the chapter argues that:

Forecasts of educator demand and supply suggest a looming imbalance. This stems partly from the HIV and AIDS epidemic, but also flows from an overly hasty administrative planning process to control educator training capacity, and an

uncontrolled (owing to lack of information), relatively short-sighted reaction on the part of young people interested in becoming educators (HSRC, 2003).

The collective aim of the projects assembled under this theme is to provide a comprehensive picture of teacher education and to explore an understanding of the issues that surround demand of teachers, teacher attraction, attrition and retention to the teaching profession in South Africa, taking into account:

- the size and shape of the teacher education sector from an academic and student perspective;
- the size of qualified teachers, the demand for teachers and trends in recruitment of teachers within the public schooling system;
- the aspirations and experiences of young people with regard to enrolment in teacher education programmes and to entry into the profession; and
- teacher attraction to, retention within, and exodus from the profession.

The projects that address these aspects will investigate the range of supply- and demand-side factors influencing the size and shape of the teacher education system and its impact on the teaching profession.

Project 1 will provide a comprehensive profile of the teacher education workforce focusing on the changing composition of the teacher education workforce, review of staff recruitment, replacement and selection policies, trends in higher education public-private partnerships and consideration of the budgeting processes and funding arrangements for teacher education. This project will build on the work of the Council on Higher Education in conducting a baseline survey of current provision currently underway.

Project 2 will investigate trends in student enrolment, graduation, and flow-through over a seven-year period (1997-2003).

Project 3 will provide a picture on the trends in recruitment of teachers by location, learning area and post level through analysis of teaching posts (at school level) advertised over the five years. An analysis of trends in the filling of the vacant posts as well as trends in attrition of teachers for the system will be undertaken. Project 4 will investigate the employment status of qualified teachers – that is, whether they are employed in schools, employed in other occupations, or not employed at all. The fifth project will ascertain what school-based factors influence the demand for teachers. Project 6 will be an analysis of the DEMIS system in providing information needs for understanding the dynamics of teacher demand and its feasibility to be taken up to scale. Based on the findings, the DEMIS will be taken up to scale in three clusters of schools in other provinces as part of capacity building to manage schools in the environment of HIV and AIDS to be undertaken in project 19.

While projects 1 to 6 investigate the supply and demand for teachers, projects 7 and 8 investigate the potential stock of new entrants to the teaching profession. Previous research conducted by the HSRC has shown that a very small percentage of Grade 12 learners aspire to enter HE programmes in the Education, Training and Development (ETD) field. A 2001 survey on student choice behaviour, based on the responses of 12 204 Grade 12 learners in 288 schools across the country, revealed that only 1.5% of learners planned to study in the ETD field. Of course this does not necessarily include

those who take a general degree (BA, BCom, BSc) and then move into teaching. One year later, only 3.1% of learners who were in Grade 12 in 2001 had enrolled in ETD programmes in higher education institutions. (The same learners who indicated that they wanted to study in the ETD field did not necessarily end up doing so; the 2002 findings are based on an analysis of the HEMIS database headcount enrolments.) But if education policy-makers and planners are to obtain a clear picture of the factors influencing student enrolment in teacher education programmes, they need to trace a cohort of learners over at least a three-year period. Project 7, therefore, will involve a baseline survey of a 10% sample of Grade 12 learners (that is, about 50 000 learners), tracing that cohort over the next two years and conducting a focus group study of a sample of the respondents to the survey to probe more deeply the reasons for their planning to enroll, or not to enroll, for education programmes. Those students who have actually enrolled for teacher education programmes in HE institutions will form the subject of a further investigation – Project 8 – to broaden our understanding of student decision-making with regard to enrolment in teacher education programmes. The investigation in Project 8 will involve students in other disciplines to understand their perception and perspective on teacher education.

