

Faculty of Education

Guiding tomorrow



Nelson Mandela
Metropolitan
University

for tomorrow

**The WA (Way Ahead
framework) &
SMART CRAR³FS²
framework for
developing teachers**

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WHY AM I HERE?

- I believe we ALL can make a difference together to the benefit of ALL LEARNERS
 - ❖ Learners should be the focus!!
 - ❖ They are the future!!
- I do not have all the knowledge, BUT
 - ❖ Was an HOD with 15 years experience at school level
 - ❖ Lectures and develops Pre-Service & In-Service teachers for Mathematics (Gr 4-9)
 - ❖ Researched Teacher Development
 - ❖ Presented teacher development sessions
 - ❖ Interviewed people & used reflective journals in my teacher training
 - HENCE: I may have something to offer

AIM OF THE STUDY THAT I AM REPORTING IS ...

- To *develop a framework for teacher development*
- **RESEARCH QUESTION:**
 - ❖ How participants experienced the professional training development process in order to develop a **FRAMEWORK for TEACHER DEVELOPMENT IN GENERAL (Generic framework)**

CONTEXT OF THE RESEARCH AND DELIMITATION

- Teachers from 6 SMIS disadvantaged schools comprising of 6 disadvantaged schools
 - ❖ Four primary schools and two high schools in the Port Elizabeth Missionvale area) formed the convenience sample used in this study.

WHAT IS OUR PROBLEMS IN EDUCATION?

- Apartheid? YES/NO
 - ❖ Is there an improvement? Are we not our own “worst enemies”?
- Money? YES/NO
- Resources? YES/NO
- Management? YES/NO
- Politics / Unions? ...
- Leadership? ...
- Commitment? ...
- Will? ...
- Attitude? ...
- Are the HUMAN FACTOR not our “greatest enemies”?

THE ANIMAL KINGDOM MIGHT PROVIDE SOLUTIONS FOR THE ENVISIONED FUTURE

- WHAT TO KILL? The OSTRICHES, VULTURES & RABBITS
 - Ostrich mentality (Perceptions & Blame Game) leads to blindness
 - We have “nothing”
 - It is the DOE’s fault(s)
 - We are the victims
 - The more we get, the more unhappy we are
 - Vulture position (Traditional Leadership) leads to starvation
 - What can I get from it personally
 - Re-Think role & position: Why am I a Director, Specialist, Principal, Deputy, HOD
 - Sheep flocking leads to over-population for the wrong reasons
 - Re-Think appointment process of appointments
 - What value can applicants add INSTEAD OF ...
 - what is my Union or Political involvement
 - Rabbit hole leadership & Rabbit hole Teaching & Learning leads to a slow death
 - Principals, EDO’s, etc. should also be in the classroom, not in their rabbit holes (offices)
 - Teachers should share with their colleagues AND visit each other’s classrooms (cannot remain in our own holes)

THE ANIMAL KINGDOM MIGHT PROVIDE SOLUTIONS FOR THE ENVISIONED FUTURE

- WHAT TO LIVE LIKE? Cock, Lions, Falcons, Eagles & Butterflies
 - Cock time (DOE officials, Principals. SMT & Teachers)
 - Be on time
 - Be first
 - Be on top
 - Lion position (New Leadership: DOE officials, Principals. SMT & Teachers)
 - Be brave
 - Be strong
 - Be selective
 - Be co-learner(s) [Including the Principal & SMT]
 - Principals & Deputies: Be co-implementers (leadership by example and doing with)
 - Principal in the classroom: Lead by demonstrating expertise
 - Falcon (My Wings can make the difference)
 - I'll use my own car OR I will get a car (I'll use my own resources)
 - Learners first, teachers and higher leadership second
 - Focus is on what can I bring to the school, to the teachers, to the learners, to the community
 - Bird cage to Eagle soaring sky (DOE officials, Principals. SMT & Teachers)
 - Re-Think & Re-structure traditional school day (07:30 to 17:00?? Including)
 - Roles at school
 - Involvement at school
 - Schools must become an OASIS for the learners in the desert
 - Turn SWOT analysis on its head
 - Focus on WEAKNESSES & THREATS
 - Community audit
 - Skills, Needs, Wants
 - Think BIG, BUT Start SMALL
 - Butterfly wings effect (DOE officials, Principals. SMT & Teachers)
 - One small thing may have many positive outcomes

