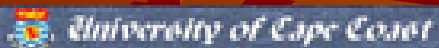




EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries



Empowering educators to deliver the new curriculum in South Africa

9th UKFIET Conference, 11-13 September 2007

Going for Growth: School, Community, Economy, Nation

Symposium: Going for Growth: Researching Improved Access, Quality and Outcomes

✦ MAJOR ASSERTION:

Research that involves educators, with a sole purpose of improving teaching and learning must be synonymous with the teachers professional development

LESSON 1: CONDUCT RESEARCH AS PROFESSIONAL DEVELOPMENT WITH THIS PURPOSE

- ✦ To improve the job performance and skills of an individual educators or group of educators – Outcome improved learning
- ✦ To extend the job performance of an individual educator for career development or promotion - Outcome improved learning
- ✦ To develop the professional knowledge and understanding of an individual educator - Outcome improved learning

Research Questions

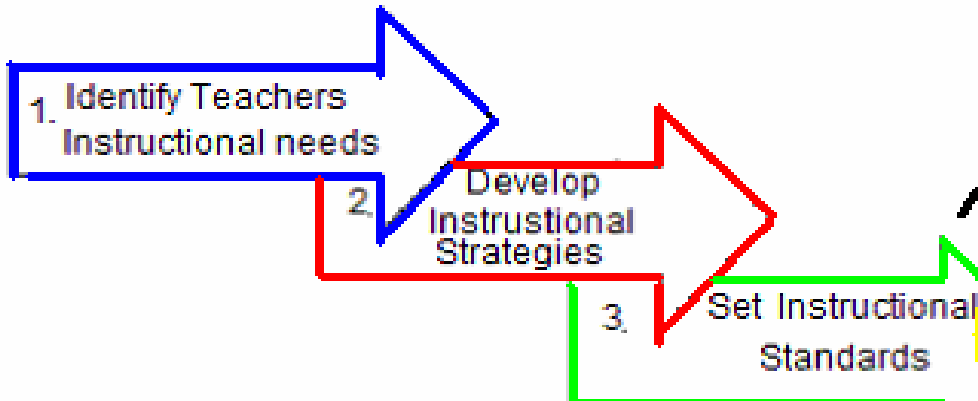
- ◆ *What conceptual skills of both educators and learners would allow for an appropriate implementation of the curriculum?*
- ◆ *What specific approaches would be most advantageous for situations of poverty and gender equity?*
- ◆ *What conditions enable these practices to be rolled out from the original core sites to similar contexts?*

- ◆ *How can learners, teachers, parents and district officials be engaged in ways that support curriculum change?*
- ◆ *In what ways can policy makers and curriculum implementers be engaged to participate in the mainstreaming of the strategies developed in this project?*