Project 9 focuses on understanding the factors that influences retention and exodus from the teaching profession. The first component of the project attempts to understand the factors that attracted teachers into the profession, as well as ascertain their levels of job satisfaction. Project 10 investigates the range of reasons ex-teachers advance for having left the system.

**Theme One: Supply and demand of teachers, and attraction into the teaching profession
(EFT and HSRC)**

Project Title	Aims and Outputs
<p>Teacher supply:</p> <p>1. Investigating the changing profile of the teacher educator workforce</p> <p>2. A study on the changing composition of enrolment and graduate outputs for education qualifications in higher education institutions</p>	<p>Projects 1 and 2 aim to provide a comprehensive picture of the teacher education sector reflecting the changing profile of staff, students, higher education public-private partnerships, and providing trends in staffing and in student enrolments in the field over a seven-year period.</p> <p>Project 1 will focus on the profile of staff, and partnerships as well as investigating policies on staff recruitment, selection and replacement.</p> <p>Project 2 will focus on student throughput in the teacher education sector.</p> <p><i>Output: A comprehensive report profiling the teacher education sector in HE institutions.</i></p>
<p>Teacher demand:</p> <p>3. Trends in teacher attrition, recruitment and placement</p> <p>4. Employment status of qualified teachers</p> <p>5. School-based drivers of teacher demand</p> <p>6. Evaluation of the feasibility of rolling out the KwaZulu-Natal DEMIS pilot project</p>	<p>Project 3 aims to provide trends in attrition and recruitment of teachers by location, learning area and post level over a period of five years to contribute to the overall understanding of demand of education.</p> <p><i>Output: A report indicating trends in attrition, recruitment and placement of teachers over a five year period. .</i></p> <p>Project 4 aims to ascertain the employment status of qualified teachers – whether they are employed as teachers in ordinary public schools, employed elsewhere in the education system (the Department of Education, FET Colleges, private schools or FET institutions, public or private higher education institutions, or other education-related bodies), employed in other occupations, or not employed (unemployed, or not seeking work).</p> <p><i>Output: A report indicating the number of qualified teachers in South Africa and their employment status.</i></p> <p>Project 5 aims to ascertain the number of teachers required in schools according to a variety of factors, including current learner enrolments.</p> <p><i>Output: A report analysing teacher situation and demand by province, school district, and urban / rural location.</i></p> <p>Project 6 aims to undertake an analysis of the DEMIS system in providing information needs for understanding the dynamics of teacher demand and its feasibility to be taken up to scale as well as pilot it in three clusters of schools in other provinces.</p> <p><i>Outputs: *A report with analysis of the usefulness of DEMIS in providing value added information on the dynamics of teacher demand and implications for taking it up to scale. *A report analysing absenteeism and utilisation of teachers from the new</i></p>

	<i>piloted clusters of schools.</i>
Grade 12 learner aspiration to enter, and student experiences of, initial teacher education:	
7. Grade 12 learner aspiration to enter initial teacher education	<p>Project 7 aims to ascertain the number of Grade 12 learners nationally who plan to enter education programmes in higher education institutions and the factors affecting their decision-making, tracing this cohort over the next two years to establish whether they enrolled in education programmes and why.</p> <p><i>Output: A report with a baseline data on Grade 12 learners regarding their career choices that lays the foundation for tracking them over a period of time and an analysis of their aspirations with regard to entering teacher education programmes.</i></p>
8. Student teacher career choices into teacher education	<p>Project 8 aims to investigate the factors that affected the study choices of a sample of students enrolled in teacher education programmes and their future career plans.</p> <p><i>Output: A report analysing the factors that influenced student teachers to enter initial teacher training and ascertaining their future career plans.</i></p>
Teacher attraction to, retention within, and exodus from the teaching profession:	
9. Teacher attraction to, retention within, the teaching profession	<p>Project 9 aims to understand the factors that attract teachers into the teaching profession and to ascertain their levels of job satisfaction.</p>
10. Exodus from the teaching profession	<p>Project 10 aims to understand the factors that lead teachers to leave the profession.</p> <p><i>Output: A report analysing the factors impacting on teacher attraction to, retention within, and exodus from the teaching profession.</i></p>