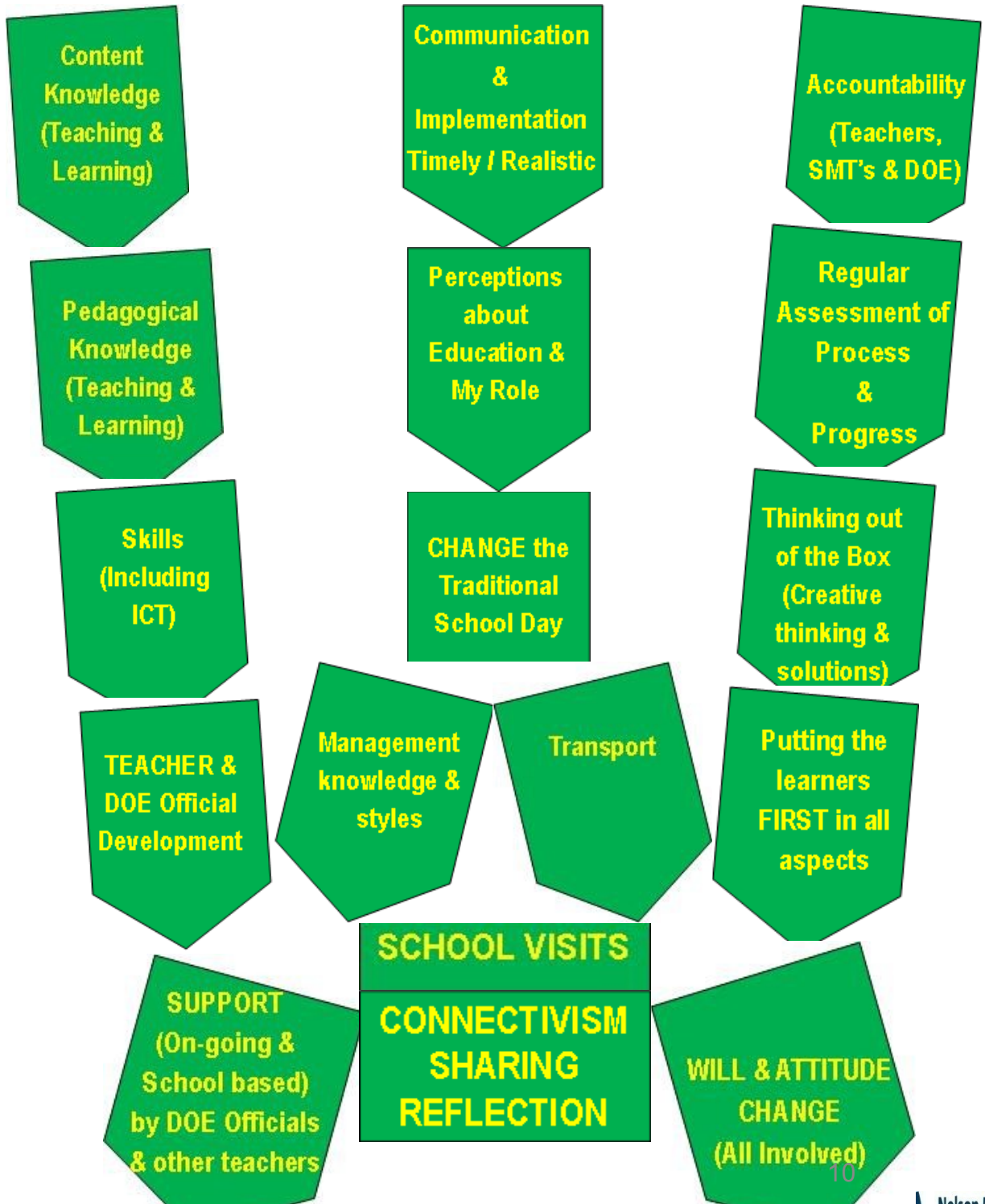
NEED A RE-EMPHASIS OF WHERE WE FOCUS...