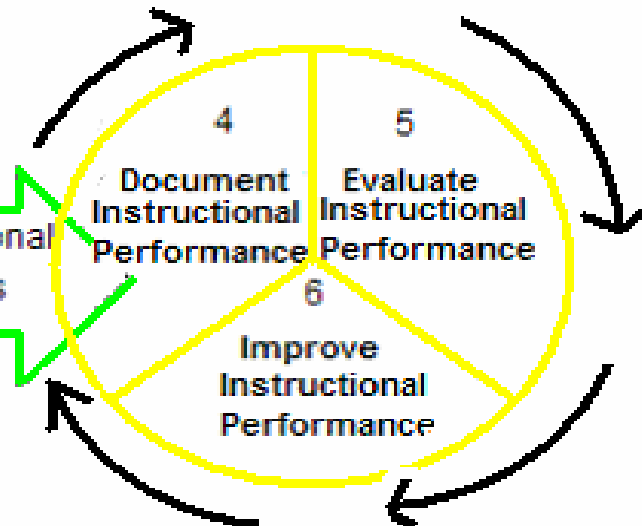
THE MODEL

Evaluation Model for Teachers

Development Phase



Implementation Phase

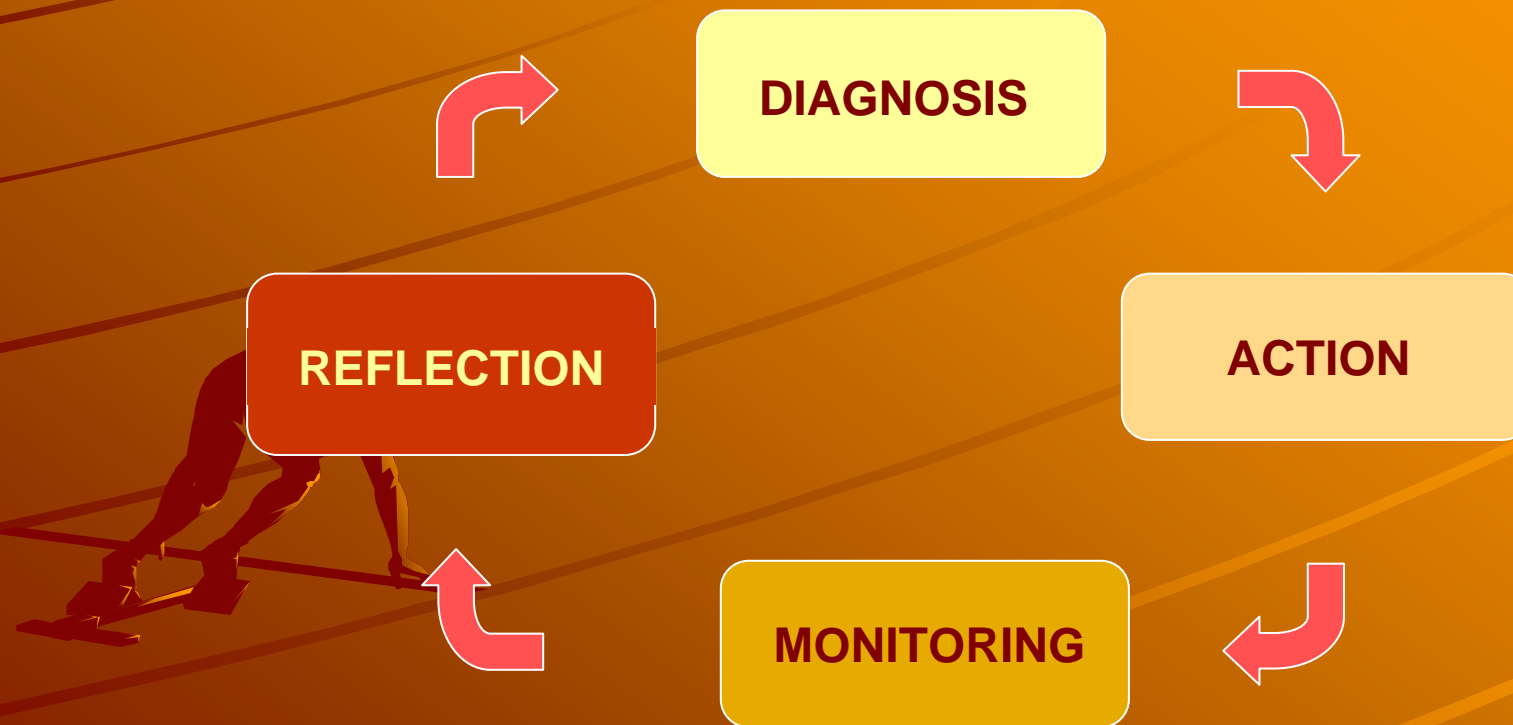


THE METHODOLOGY

COLLABORATIVE ACTION RESEARCH



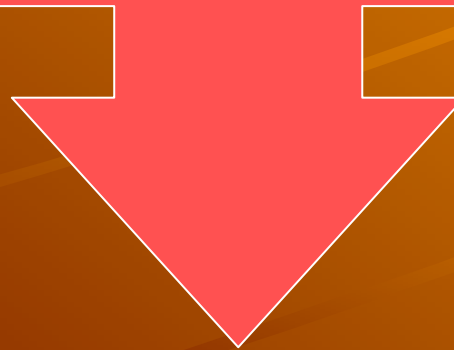
* Collaborative ACTION RESEARCH CYCLE



LESSON 2: As one moves through the stages of action research (professional development) it is important to encourage teachers to fully participate at all the stages of the research.

In collaborative action research the teachers must be part of the needs analysis, the programme design and workshops or seminars in which materials are developed. **Wherever possible, involve teachers in the actual facilitation of the workshops that follow.**

The more that the teachers are invited in and made to be part of a action research (professional development programme), the more they will appreciate it and **the greater the likelihood that they will adapt to the proposed changes in practice** or content it brings with it.



DISCOURSES UNDERPINNING THE RESEARCH

- ◆ CRITICAL THINKING
- ◆ PROBLEM-SOLVING
- ◆ ARGUMENTATION
- ◆ GENDER SENSITIVE

CRITICAL THINKING AND PROBLEM SOLVING INDICATORS

INDICATOR OF PROBLEM SOLVING The teachers' class work or home work questions are such that learners are able to:	INDICATORS OF CRITICAL THINKING The teachers' exposition, class work or home work questions are such that learners are able to:
Conceptualise the problem – Learners understand the problem	Articulate concepts in their own words or ways
Categorise the problem - Learners plan to solve the problem	Provide clear and precise definitions of concepts in their own words
Analyse the problem – Learners solve the problem	Construct their own knowledge from the information provided
Finalise the problem – Learners review the problem	Make logical opinion and conclusion
Display indicators of critical thinking - see critical thinking table of indicators	Able to identify examples from non examples
	Display indicators of problems-solving – see problem-solving table of indicators



INDICATORS OF ARGUMENTATION

The teachers' exposition, class work or home work questions are such that learners are able to:

- ◆ Make claims
- ◆ Generate data
- ◆ Make warrants
- ◆ Make backing
- ◆ Advance rebuttals
- ◆ Debate



TEACHER EMPOWERMENT

Teachers are empowered when:

✦ **THEY SEE THEIR ACTION HAS MEANING.**

'This is becoming interesting and very useful to me and my colleagues because I am able to know what I need to know and do when it comes to enhancing problem solving skills in my classroom'

One teacher was quoted after a workshop facilitated by one of their colleagues

★ **THEY FEEL THEY ARE PART OF THE ACTION:**

'That Dr. Luneta did not work and it cannot not work with my learners. Your questions do not as you always say reflect the context. Lets rewrite these questions and you will see the difference in participation.' Said Mrs Moloji to me during my lesson in her class.

After rewriting the questions and the learners surely seemed comfortable

'I feel so good that I can also correct you'
She concluded beaming with satisfaction

CURRENTLY

- ◆ Collaboratively developing lessons with teachers and teaching
- ◆ Conducting workshops to discuss the lessons
- ◆ Developing more intervention strategies in problems-solving, critical thinking and argumentation
- ◆ Identifying core issues in the new curriculum –how to address new content in the curriculum – forward mapping

MONITORING AND EVALUATING PROGRESS

- ✦ Pre lesson observation conference
- ✦ Lesson observation
- ✦ Post lesson observation conference
- ✦ Teachers' workshops



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THANK YOU