Theme Two: Institutional Capacity and Governance

While Project 1 and 2 under the “Teacher Supply and Demand” theme will provide a quantitative overview of teacher education in HE institutions, there is, as the “Background” section of this profile indicated, a critical need to ascertain the impact of the restructuring of institutions and of education schools and faculties on the capacity of HE institutions to effectively prepare students for the teaching profession. The eleventh project in the programme, then, will investigate the outcomes of the complex forms of institutional restructuring that have taken place since 1995 in an attempt to understand the

conditions for and nature of approaches to teacher education. This will involve an analysis of the institutional cultures that have resulted from the restructuring processes as well as from the impending review and re-accreditation process to be conducted by the Council on Higher Education (CHE), and the impact of these processes on the practices and professional expectations of future teachers.

The issue of capacity that this project embodies takes various forms. At its broadest formulation, the study seeks to understand the capacity of HE institutions to adequately prepare the future teacher workforce. Capacity is conceived of here not in quantitative terms, as already indicated, but in terms of the subtle, less tangible, factors affecting teacher education, including: the prioritisation accorded teacher education by the institution; the commitment of teacher educators to preparing teachers for a changing education landscape; and the competence of teacher educators in providing training within a restructured higher education landscape and a transforming school environment.

One large-scale, multi-year project will constitute Theme Two. The project will be implemented in four phases spanning three years – 2005 to 2007. In the first phase, a literature, contextual and empirical overview of teacher education faculties / schools will be undertaken to lay the foundation for the entire project. The second phase (2005-2006) will involve a study of the restructuring of teacher education institutions, including an evaluation of the influence of the CHE review process on academic governance. The third phase (2006-2007) will involve a study of institutional cultures in the new sites of teacher education as it has been shaped by the restructuring processes and the CHE’s re-accreditation process. The final phase will involve advocacy and dissemination of the findings. In its entirety, the study will attempt to provide a comprehensive yet nuanced picture of teacher education provision in South Africa.

Theme Two: Institutional Culture and Governance (HSRC)

Project Title	Aims and Outputs
11. Teacher education and institutional change in South Africa	<p>The study in its entirety aims to assess the impact of restructuring and the emergent forms of institutional culture on the nature of teacher education and student outcomes. The two sub-aims that follow from this formulation are to explore</p> <ul style="list-style-type: none"> ▪ the distinct restructuring processes evident in a diverse range of public teacher education providers, and the complex ways in which these shape the conditions for, and approaches to, teacher education in a rapidly changing context; ▪ the nature of the new institutional cultures emerging from the combinations of institutions with potentially conflicting approaches to teacher education, focusing in particular on the ways in which these new providers broaden access to teacher education, and create new professional identities. <p>These two sub-aims will be explored in the second and third phases of the project. The first phase will provide a literature, contextual and empirical overview of the project as a basis for the subsequent research, while the fourth phase will comprise advocacy and dissemination of the project findings.</p> <p><i>Outputs: Two case study reports on each of eleven selected cases of teacher education</i></p>

	<p><i>facilities across seven provinces, one with a focus on restructuring, the other with a focus on institutional cultures.</i></p> <p><i>A synthesis report focusing on institutional restructuring in teacher education.</i></p> <p><i>A synthesis report focusing on institutional cultures in the new sites of teacher education.</i></p> <p><i>A final publication on the impact of re-structuring and re-culturing on teacher professional development.</i></p>
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Theme Three: Design and Delivery of Initial Teacher Education Programmes

One of the central arguments of the proposed research programme – an argument overarching the problems of teacher supply and demand and of institutional flux – is that the current ways of designing and delivering teacher education programmes are not adequate to address the needs of parts of the country most in need of quality teachers. A 480-credit integrated teaching degree (B Ed) as the main qualification for the training of all teachers is ambitious (particularly for primary school teachers) – in terms of academic demand as well as duration of study. It may well be over-ambitious – and frighten off potential teachers, particularly teachers from rural areas. The nature of programmes and the way they are delivered may well be impacting negatively on teacher supply.