- Too much focus AND money are being spend on grade 11-12
- We should be start spending the money from Grade 0 to Grade 12
- Much greater emphasis should be on trying to FIX the problem areas before learners reach Grades 11 & 12 AND then we want to intervene

THE TEACHER DEVELOPMENT PROCESS FOR ICT IMPLEMENTATION & INTEGRATION OF THE INTERNET

- WHAT DO WE NEED FOR
IMPROVEMENT IN EDUCATION?
 - ❖ **WAY AHEAD Framework**

WAY AHEAD (WA) FRAMEWORK



TRAINING WITHOUT SUPPORT IS ...

- Worthless ...
- Confusion creator
- NOT caring!!!

WHY PRIVATE OR OUTSIDE COMPANIES IF ...

- Where are the EDO's?
- Teacher Centres
- UNIVERSITIES??

Models for teacher development

- Training model,
- Award-bearing model,
- Deficit model,
- Cascade model,
- Standards-based model,
- Coaching/mentoring model,
- Community of practice model (This study) & cognitive apprenticeship
- Action research model and the
- Transformative model (some elements) as the focus is the transformation of current practices
- PROBLEM & CHALLENGE
 - Dana and Yendol-Hoppey (2008, p. ix)
The problem is that teachers see teacher development as **“torture”** and **not as “treasure”**

Enablers for Teacher Development during this research & intervention project

- This study has been informed by a ***community of practice model*** embedded by cognitive apprenticeship
- It is acknowledged that teachers' ***prior beliefs and knowledge related to classroom practice*** influence their interpretation of new pedagogical ideas (and new practices).
- Teachers also ***learn a great deal from their social interaction(s) in discourse communities when they share*** experiences from the classroom contexts in which they experiment with new or alternative practices
- Social interaction as a learning tool through language NB: ...
 - ❖ ***knowledge creation model*** of Nonaka and Takeuchi (1995) was seen as a useful model for learning

THE TEACHER DEVELOPMENT FRAMEWORK

- Acronym C R A R³ F S² holds the key for teacher development and classroom implementation.
- It is **ECLECTIC** i.e. based on the based ideas of the different teacher development models
- Figure of C R A R³ F S² follows ...

CRAR³FS²

Care Relate Assess Reflect Read Re-Plan Feedback Share Support

ON A CONTINUOUS BASIS DURING THE PHASES & STAGES BY THE PROJECT FACILITATOR & BY THE PARTICIPANTS

RELAXED ATMOSPHERE
CLASS VISITATIONS

CONTAIN ANXIETY
PACE

ONGOING SUPPORT
MODEL / COACH / MENTOR

CRAR³FS²

Care Relate Assess Reflect Read Re-plan Feedback Share Support

ON A CONTINUOUS BASIS DURING THE PHASES & STAGES BY THE PROJECT FACILITATOR

Care: Show that you care	Re-Plan: Plan by taking the needs into consideration
Relate: Build relationships throughout	Feedback: Empower learners by providing the learners with feedback on their progress and their needs.
Assess: Identify the positive and negative aspects that have occurred during	Share: Create opportunities to share experiences with one another during development sessions
Reflect: Journal writing provides a window for the learners and the teacher on the learning process (useful for sharing)	Support: Support & classroom visits by the project facilitator(s) and from peers at school Establish internal school based support group Create staff development sessions Arrange support sessions where participants from participating schools can share experiences and support one another
Read: Reading the journals empower the teacher to plan with a view to address mentioned issues for the next session	

Decide upon the PHASES & STAGES of your teacher development project

HOME LANGUAGE MOTIVATE ONGOING TRAINING ONGOING SUPPORT
KEEP DIFFERENT LEVELS OF PARTICIPANTS IN MIND
DEVELOP COMPETENCE TRAINING HANDS-ON & PRACTICAL MANUAL