Project 12 in the programme will analyse current B Ed programmes (and PGCE programmes) offered in all institutions in the country to answer the questions:

- Are teacher education programmes organised in terms of access, flexibility, and sites of learning in ways that are likely to attract potential teachers to rural schools?
- Are teacher education course contents and approaches directed towards the development of applied competence?

The analysis will include learning area/phase specialisation, selection and sequencing of content, mode of delivery, learner support, assessment, organisation of school-based experience, management of information, student numbers, and student fees/financial aid. It will also look at ways in which information and communication technologies (ICTs) have been incorporated into teacher education.

We hope to find programmes which can be investigated in greater depth as models for the design and delivery of teacher education that offer quality while increasing access and providing flexible ways to equip teachers in a range of contexts for service to the profession. In addition, however, we will be alert to a second interest in this analysis – approaches to the teaching of literacy in teacher education programmes.

A related issue that applies not only to pre-service initial teacher education but also to in-service upgrading programmes is that of assessment for recognition of prior learning. Project 13 will look at the transferability of knowledge, skills and values related to

teaching as a basis for making recommendations about how assessment for RPL could be done both in upgrading and pre-service qualifications. This will contribute to the proposed models for the design and delivery of teacher education.

The aim of Project 14 will be to harness the research expertise of the institutions in the exploration of teacher education practices. Relatively few institutions show evidence of sustained output of teacher education research published in accredited journals. It is important both for existing teacher education research to be brought to public attention and for new research programmes to be developed that will contribute to depth of understanding of teacher education practice across the full range of South African contexts.

Theme Three: Design and Delivery of Initial Teacher Education Programmes (CEPD, SAIDE, HSRC)

Project Title	Aims and Outputs
Analysis of pre-service teacher education programmes:	
12. Models for design and delivery of teacher education programmes in South Africa	<p>Project 12 will analyse all pre-service teaching programmes and research models for the design and delivery of teacher education in South Africa that will meet current needs.</p> <p><i>Output: Report analysing all pre-service teacher education programmes in the country and inn depth case studies of up to five institutions leading to report on appropriate models for the design and delivery of teacher education in South Africa.</i></p>
13. Recognition of prior learning (RPL) in teacher education programmes	<p>Project 13 will research the implementation of recognition of prior learning (RPL) in selected teacher education programmes, both pre-service and in-service in order to make recommendations about approaches to the assessment for RPL.</p> <p><i>Output: Report on transferability of knowledge, skills and values in the practice of teaching, across institutional sites, and in teacher education programmes and recommendations for approaches to RPL in teacher education</i></p>
14. Stimulation of practice-based teacher education research	<p>Project 14 aims at working with schools of education with small research outputs, develop practice-based teacher education research programmes and ensure that existing research is published in accredited journals.</p> <p><i>Output: At least four substantial journal articles published in SAPSE accredited journals and at least two large scale research programme plans developed.</i></p>

Theme Four: Quality Improvement in Teacher Education Programmes

Projects 15 and 16 look to move from research into direct engagement with providers to improve the quality of their teacher education provision. This will in the first instance take place through work relating to programmes for the upgrading of teachers – the National Professional Diploma in Education (NPDE), but also other upgrading programmes – particularly the Advanced Certificate in Education. Through a literature review, experiences from other countries will assist reflection on current practice in South Africa. But there are also a number of lessons for teacher upgrading that have been learned from the NPDE. The Department of Education is intending to run a monitoring and evaluation process for the NPDE. In Project 15 we will provide capacity building opportunities for NPDE providers in areas identified through the Departmental monitoring and evaluation process. However, we will also use this opportunity for engagement with providers to carry through from Theme 3 an interest in how language is developed and assessed in the provision of teacher upgrading programmes. This should provide a new focus, not only for work with the NPDE, but also in work with other upgrading programmes.

In Project 16, we will work with all teacher education providers to assist with preparation for the national quality review of professional and academic education programmes. We will identify providers who would require assistance in programme evaluation, but we will be cautious to avoid evaluation of those programme specialisations identified by the HEQC for re-accreditation. We would also help providers to prepare improvement plans based on either our evaluation or the results of the re-accreditation process. The purpose of this intervention is therefore to ensure that, at the least, institutions understand the requirements of quality in teacher education programmes, and at best, have put in place the necessary processes to improve quality prior to the national teacher review. In addition, in instances in which there is good quality practice, but financial limitations, we could assist with the preparation of funding proposals for consideration by the Department of Education or the ETDP SETA. For the duration of this project, we will be in continual communication with the Higher Education Quality Committee so that what is discovered through the quality preparation process can inform the design of the national quality review of professional and academic education programmes.

Projects 17 and 18 will be of a different character: they will not be developmental, but will contribute to an understanding of the quality of pre-service teacher education by research into perceptions of beginning teacher quality. Project 17 will look at what beginning teachers themselves think of how pre-service education prepared them for their teaching roles, while Project 18 will study the perceptions of school leaders as well as learners of beginning teacher effectiveness. These studies will feed into projects under Theme 3 and help refine the recommendations on appropriate models for the design and delivery of teacher education. But they will also feed into Projects 15 and 16: stakeholder perceptions of the quality of the ‘products’ (teacher education graduates) are

important parts of reflection on quality and will provide essential background for the national teacher education review.

Theme Four: Quality Improvement in Teacher Education Programmes (SAIDE, CEPD, HSRC)

Project Title	Aims and Outputs
<p>Quality improvement in teacher upgrading:</p> <p>15. Capacity development for quality improvement in teacher education programmes</p> <p>16. Preparation for the national teacher education review</p>	<p>Project 15 will contribute to improving quality in upgrading programmes (both the NPDE and other upgrading programmes) by building provider capacity in aspects of programme design and delivery identified through the departmental monitoring processes.</p> <p><i>Output: Analysis of programme proposals for the 360 credit NPDE, documented capacity building process with two providers in nationally identified aspects for quality improvement, and evaluation of how language is developed and assessed in the provision of teacher upgrading programmes</i></p> <p>Project 16 will contribute to the development of self-evaluation criteria for the full set of professional and academic programmes, with particular emphasis on criteria for distance education and online provision.</p> <p>Work with teacher education providers to evaluate a sample of their programmes and to prepare improvement plans based on self-evaluation and/or the HEQC re-accreditation process.</p> <p><i>Output: Evaluations of two programmes from each of five providers (these programmes will not be those identified for re-accreditation in the HEQC process) and documented improvement plans for up to five teacher education departments/schools and their teacher education programmes.</i></p>
<p>17. Perceptions of beginner teacher readiness and effectiveness</p> <p>18. Study of the quality of beginner teacher skills, knowledge and competencies and of the quality of beginner teachers' contributions to schools</p>	<p>Project 17 will investigate the perceptions of beginner teachers of their first two years of teaching and whether their pre-service teacher education programmes prepared them adequately for their work in the first two years of teaching in public ordinary schools.</p> <p><i>Output: Tables of demographic characteristics and geographical distribution of beginner teachers, and a research report analysing beginning teacher perceptions of the demands of teaching in terms of the preparation received from the pre-service programmes.</i></p> <p>Project 18 will investigate the perceptions of principals/deputies/subject heads of beginning teacher readiness and effectiveness, and their evaluations of the teacher education programmes that prepared them.</p> <p>Establish the views of learners on the strengths and weaknesses of beginning teachers.</p> <p><i>Output: Report (workshopped with providers) on the perceptions of school leaders and managers as well as learners on beginning teacher readiness and effectiveness.</i></p>