PEER-FACILITATORS LISTEN PATIENCE APPROACHABLE
CLEAR EXPLANATIONS FEEDBACK PEOPLE SKILLS

COMMUNITY COOPERATE & COMPROMISE ASSISTANCE
CONSIDER GROUPING: HOW? CO-PLANNING

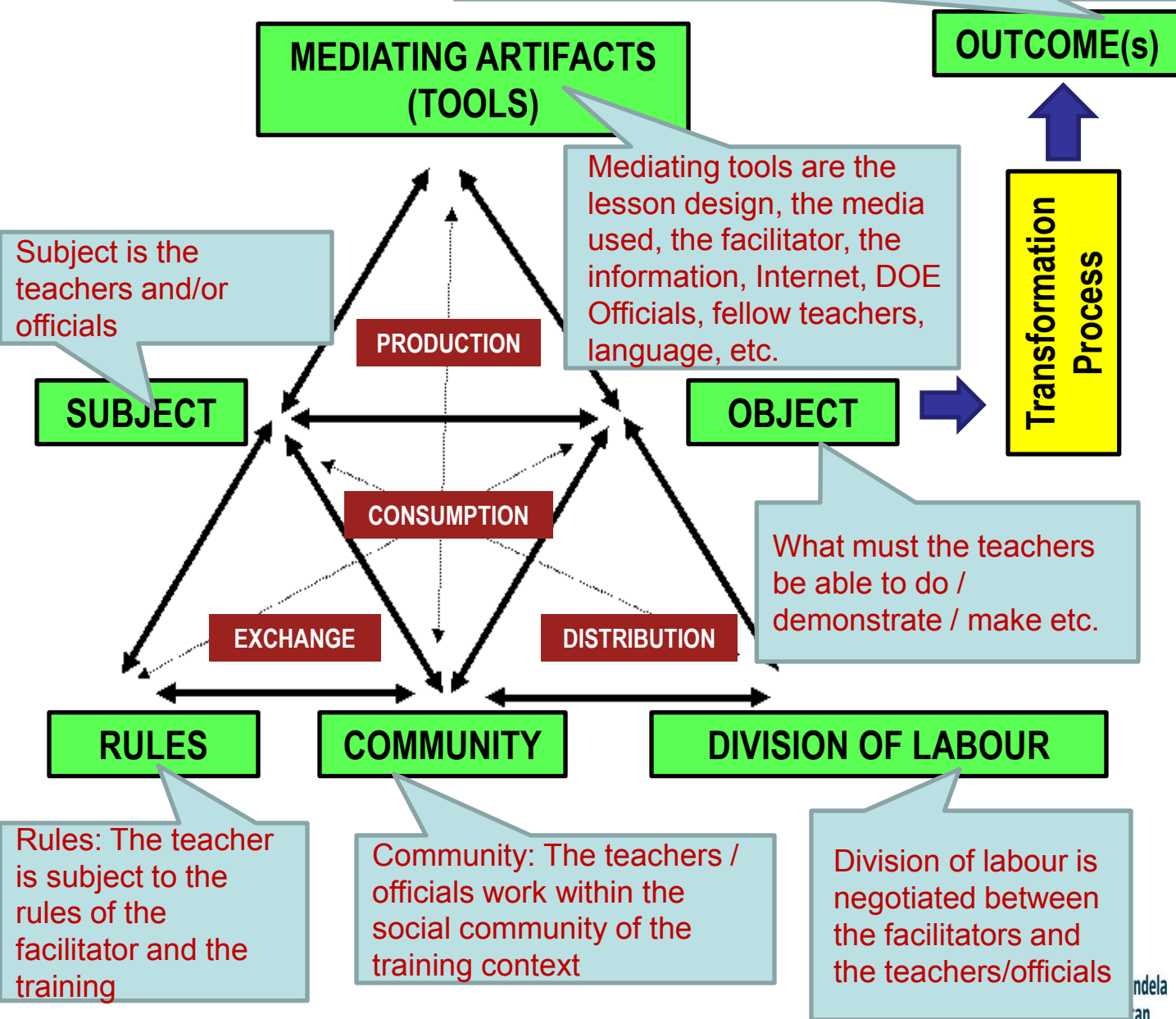
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- Worthless ...
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- NOT caring!!!

ACTIVITY THEORY TRIANGLE AS THEORETICAL FRAMEWORK

Mediated (higher) functioning are interactions between the subject (individual) and object (task) mediated by tools, at the vertex of the triangle

Linked to Object: The lesson outcomes (or higher order thinking skills, motivation and interest, greater interaction or collaboration, etc.) that the participants have to achieve.