Theme Five: Improving the Management of the Impact of HIV and AIDS in Schools

Whereas in Projects 12 to 14 and 17 to 18, the focus is research and in Projects 15 to 16, the focus is development, in Project 19, the two are combined – this time with an emphasis on school leaders and managers, who, as HIV and AIDS bites, have a challenge the dimensions of which have not yet been experienced in this country. It cannot be assumed that those outside school communities understand how to manage schools in the environment of HIV and AIDS or what professional development school managers and leaders require. Research is called for, but at the same time, practice cannot wait for research. The idea is that experienced school managers and researchers will work in mentoring relationships with school leaders in clusters of schools to support the development of innovative and realistic approaches to the management of schools in the environment of HIV and AIDS. Research and practice need to go hand in hand. As part of this project, there will be an attempt to use the district education management system being implemented in KwaZulu-Natal in order to obtain a picture of teacher and learner absenteeism in the school districts which will be studied. The outcomes of this project will therefore be both improved management of schools in the environment of HIV and AIDS and improved understanding of professional development needs of school managers and leaders.

Theme Five: Improving the Management of the Impact of HIV and AIDS in Schools (SAIDE, CEPD)

Project Title	Aims and Outputs
19. Managing the impact of HIV and AIDS in schools	<p>Support the development of action research projects in a small number of schools to investigate and contribute to innovative and realistic processes for the management of schools in the environment of HIV and AIDS.</p> <p><i>Output: Action research reports on aspects of leading and managing schools in the environment of HIV and AIDS from three school clusters in different provinces over a two year period.</i></p> <p>Establish a profile of teacher/learner absenteeism over the three years of the project for the districts in which the projects are implemented.</p> <p><i>Output: Report analysing teacher/learner absenteeism from three districts.</i></p> <p>Design appropriate professional development strategies for school managers and leaders with regard to the management of schools in the environment of HIV and AIDS.</p> <p><i>Output: Report on appropriate professional development strategies for school leaders and managers in the environment of HIV and AIDS needs of mentors to principals with particular emphasis on professional development through mentoring, and the professional development needs of mentors.</i></p>

Theme Six: Reading Literacy in Schools and Teacher Development

The issue of quality of the implemented curriculum within the school itself cannot be overlooked. There is a need to investigate the impact of the quality of teacher provision on the schooling sector directly. As literacy is the foundation of learning for both learners and teachers, it is important to build up a profile of teachers, their experience, expertise, attitudes towards education and the distribution of the teachers of various backgrounds and expertise between the urban and rural areas. Increased understanding of the literacy levels of South African learners, the instructional practices within their classrooms, teacher preparation, and resources required for effective teacher education programmes in the languages of learning is important for sustainable development of teacher development and teacher education. Project 20 will investigate the literacy levels of Grade 4 and 5 learners in South African schools through the Progress in International Reading Literacy Study (PIRLS). The project also aims to investigate the profiles of teachers and schools, attitudes towards education and professional development, as well as, the impact of specific teacher characteristics (including teacher education levels) on the literacy of the learners. Finally an analysis of the language curricula of Grades 1-5 as well as teacher training curricula at these levels will be undertaken.

PIRLS is an international study of achievement in reading literacy being conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). Reading literacy lies at the heart of education and is fundamental to change in education. Indeed, to acquire the ability to read is a fundamental human right and a basic requirement for individual and national development (Elley, 1992). Given the vast numbers of adults who are illiterate in South Africa it is essential that South Africans strive to eradicate and prevent illiteracy from occurring amongst the new generation of learners. Thus through surveying and assessing learners in South Africa and benchmarking these internationally, PIRLS (Progress in International Reading Literacy Study) will provide policymakers, curriculum developers, teacher educators and teachers with information that can be used to improve reading instruction and learning. The project consists of four major components. The study aims to assess reading literacy in Grade 4 and 5 learners in South Africa utilising both an international assessment, but also a nationally designed instrument reflecting current approaches towards reading literacy and theories. It also provides contextual information about the home environment of these learners (*Component 1*). *Component two* focuses upon the learning environment within the school and policies implemented at school-level (collected by means of contextual questionnaires and site visits). *Component three* concentrates on the classroom and the teacher and investigates the role of the teacher, their attitudes towards education, their background and instruction-related variables (data for this component will be collected via questionnaires, interviews and classroom observations). Finally, *Component 4* comprises an analysis of the Grades 1-5 curricula of the languages of teaching and learning, as well as, the curricula offered by teacher training programmes aimed at these grades. Given all of this information collected in Components 1 to 4, it is possible to identify factors or sets of factors that are associated with higher levels of reading literacy (Mullis, Martin, Gonzalez and Kennedy, 2003), as well as the impact of teacher

characteristics upon the literacy of the learners. This research builds upon techniques applied in earlier national studies (Howie, 2002).

Given that this study will be initiated within an international study, it will allow one to measure how South African Grade 4 and 5 learners perform in literacy, and to benchmark this against the performance of other Grade 4 learners internationally. Although the international study focuses on Grade 4, the rationale being that by this age, experts have found that reading has normally been established, this is the age in South Africa where the majority of learners make the transition to learning in an additional language. It is seen as the root cause for many learners struggling to access information within the classroom. For the majority of learners, this additional language (usually English) is experienced as a foreign language as they seldom speak or hear the language outside the classrooms. This is especially true in rural areas. Given this transition phase and the expected difficulties of South African Grade 4 learners, the inclusion of Grade 5 learners as an additional sample is expected to reveal the rate of progress in adopting the new language of learning over the two years period of transition and to provide a reliable measure of literacy. Furthermore, the background questionnaires will allow one to assess the differences in reading levels between locations in South Africa and in particular the difference in instructional practices across South African schools and identify good practice. **A key component of this study** is *to identify what is needed to improve the reading literacy of young children in South Africa in terms of teacher development and to further ascertain to what extent do teacher education levels have an impact on reading literacy in schools?*

Theme Six: Reading Literacy in Schools and Teacher Development (University of Pretoria)

Project Title	Aims and Outputs
20. PIRLS 2006: South Africa Progress in International Reading Literacy 2006 Study: South Africa	<p>PIRLS is an international comparative study of achievement in Reading Literacy. The South African study is designed to assess how well 4th and 5th grade students read, how do the South African students compare with international benchmarks of the same age group, how do 4th-grade students value and enjoy reading, how do the reading habits and attitudes of students differ from one country to another country</p> <p>South African researchers will aim to address the following specific questions: 1) How do South African Grade 4 learners perform in Literacy, 2) How does this performance compare to the international benchmark. 3) What are the differences in reading levels between locations in South Africa? 4) What is the difference in instructional practices across South African schools? 5) How does the intended and implemented curricula of grades 1-5 compare? 6) How do the current teacher training programmes prepare teachers for the challenges of the new revised curricula? 7) What is needed to improve the reading literacy of young children in South Africa in terms of teacher development? 6) To what extent do teacher education levels have an impact on reading literacy in schools?</p> <p><i>Outputs:</i></p> <ol style="list-style-type: none"> 1. Eight significant articles in internationally accredited journals. 2. Three national reports. One comprising the overall results and

	<p><i>recommendations for teacher development. The second focuses on feedback to teachers and contains materials for teachers. The third is a technical report detailing the methods, procedures, technical specifications of the instruments and outcomes of the project.</i></p> <p>3. <i>Two Doctoral degrees and two Masters' degrees.</i></p>
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