Unmediated (elementary) functioning occurs along the base of the triangle

CRAR³FS²

Care Relate Assess Reflect Read Re-Plan Feedback Share Support

ON A CONTINUOUS BASIS DURING THE PHASES & STAGES BY THE PROJECT FACILITATOR & BY THE PARTICIPANTS

RELAXED ATMOSPHERE
CLASS VISITATIONS

CONTAIN ANXIETY **ONGOING SUPPORT**
PACE **MODEL / COACH / MENTOR**

PEER-FACILITATORS LISTEN PATIENCE APPROACHABLE
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COMMUNITY COOPERATE & COMPROMISE ASSISTANCE
CONSIDER GROUPING: HOW? CO-PLANNING

Contradictions	
Traditional context	Envisaged context
DECIDE ON TOOLS PHASE What Tools are needed? What Tools do we have? What Tools have to be purchased? What Tools have to be developed? What? How? Why? MEDIATING ARTIFACTS (TOOLS)	

OUTCOME(s)
What? How? Report?

Contradictions	
Traditional outcomes	Envisaged outcomes
OBJECT What do I as facilitator want to achieve? What do I want the participants to achieve? What transformation is intended?	

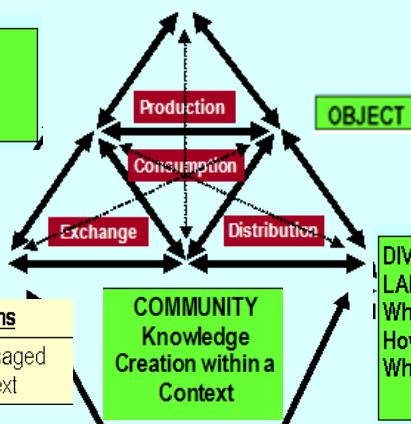
ASSESSMENT & REPORT PHASE OF OUTCOMES OF TRAINING
Have the Intended Outcomes been Achieved? How was the Intended Outcomes achieved?

ASSESSMENT & REPORT PHASE OF IMPLEMENTATION OF OUTCOMES OF TRAINING
Are the Intended Outcomes visible in the School? Are the Intended Outcomes visible in the classroom?

SUBJECT
School, Teachers and/or Learners

RULES
What?
Why?
How?

Contradictions	
Traditional context	Envisaged context



OBJECT

DIVISION OF LABOUR
What?
How?
Why?

Contradictions	
Traditional context	Envisaged context

Conditions for Learning
Internal diversity Redundancy
Decentralized control
Organized randomness
Neighbour interactions

MOTIVATORS
Who?
How?
Why?

MOTIVATOR PHASE FOR COMMUNITY
How can the Participants be motivated?
How can the Community be motivated?

Contradictions	
Traditional context	Envisaged context

RELAXED ATMOSPHERE	CLASS VISITATIONS	CO-PLANNING
PACE	MODEL/COACH/ MENTOR	TRAINING: ONGOING
CONTAIN ANXIETY	COMMUNITY	ASSISTANCE
ONGOING SUPPORT	COOPERATE & COMPROMISE	CONSIDER GROUPING: HOW?
DEVELOP COMPETENCE	LISTEN	APPROACHABLE
PEER-FACILITATORS	PATIENCE	CLEAR EXPLANATIONS
HANDS-ON & PRACTICAL	MOTIVATE	FEEDBACK
KEEP DIFFERENT LEVELS OF PARTICIPANTS IN MIND	HOME LANGUAGE	PEOPLE SKILLS

HOME LANGUAGE **MOTIVATE** **ONGOING TRAINING** **ONGOING SUPPORT**
KEEP DIFFERENT LEVELS OF PARTICIPANTS IN MIND
DEVELOP COMPETENCE **TRAINING HANDS-ON & PRACTICAL** **MANUAL**

SMART Acronym for Assessment

The thinking behind any training & development (to follow CRAR³FS²)

- Any Training should be focusing on the following for ASSESSMENT aspects regarding the training process:
 - ❖ Sharing
 - ❖ Meaningful
 - ❖ Assisting
 - ❖ Regular Reflection
 - ❖ Timely

CONCLUSION

- Education Department, Universities, trainers, etc. should take note of the *C R A R³ F S² framework*
- WHY?
 - ❖ **To assist with the development of teachers, in order to achieve the type of learning and the necessary aspects that are required as envisioned**
 - **'One-shot sessions' are not the answer, but ...**
 - ❖ ongoing teacher development and ongoing support seems to hold the key with ...
 - ❖ The help of Universities, top teachers and top schools all over the province

END

Any questions or remarks?

Thanks to Prof Webb & Dr McFarlane for their guidance